Youth on the Move: Cambodia

Accessing Information about Migration and Safety (AIMS) Project

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PROJECT OVERVIEW

Reporting Period	December 1, 2013 – March 31, 2015
Organization Name	World Education, Inc.
Address	44 Farnsworth Street; Boston, MA 02210 USA
Date Grant Awarded	November 15, 2013
Total Amount of Grant	US$183,980.85
Have all the grant funds been spent?	Yes
Title of Project	Youth on the Move: Accessing Information about Migration and Safety (AIMS)

The AIMS Program

Introducing AIMS

With the support of the Dream Blue Foundation, World Education Cambodia implemented the Accessing Information to Migrate Safely (AIMS) project, to help provide information for young Cambodian people who are thinking of migrating or who have already migrated.

AIMS is the first project in Cambodia to provide a comprehensive Khmer-language website targeted at vulnerable migrant youth. The website contains simple lessons to teach youth how to migrate safely.

The IVR system provides information about safe migration for low-literate youth, through phone lines.

AIMS-trained youth peer-educators help spread the word about safe-migration practices in their communities.

Results

By project end, AIMS materials had provided thousands of Cambodia youth with information about safe migration.
The website has received over 9,400 visits.
The IVR system has received over 2,500 calls.
The Facebook page has received over 1,600 likes.
Over 200 peer educators have been trained.

SUMMARY

Funding support from Dream Blue Foundation (DBF) has allowed World Education to develop Cambodia's first ever Khmer-language website and accompanying Interactive Voice Response (IVR) system aimed specifically at providing migrant or potential migrant youth with information to help them stay safe. There have already been over 9,400 visits to the website.

This support from DBF for the Accessing Information to Migrate Safely (AIMS) project has indeed proven most timely. Youth migration rates continue to soar in Cambodia; current data shows that less than 35% of adolescents are in lower secondary school, and that many are leaving school to migrate through illegal, irregular and highly risky channels, leaving them without the protection and information that regulated migration can provide. The website – **aims.worlded.org** – developed through the project has learning modules that cover legal migration; recruitment companies; work contracts and wages; how to avoid being trafficked or cheated; and tips about getting along with roommates, saving money, the dangers of drugs, and traffic safety. For those with limited computer access and skills, or limited written Khmer literacy, lessons have audio options and the website is coupled with an Interactive Voice Response (IVR) system which provides the same information over the phone.

The website and IVR have been extremely well-received, and are already utilised by a promising number of users. Additionally, the pilot project has provided Internet access at 8 schools and other non-formal sites, fostering digital inclusion for over 7,000 youth. The project has also provided 5,644 youth with Internet and AIMS website/IVR training and reached thousands of others with information about the site through outreach. The project has trained youth not only about the AIMS website, but also on more broad skills such as how to use the Internet to gather information, thus improving their employability and ability to stay in touch with friends and family if and when they do migrate. Having equipped over 250 peer educators, faciliators, school teachers, and school directors with new knowledge and skills to enable them to train youth about the website and Internet, there is high potential for sustainable impact of DBF support.

Given the pilot's initial success and the persistent rise in youth unsafe migration rates, World Education is seeking continued support for a roll-out of Internet and AIMS website training to a greater number of lower secondary schools, youth and migrant networks, and factories. In addition, World Education hopes to develop a Safe Migration life-skills training package based on the website, to consolidate safer migration learning and behaviour change among youth in Cambodia.

PROJECT PROGRESS

The following section provides notes on the progress and results of major project activities implemented by the AIMS project.

I. PROJECT START-UP

Project start-up activities included staff recruitment, formulation of sub-grant agreements and Scopes of Work with project partners Friends International (FI) and MEDIA One (M1), and meetings with Provincial Offices of Education and target school directors in Siem Reap and Prey Veng, as well as partner schools in Siem Reap and Prey Veng. Agreements were established with partner schools regarding Internet-use protocols, timetabling, and the use of peer education as the project's implementation approach. The all-partner meeting in May resulted in shared understandings of roles, reporting and deadlines, as well as providing an opportunity to share experiences.

II. WEBSITE CONTENT DEVELOPMENT

The website development process started in early 2014 with needs assessments carried out through Focus Group Discussions (FGDs) with youth who were potential migrants and migrants in Siem Reap province, Phnom Penh, and Prey Veng province. In total, 117 youth aged 14-24 participated, and the FGDs surfaced useful information, including difficulties faced by youth during migration, information that the youth wished they had known before migrating, and the familiarity of target youth with the Internet. Findings confirmed the extent to which youth are migrating irregularly and unsafely, and encountering labor exploitation, unsafe work, hard living conditions, and arrest along the way.

Website content was also determined through consultation with a large number of agencies working in the fields of youth development and safe migration in Cambodia. The team also reviewed World Education's and other organizations' existing curricula and materials. During module development, World Education held Content Advisory Group meetings with project partners to review module content together. Finally, ten learning modules that cover 31 lessons were prioritized for the AIMS website and IVR system. Annex 4 details the final modules and lessons.

Nearly four months of intensive module development followed. Relevant resources were compiled and adapted, and an ongoing content review process was set up that involved local partners and international consultants. This content review process ensured that all core messages were clear and relevant, that the content was responsive to the local context, and that the modules were accessible to low-literate youth who may also have little to no Information Communications Technology (ICT) skills training. To ensure accessibility to the target youth, the learning module format made frequent use of photos, videos, and comic-book style illustrations. The modules were also recorded as audio clips in Khmer and embedded into the modules to assist lower-literate learners. Throughout the process, World Education's AIMS team worked very closely with our local partner MEDIA One and by the end of the project MEDIA One had produced 89 pictures, two video clips, and 30 audios for the learning modules, as well as providing initial help

ATTENDEES AT THE NATIONAL CONSULTATIVE WORKSHOP REVIEW THE AIMS WEBSITE AND THE IVR

with website layout. In addition, MEDIA One helped with the translation of the modules from English to Khmer.

Even after the website went live in July of 2014, content review and modifications continued throughout the last eight months of the project. This was necessary in part due to the number of shifts in Cambodian and Thai government policies regarding documented migration. The last six months have been a volatile period for migrant workers, beginning with the mass exodus of an estimated 240,000 illegal Khmer migrants from Thailand. This triggered a number of rapid changes in migration regulation, such as reductions in the cost of passport processing, setting up of provincial offices, and streamlining of migration processes, all aimed at enabling more people to migrate legally. Clearly, these radical changes necessitated changes to the content of the AIMS modules covering migration processes.

A national-level workshop conducted by the AIMS team proved to be a helpful strategy for making further revisions and improvements to the website and IVR content and layout, and for ensuring that our messages and information are aligned with information provided by the government and other main organizations working in migration. The workshop was attended by 28 staff from relevant ministries, UN agencies, international and local NGOs.

In addition to changes in the modules on migration processes, the AIMS team also added new lessons and content about gender-based violence, rape, communicable diseases, dengue fever, and malaria. These topics had been identified through further research in Prey Veng province with youth who had migrated. In the last few months of the project, a wholesale review of the modules took place, and a number of improvements were made through new graphics, reduction of text on each lesson slide, and simplified wording.

III. WEBSITE AND IVR SYSTEM DEVELOPMENT

A. WEBSITE DEVELOPMENT

In the first six months of the project, the AIMS team had worked closely with partner MEDIA One, as well as technical advisers from World Education's Web Services Department in Boston, to come up with a suitable web layout for the target population. As part of this process, in April, MEDIA One organized a half-day workshop with World Education which was attended by relevant project staff, NGO partners, and IT persons, to discuss layout. Following the workshop, MEDIA One created a template of the website layout using a PowerPoint slide show. World Education's web services team finished constructing the site in July 2014, and both the website and IVR were live by the end of that month - click here to see the AIMS webpage. As noted above, the website has self-guided learning pages for all of the modules, embedded with a listening tool for low-literate youth. There is a comprehensive resources section, a list of hotline numbers, an FAQ page, and a mechanism for sending questions to the AIMS team. Annex 2 provides an example of a page on the website.

Further layout revisions have been made periodically during the project. For instance, during usability testing with five sample youth we found the need to revise, highlight, or simplify some tools or icons such as the audio button, 'next lesson' button, and the module and lesson titles. Additional revisions were also made later on based on general feedback from youth and other stakeholders, and spot-checks were carried out by staff on all elements of the website and IVR system. Some of these changes made in early 2015 included the relocation of the social media link icon, making hotline numbers more prominent, and the improvement of site navigation tools.

B. IVR System Development

An AIMS project partner, MEDIA One, was responsible for the design and management of the IVR system that complements the website. Its purpose was to reach youth with limited Internet access and/or limited literacy skills. The content was in Khmer language and was designed to provide both entertaining and educational messages to callers. Following its launch on 31 July 2014, the phone system ran 24 hours a day / 7 days per week throughout the project period. Four different phone lines were established in order to accommodate different mobile networks and to allow the most widespread access possible. Content from the website was streamlined and combined to fit with the number of phone keypad operations available, and callers are given the option to select from eight menu options when they call in. Please see the chart below for further details:

IVR Contents

No.	Content Menu Option
1	Human trafficking and how to avoid being cheated
2	How to prepare to migrate safely
3	Reliable recruitment companies and job contracts
4	Earning, saving, and spending
5	Safety networks
6	Maintaining good communication with friends and family
7	Drugs and health
8	Asking questions/leaving messages

Detailed information about these menu options can be found in Annex 3.

MEDIA One continued to maintain and monitor the system throughout the project period.

IV. Internet Installation

Under the project, eight secondary schools have had their computer labs connected to the Internet (four in Siem Reap and four in Prey Veng). This was more than the six originally expected. The project also provided Internet to a village-based non-formal education Information Communications Technology (ICT) center that had been established under World Education's Youth on the Move project. In all labs, guidelines for safe Internet use and acceptable use policies have been posted on walls and at work stations.

AIMS staff dedicated a lot of time to helping schools maintain their Internet connection in face of various challenges such as unreliable service provision, technical issues, and limited solar energy. World Education Cambodia's IT specialists provided essential assistance in re-structuring several of the labs' networks and configurations. These labs operate under a thin-client arrangement, which essentially removes the need for

individual CPUs by linking all monitors to a central computer. While thin-client technology may bring many benefits in terms of reducing maintenance and electricity needs, they are not well suited to Internet connectivity, and the AIMS team realized the need to build in additional CPUs to the lab configurations. In one lab in Prey Veng, where no Internet service provider could be found, the project used a Mobile Broadband Modem. This required the purchase of three additional CPUs to run as sub-servers and three mobile broadband modems to be added to the existing computer lab.

Since August 2014, at least monthly lab spot checks have been made by the AIMS team to deal with technical issues. The last spot check, conducted from 10-12 March 2015, confirmed that all labs are working properly.

In all, **7,097 youth** (including 3,591 girls) have increased access to the Internet due to the project.

V. MARKETING AND OUTREACH ACTIVITIES

A crucial part of the AIMS project has been the development and implementation of a marketing and outreach strategy to ensure that youth, schools, and agencies are aware of the new website and IVR, and able to access safe migration information.

LAUNCHING EVENTS AND INFORMATION SESSIONS:

Seven information sessions at each of the original target schools were organized by World Education and MEDIA One in Prey Veng and Siem Reap provinces. These were attended by representatives from the District Offices of Education, school

ATTENDEES AT A LAUNCH GAIN INFORMATION ABOUT THE AIMS TOOLS

directors, teachers, commune leaders, village leaders, Parent Teacher Association members, parents, peer educators, and in-school youth. Two launches were also held: one at a major high school in Siem Reap, and a smaller event in a provincial town in Prey Veng. A total of 1,497 people attended these launches. The majority were youth (1,345), and among the 152 adults were school directors, teachers, officials from the Provincial and District Offices of Education and the Provincial Office of Labor, staff from NGOs working in safe migration, village leaders, commune leader, and commune police.

In Phnom Penh a high-level launch and consultative meeting was held. The 28 participants included representatives from all main UN agencies, international and local NGOs, and government offices working in the field of safe migration.

YOUTH PEER EDUCATORS CONDUCTING 'HOUSE-TO-HOUSE' SESSIONS TO SHOW COMMUNITIES THE NEW WEBSITE AND IVR AND TO SHARE KEY MESSAGES ABOUT HOW TO MIGRATE SAFELY

In Prey Veng, under World Education's *Youth on the Move* project, information sessions were carried out by youth peer educators at village level.. In September these information sessions were held during popular festivals at eleven pagodas, in December in 39 villages, and most recently in

March 2015. Overall, **3,745** people were reached through these information sessions. In addition to using the project's own safe migration materials, the peer educators used laptops, tablets, and mobile phones to teach youth and villagers about the new AIMS website and IVR phone line, and used the content of both to reinforce their sessions' core messages.

A survey conducted by MEDIA One with a random sample of 45 IVR users found that the most common means of participants' first hearing about the IVR system was through launches, information sessions, and promotional school events. This confirms the value of these types of project activities for spreading awareness about the AIMS tools.

DISSEMINATION OF MARKETING MATERIALS

The project developed a range of materials to be given out during launches, information sessions, and other activities carried out through related youth programs and networks. Ten thousand simple **flyers** were made about the AIMS website and IVR system, and these have been broadly distributed. Similarly, 100 **posters** were provided to labs, schools, communities, NGOs, and provincial and district offices of education, and 200 **brochures** were made for distribution to NGOs and government agencies..

A GROUP OF IN-SCHOOL YOUTH ATTEND AN **AIMS** OUTREACH EVENT

The team also decided to create **bags** and **shirts** for the peer educators in the target schools in Prey Veng and Siem Reap, as a way to recognise the peer educators and to spread awareness about the website and IVR. Two hundred bags and 150 T-shirts were distributed.

DISSEMINATION THROUGH CHILDSAFE NETWORK

CHILDSAFE TRAINERS LEARN ABOUT THE AIMS TOOLS

The ChildSafe Network, established and supported by AIMS partners, Friends International and Mith Samlanh, has been a key project strategy for getting information about the AIMS website and IVR to vulnerable youth. The Network operates in Phnom Penh and includes 3,200 community members (e.g. taxi drivers, hotel staff, Internet cafes, restaurants, etc.) as well as local authorities, parents, and government agencies. Under the AIMS project, a total of 546 ChildSafe Network Volunteers, four ChildSafe trainers, and eight peer educators were trained in August about the new website and IVR. Friends International developed their own materials to disseminate the AIMS information through their ChildSafe Network. Small **cards** detailing the AIMS website address and IVR numbers were distributed by network members to vulnerable youth and children working on the street, in garbage sites, and in other poor communities around Phnom Penh. One hundred Safe Migration **posters** were distributed by Friends International to Tuk Tuk drivers (who are key members of their ChildSafe Network), to disseminate information about safe migration to target youth, and twenty copies of the posters were distributed and explained to communities where the outreach teams operate.

DISSEMINATION THROUGH NATIONAL YOUTH NETWORKS

The project utilized existing youth networks to spread information about the new website and IVR. MEDIA One was very helpful in this regard, with 50 "listening and dialogue groups" operating across the country under its projects with Oxfam America, Save the Children, and Winrock International. During the project period, MEDIA One's program team distributed 1,200 leaflets and stickers to their listening and dialogue group members in the provinces of Kratie, Ratanakiri, Steung Treng and Kampong Thom. During the distribution, MEDIA One also provided briefings about the AIMS project and encouraged participants to share the information with other members of their local communities. In addition, MEDIA One distributed 50 CDs with the IVR audio content to its listening and dialogue group facilitators.

The AIMS team also identified that the nation-wide youth groups supported by the local NGO Youth Council of Cambodia (YCC) presented an ideal distribution network. AIMS staff attended a national workshop for 80 youth-group leaders and presented information about the website and IVR system. YCC received flyers to distribute to their youth-group members nationally.

AN AIMS ADVERTISEMENT APPEARS IN *ANGKOR THOM* MAGAZINE

PRINT MEDIA

Angkor Thom, one of the most popular print magazines among Cambodian youth, agreed to collaborate with the project and published AIMS information between September and December 2014.

RADIO PUBLIC SERVICE ANNOUNCEMENTS (PSAS)

In September 2014, MEDIA One produced two one-minute PSAs. One PSA served to promote the website and the other promoted the IVR system. The PSAs were broadcast nationally on ABC Radio 107.5 from 13 September – 11 December 2014. PSAs were broadcast a total of 270 times.

DISTRIBUTION OF AUDIO CDS

Content from the IVR system was recorded on CDs and, in all, 50 were provided to the facilitators of MEDIA One's listening and dialogue groups and 70 were distributed to schools. These should enable youth to access the IVR content without using a phone, and has the advantage of being utilized in a facilitated learning setting.

TWENTY TUK TUKS IN PHNOM PENH WERE OUTFITTED WITH INFORMATION ABOUT THE AIMS TOOLS

ADVERTISING ON PUBLIC TRANSPORT

As can be seen in the photo, the project developed the idea of using banners on twenty Tuk Tuks in Phnom Penh. This proved an eye-catching way to spread awareness about the new website and IVR.

INGO COLLABORATION FOR EXPANDED SAFE MIGRATION MESSAGING

Winrock International is the current lead implementer of USAID's substantial Counter-Trafficking in Persons (C-TIP) funding stream in Cambodia, and as such is a major player in this field in Cambodia. The AIMS project

gave World Education the opportunity to strengthen its links with Winrock and its consortium of local NGOs working on safe migration and trafficking. Winrock and partners were consulted during the website and module development stages, and again more extensively at the end of 2014, when they were asked to help review the website and IVR. Given the radical changes in government policies around legal migration processes, it was vital that the AIMS project's messaging and information aligned with that disseminated through Winrock's national program. Winrock and partners were very supportive of the AIMS website and IVR and have helped considerably in spreading awareness about their existence. Collaboration between AIMS and Winrock's C-TIP program reached a higher level in recent months when AIMS was given permission to do a further print run (with our own branding) of C-TIP's safe-migration comic book. The project produced and printed 1,500 copies for distribution to schools. These will again help raise awareness about safe migration issues.

Facebook

Facebook proved to be a major vehicle for raising awareness about the AIMS website and IVR and in many ways became used as an extension of the website – posting quick links to entire modules, and providing key safe migration messages. At the time of writing, the AIMS Facebook page has over 1,600 likes, with a number of these being local, international, and UN agencies that have supported the project be re-posting information to their own networks.

THE AIMS FACEBOOK PAGE HAS RECEIVED OVER 1,600 LIKES

ONLINE ADVERTISING

Part of the project's marketing strategy was to utilize paid online advertising. Between August and November 2014, AIMS feature articles and banners were displayed on the pages of two websites that are popular among Khmer youth - Sabay.com (www.news.sabay.com.kh) and Khmerload.com (www.khmerload.com), as shown below. Website usage data indicates that almost 1,000 visitors of the AIMS website came directly from Khmerload.com, and 350 from Sabay.com – confirming the value of this marketing approach.

AIMS ADVERTISEMENTS APPEARED ON WEBSITES POPULAR AMONG YOUTH IN CAMBODIA

VI. WEBSITE AND IVR TRAINING ACTIVITIES

Targeted trainings to school management, teachers, facilitators, peer educators and youth made up a central component of the AIMS project. The section that follows describes the various trainings.

INTERNET TRAINING FOR SCHOOL DIRECTORS AND LEADERS

As detailed earlier, the project equipped computer labs in target schools with Internet access. School leaders and ICT teachers at these schools were provided a one-day training on basic Internet skills and Internet safety. As part of project agreements with the schools, they were obligated to accept and post Guidelines for Safe Internet Usage and an Acceptable Use Protocol on computer labs walls and at desks. They were also required to monitor Internet use in their schools and ensure that the Guidelines and Protocol were followed. Training was also provided by World Education at Friends International's computer lab in Phnom Penh for the ICT teachers there. As can be seen in Table 1, post-test results demonstrated strong knowledge gains among those trained.

TABLE 1: PRE-POST TEST RESULTS OF INTERNET TRAINING FOR SCHOOL LEADERS

Test	Total (N)	% Pass	% Fail
Pre-Test	37	11%	89%
Post-Test	37	86%	14%

TRAINING OF TRAINERS FOR PEER EDUCATORS

The AIMS project recruited and trained 201 in-school youth to be peer educators, with the aim that they would then go on to train other youth on how to access safe migration information through AIMS tools. This approach was used by the project with a view to long-term impact – recognizing the potential value of these peer educators as local resources for information about safe migration as well as ICT in general. Already the project has received positive feedback on the impact of peer educators. The success stories in Annex 6 further confirm the value of taking a peer-educator approach.

Topics in the initial peer educator training included the features of the AIMS website and IVR system, Internet safety; and facilitation techniques to use during trainings for other youth. Twelve other participants in Phnom Penh were also trained to educate youth through partners Cambodian Women for Peace and Development (CWPD) and Friends International.

TABLE 2: NUMBER OF TRAINED PEER EDUCATORS BY LOCATION

Location	Total	Male	Female
Siem Reap	77	37	40
Prey Veng	116	59	57
Phnom Penh	20	8	12
Total	213	104	109

Refresher training was also provided, given that for most of these youth ICT and facilitation were new skill areas, and much reinforcement and support was needed. Post-test results from the initial trainings had been slightly disappointing (only 57% passed the post-test), but the project was pleased to note that after the refresher training, 97.3% of the peer educators demonstrated competency in Internet and AIMS tools knowledge and use, as demonstrated by post-test scores.

PEER-LED WEBSITE AND INTERNET TRAININGS

After the training-of trainer sessions for peer educators had been conducted, the peer educators were assigned to train other youth about the AIMS website and IVR system. The period immediately after the training coincided with the school vacation, and it proved hard in some schools to organize for the school labs to be open and for youth to attend. To further compound the problem, the Prime Minister unexpectedly declared an extra month of school vacation, to last until November 2014. Nevertheless, some school directors did demonstrate initiative and strong commitment for the program and, along with assigned teachers, managed to coordinate and support peer-led trainings.

Once school started again in November, peer-led training started in earnest in all schools. School students from Grades 7 through to 10 were trained on basic Internet skills, the AIMS website and the IVR system, and Internet safety. Different schools tended to organize the AIMS trainings differently, with some organizing a four-hour block of peer-led training for students, and other schools splitting the training into one-hour weekly sessions over four weeks. Those schools where school directors and ICT teachers were closely engaged with the project tended to organize trainings more smoothly, often with the ICT teachers providing helpful support to the peer educators. The peer educators were also trained to administer the post-tests, and in some cases the ICT teachers also provided assistance with those. Throughout, the project team made regular visits to all target sites to conduct spot checks and provide support to the peer educators.

In Prey Veng, training also occurred in a non-formal setting – at a village-based ICT center. Two-hundred and thirty-five youth attended classes at the center and learned how to use the Internet, the AIMS website and IVR phone line in addition to their basic training on Word, Excel and Power Point. They then used these skills and the ICT facilities to learn all the contents of the ten AIMS modules (how to migrate safely, workplace safety, health, living with new people etc.) led by the project's ICT non-formal education facilitators. Additionally, also in Prey Veng, 973 youth who attended the village-based information sessions about the AIMS website and IVR (this activity was also mentioned above, under the Marketing and Outreach section) got brief, hands-on practical ICT-skills training on using the IVR system, and 384 participants received practical hand-on training to use the AIMS website on the project's tablets.

TRAININGS PROVIDED AT FRIENDS INTERNATIONAL'S COMPUTER LAB

As noted above, training was also provided to ICT facilitators and peer educators at Friends International's computer lab in Prey Veng. These facilitators went on to provide training to 191 out-of-school youth about how to use the website and to 157 youth about how to use the IVR system.

TRAININGS PROVIDED TO MIGRANT YOUTH WORKERS AT FACTORIES IN PHNOM PENH

The AIMS project encountered difficulties in reaching out-of-school youth, especially in rural areas - an experience shared by many agencies trying to work with this target group. This is a reflection of the extremely high rates of migration by youth; youth who drop out-of-school simply do not stay in their villages. Fortunately, with funds provided from a budget underspend by partner Friends International, AIMS was able to form a partnership with, and provide a small grant to, the local NGO Cambodian Women for Peace and Development (CWPD), which has a good deal of experience in training migrant garment workers in Phnom Penh. This partnership provided the ideal strategy for reaching out-of-school, migrant, and vulnerable youth.

CWPD was able to provide one-day AIMS trainings to a total of 460 young migrants in five factories in Phnom Penh. Using tablets, CWPD trainers taught the participants how to use the AIMS Website and IVR, and also delivered facilitated sessions on safe migration using the learning modules from the site. The learners were very interested in the AIMS website and went on to share AIMS information with other people through the AIMS Facebook page. Moreover, the garment factories' management appeared to value the trainings, and were very cooperative.

VII. MONITORING AND EVALUATION

As with all World Education projects, a specific monitoring and evaluation (M&E) plan was established for the AIMS project. Following this, processes and tools were developed for monitoring and measuring the expected outcomes, outputs and results as laid out in the M&E plan. These are described below.

TRAINING ACTIVITIES AT SEAN TAI GARMENT FACTORY

PRE- AND POST-TESTS FOR SCHOOL DIRECTOR/TEACHER INTERNET USE, INTERNET SAFETY, AND AIMS TOOL TRAINING

These were administered before and after the trainings to help assess changes in knowledge.

PRE- AND POST-TESTS FOR PEER-EDUCATORS TRAINING ON INTERNET USE, INTERNET SAFETY, AND AIMS TOOLS

These measured changes in competency of peer educators in Internet/AIMS website/IVR system use after training.

POST-TESTS FOR YOUTH TRAINING ABOUT INTERNET/AIMS TOOLS

This measured whether trained youth in target areas had reached desired competency levels in Internet use/safety and AIMS tool use. In all, 5,252 youth took these tests.

SPOT CHECKS OF COMPUTER LABS AND TRAININGS

The AIMS staff conducted regular spot checks of the computer labs using a specially designed spot-check tool to ensure that they had been set up and were running well, were being appropriately managed, and were utilized by youth for the intended purpose. During these visits the team also collected feedback from stakeholders and adjusted programming accordingly. Thirty-two spot check trips were carried out in all by the AIMS team. At the same, World Education's Youth on the Move staff based in Prey Veng also conducted their own spot checks during their routine field visits to Prey Veng target schools.

SPOT CHECKS OF WEBSITE, FACEBOOK, AND IVR SYSTEM

A tool was also developed for use by the AIMS team to conduct regular spot checks of the website, IVR system, and Facebook page. The aim was to check that all elements of the website and IVR system were functioning (including that any external links were still current). The Facebook page was checked for frequency of posts made by the AIMS team, as well as number of likes, and linkages to other agencies working in safe migration.

WEBSITE USABILITY TESTING

This was carried out just before the website went live, using a protocol developed with assistance from World Education ICT in Education specialists in the Boston office. The purpose of this test was to learn how well a sample of five youth could use the AIMS site, and if they learned from it. The protocol involved setting the group of youth a series of tasks to complete on the website, and observers recorded notes on how the youth performed. Observers noted if the youth could navigate to where they wanted to go, and whether they were able to accomplish their tasks quickly and efficiently. The protocol also tested whether youth understood the content and terminology of the site, and a post-test assessed what they had learned. Feedback was also sought from the group of youth about layout and visual design.

IVR SYSTEM-USAGE TRACKING

MEDIA One was responsible for tracking IVR system usage and reports were sent to the AIMS project manager each week.

WEBSITE USAGE TRACKING

The Google analytics tool was used to track website usage and gather an extensive range of data regarding usage, such as device and operating system used by users, location, pages visited, length of time on each page, etc.

END-LINE SURVEY FOR SAMPLE OF YOUTH WHO HAD EXPERIENCED TRAINING

Whereas the post-tests mentioned above had aimed to simply measure, immediately after the training, whether youth had gained sufficient skills to use the Internet and AIMS tools, the end-line survey set out to investigate any impact that the training and AIMS tools might have had on youth, their knowledge and behavior. In this respect, the end-line survey was an effort to explore the extent to which the project had achieved its overall goal: "*Youth who are accessing information from AIMS tools are increasing in knowledge that will help them migrate more safely.*" Twenty-five in-school youth in Siem Reap and Prey Veng and fifteen current-migrant youth in Phnom Penh were surveyed at least one month after they had been trained. In particular, the end-line survey tried to assess what safe migration knowledge youth had gained and remembered from the AIMS tools, and how they had utilized this information. It also investigated whether youth had continued to use the AIMS tools and to use the Internet more generally.

IVR PHONE SURVEY

In order to assess impact and receive user feedback on the IVR system, MEDIA One conducted a telephone survey in February 2015 with 45 individuals who had placed calls to the IVR system. The 45 individuals (13 female) were randomly selected from the IVR caller database, with equal representation of fifteen users from each of the three phone companies that had hosted the IVR system. The survey explored how users had heard about the IVR system, what options they had selected and why, quality of reception, perceptions of usefulness, and ease of navigation.

PROJECT RESULTS

In addition to the deliverables specified in the original proposal, as noted above, World Education also developed a more detailed results framework for the project that specified a number of expected outcomes, outputs, indicators and targets. The section that follows will first provide a description of the extent to which the deliverables listed in the original proposal were met. Following this, other elements of the more detailed project results framework will be presented, showing achievements along each expected outcome and output.

I. ACHIEVEMENT OF STATED DELIVERABLES

The table below shows progress to-date along the deliverables specified in World Education's original proposal to the Dream Blue Foundation. As can be seen, all deliverables have been met, and in most cases exceeded.

Deliverable (as noted in proposal)	Milestone	Progress to Date and Explanation of Revised Deliverables
7 computer labs provided with Internet access	7 labs are equipped with Internet access and are operating	**8 computer labs** in project target areas were equipped with Internet access and are functioning **1 village-based non-formal education ICT Center** was equipped with Internet access.
Curriculum and related content posted to project website	At least 12 modules about safe migration, health issues, life skills and rights are posted to the website	**31 lessons grouped into 10 modules** in Khmer and English are available on the website. All the lessons are embedded with audio for low-literate users.
Website developed and tested	One functioning interactive website	**AIMS website is completely developed and functional,** and has received over 9,400 visits
Interactive Voice Response (IVR) system developed and available for use	One functioning IVR system	**IVR system is completely functional** and has received over 2,500 calls
Project Facebook page developed and used for promoting the availability of the website and IVR system	Project Facebook page available	**Project Facebook page operating** and has 1,600 likes so far

14 youth selected and trained on how to use the project website and IVR system	14 youth are selected and trained	**213 peer educators were trained** (109 female). Of these, 201 were in-school in Prey Veng and Siem Reap, and 12 were migrant youth/young adults in Phnom Penh
Youth Peer Educators and ChildSafe Network in Phnom Penh and Siem Reap informed about website and IVR system to share with migrant youth	300 peer educators received training on website and IVR system	**546 ChildSafe Network members, 4 ChildSafe trainers and 8 peer educators** received training about AIMS tools

II. PROGRESS TOWARDS PROJECT GOAL

The project's comprehensive Results Framework posited the overall project goal as being:

Youth who are accessing information from AIMS tools are increasing in knowledge that will help them migrate more safely.

An end-line survey with 40 sample youth attempted to explore the extent to which the project had achieved this. The findings showed that 73% of the surveyed migrant youth in Phnom Penh and 56% of surveyed in-school youth in Siem Reap and Prey Veng who had been trained at least one month ago stated at least three things they had learned related to safer migration due to the website or IVR, or new ICT skills they had gained as a result of AIMS trainings.

It is very promising that the survey showed that 60% of the in-school youth had used the AIMS website or IVR system again since their training. An even higher 74% of the migrant youth in Phnom Penh had made repeat visits/calls. It is most likely that this percentage among the in-school youth will increase over time, given that during the project period the in-school youth had very little chance to use the computer labs again after training, due to the need to train many other groups of youth about the website before the end of the project period. Now that the intensive initial training period has passed, it is likely that in-school youth will have been given greater access again to the labs during their free time.

When asked specifically to state what they had learned about how to migrate safely from their use of the AIMS tools, 65% of youth surveyed gave at least three correct responses. It was notable that the migrant youth from Phnom Penh in the sample provided far more accurate responses than the in-school youth (95% of migrant youth compared to 44% of in-school youth). Data among the in-school youth was also disaggregated by vulnerability status to explore the extent to which the project had impacted the most vulnerable potential migrant youth in particular. Of the 25 in-school youth, 44% were found to be from families of very low socio-economic status, a risk factor for unsafe migration. Among these particular youth, 55% of them could list three correct facts about how to migrate safely. Again, this is promising.

Overall, results among the migrant youth in Phnom Penh were far better than for the in-school youth in rural areas. This could be for a number of reasons, but one factor is likely to be that these youth had also received facilitated safe migration training/messages from our partners. This implies the need for facilitated trainings about safe migration for in-school youth *in addition* to training on Internet access and skills to use the AIMS website or IVR. In the AIMS target schools in Prey Veng World Education is delighted to report that this will indeed be happening in 2015 and 2016 through funding from another donor.

The fact that the safe-migration learning gains were so much higher among migrant youth in Phnom Penh (both those at Friends International's computer lab or those in factories trained by CWPD) also implies the efficacy of the AIMS tools. Compared to their rural, in-school peers, migrant youth in the city were able to access the AIMS website far more frequently due to computer lab availability or possession of smart phones. Their higher scores on the survey's knowledge test certainly suggests the value of being able to access the AIMS website on multiple occasions.

III. OTHER KEY RESULTS ACHIEVED

As noted above, the AIMS project's detailed results framework specified further anticipated results. Progress along all results in this framework can be found in Annex 1. Progress along a number of the key anticipated results are highlighted below.
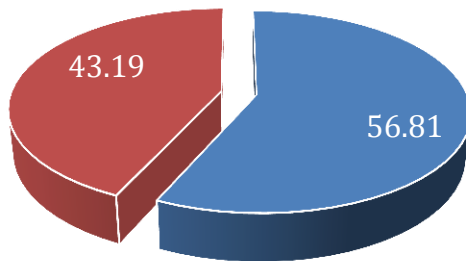
EXPECTED OUTPUT: INCREASED KNOWLEDGE OF INTERNET USE AND SAFETYAMONG SCHOOL DIRECTORS/TEACHERS IN TARGET AREAS

Progress: Thirty-seven school directors/teachers were trained in Internet use and Internet safety. 86% of those trained passed post-training test, compared to 11% who passed the pre-test – showing increased knowledge and skills.

EXPECTED OUTPUT: YOUTH PEER EDUCATORS SELECTED AND TRAINED ON HOW TO FACILITATE INTERNET USE AND AIMS WEBSITE/IVR WORKSHOPS

Progress: As can be seen in Figure 1, of the 213 peer educators/facilitators who were trained to facilitate AIMS website/IVR workshops, 97% passed the post-test when re-applied after refresher training, compared to 57% who passed the original training. This indicates that by the time the peer educators had completed their refresher training and had on-the-job support, nearly all of them had gained competence in ICT, use of the AIMS tools, and in facilitation skills. This is a strong project outcome.

Post-Test Result of Initial Training of Trainers for Peer Educators

43.19 56.81

■ % Pass ■ % Fail

Post-Test Result of Refresher Training for Peer Educators

2.7 97.3
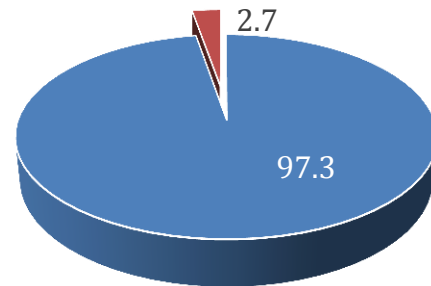
■ % Pass ■ % Fail

FIGURE 1: POST-TEST RESULTS FOR PEER EDUCATORS IN INITIAL AND REFRESHER TRAININGS

EXPECTED OUTPUT: INCREASED YOUTH ACCESS TO THE INTERNET IN COMPUTER LABS

Progress: A total of 7,097 youth (3,591 girls) have had access to the Internet as a result of the project. Establishing Internet connections at eight school computer labs has given the students at these schools new opportunities to access the Internet. Given that most of these schools are in rural and remote settings, this has been an important development at these schools.

EXPECTED OUTPUT: YOUTH IN TARGET AREAS PROVIDED WITH TRAINING ON HOW TO USE INTERNET AND AIMS WEBSITE/IVR SYSTEM

Progress: In total, 5,654 youth in target areas received Internet/ AIMS website and IVR system training. Furthermore, 86% of those who took the post-test demonstrated competency in Internet and AIMS tools knowledge and use. This represents one of the project's major progress areas – demonstrating that the project has been able to reach a substantial number of vulnerable and migrant youth, and, perhaps more importantly, that these youth have gained knowledge and skills to use the Internet and use the new AIMS tools.

FIGURE 2: POST-TEST RESULTS AMONG YOUTH RECEIVING TRAINING

14.09 85.91
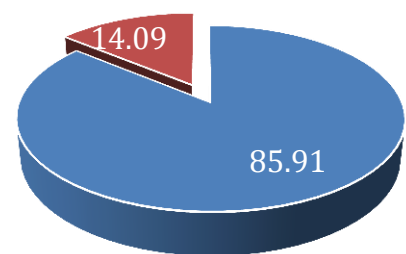
■ % pass ■ % Fail

SUCCESSES, CHALLENGES, AND LESSONS LEARNED

I.   SUCCESSES

SIGNIFICANT NUMBER OF YOUTH DIRECTLY REACHED WITH PROJECT ACTIVITIES

In the end, the project established Internet connection at 8 lower and upper secondary schools – more than the 6 originally projected-- and also provided Internet to a village-based ICT center. This has meant that the 7,097 youth have, in many cases for the first time, had access to the Internet. Funding support from DBF has certainly made an important contribution towards bridging the ICT gap for underserved areas in Cambodia.

Furthermore, recent research has shown that the presence of computer labs, ICT training, and life skills classes at schools has a positive impact on youth's decisions to remain in secondary school (World Education, IBEC 2014). The AIMS project's success in bringing

IN-SCHOOL YOUTH LEARN TO NAVIGATE THE INTERNET

Internet access to these schools thus has the potential to boost retention rates at these schools – another positive factor contributing to safer youth migration outcomes.

Additionally, the project reached far more youth than had been anticipated with targeted training about Internet use, Internet safety and AIMS tools use. A total of 5,644 youth were reached with training.

SUPPORT FOR THE MINISTRY OF EDUCATION, YOUTH AND SPORT'S (MoEYS) ICT POLICY ROLL-OUT

In many ways, the project has helped with the realization of the MoEYS ICT policy. The project's development of a training curriculum to equip school directors and teachers with Internet skills and knowledge about Internet safety is a most useful product. The project will be providing these curricula and guidelines to relevant officials from the MoEYS and NGOs. Furthermore, the project's training of 37 School Directors and teachers and their acquisition of these skills will have a sustainable impact on these schools. Three of the target schools have already expressed their commitment to find funds to allow them to continue providing Internet service at their schools, so that their students can continue to gain Internet skills, use the Internet as part of learning, and access the AIMS website.

LARGE CADRE OF PEER EDUCATORS ESTABLISHED

In the original proposed plan, the project had intended to recruit only fourteen youth to be peer educators. In the end, 201 in-school youth were trained, at the request of school directors. With large student populations at most schools, and limited time availability of peer educators, it was deemed more sensible to train a number of peer educators for each grade level. These 201 trained peer educators represent a key resource for schools and communities in terms of continuing to share information about ICT and about safe migration. Through their participation, these peer educators have also developed a whole host of accompanying skills – such as communication, planning, self-confidence, and facilitation skills. The success stories in Annex 6 demonstrate this clearly.

HIGH LEVEL OF USAGE OF BOTH THE WEBSITE AND IVR SYSTEM

The team was most pleased by data showing that website had had 9,417 visits and 3,927 unique users at the time of writing this report. Annex 5 provides further usage data that give an encouraging insight into how the website has been received and utilized so far. For instance, we can see that on average each user had 2.4 sessions – meaning that users tended to revisit the site. The data showing that returning visitors spent an average of nearly 15 minutes on the site was also very promising. We can see that the most highly-used pages of the site included learning modules 1, 2 and 3 – which focus on tips for legal and safe migration procedures, using recruitment companies, work contracts and work-place safety.

IVR system usage data has also been very positive. The IVR system had received over 2, 500 calls placed by 923 unique phone numbers by March 31, 2015. As can be seen in the chart below, in December alone the IVR received 635 calls.

Number of Calls Placed to the IVR
July 2014 - February 2015
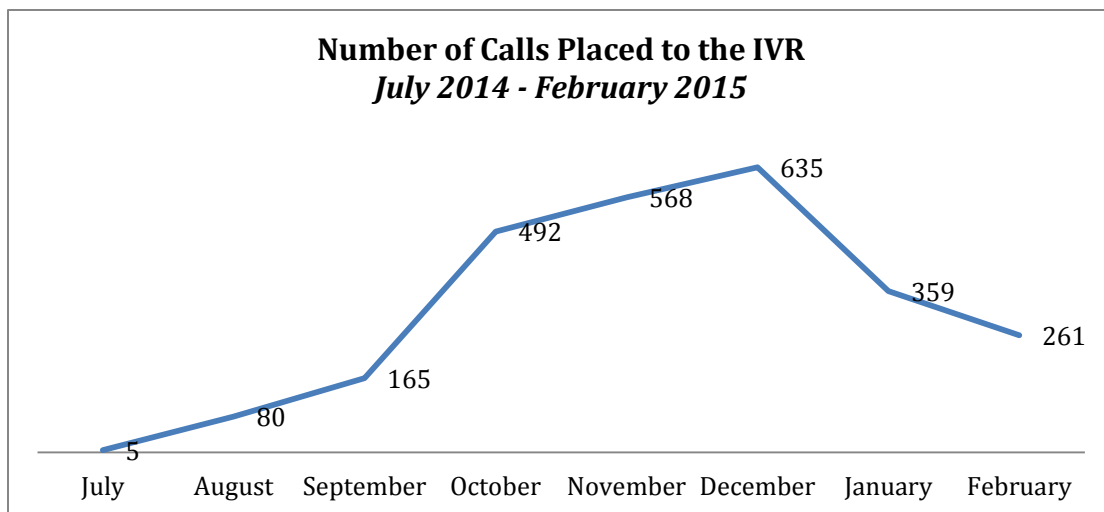
 It was encouraging that among the randomly-selected sample of users in a survey of IVR users, the majority were youth and they were from 11 different cities/provinces across the country.

POSITIVE RESPONSE TO THE AIMS WEBSITE AND IVR SYSTEM

 Reactions regarding the content and format of the AIMS website and IVR system have been encouraging. Comments from youth, facilitators, teachers, and NGO staff have all praised the clear and concise content on crucial and comprehensive topics. Recent consultative review meetings with UN bodies, local and international NGOs, and government representatives have ensured that the website and IVR systems' content about documented migration processes is up-to-date and aligned with messaging from other major national

> "THE WEBSITE IS AN EXCELLENT SOURCE OF INFORMATION FOR MITH SAMLANH'S PEER EDUCATORS AND STUDENTS. ACCORDING TO THE YOUTH, THE WEBSITE IS EASY TO ACCESS AND NAVIGATE AND THE INFORMATION IS CLEAR AND EASY TO UNDERSTAND."
>
> – PROGRAM MANAGER, MITH SAMLANH

stakeholders working in the migration arena. Essentially, the AIMS project has given World Education the opportunity to create a new compilation of concise, relevant, and quality learning modules and resources for safe migration education, all created through a sound process of broad consultation and review.

Response to the IVR has been equally positive, with many noting its suitability for low-literate target groups and those without Internet access. Results from a survey done with a sample of 45 random users found that 96% of survey participants reported that the content on the IVR system was easy to navigate and almost all (98%) of surveyed participants stated that they found the IVR system helpful. More than half (56%) had learned something new from the IVR system and most participants (84%) had shared information about the IVR with other people. The most popular content was option two on preparation to migrate safely.

II. CHALLENGES

LOGISTICAL CHALLENGES ASSOCIATED WITH SUPPORT FOR COMPUTER LABS AND ICT PROVISION IN RURAL AREAS

During initial project design stages, strategic decisions had been made to concentrate on developing a website to host AIMS, rather than an app, and to provide Internet access and training within existing school computer labs. This decision was largely underpinned by World Education's wish to support MoEYS' policy for the creation of school computer labs, and was seen as a sensible complement to earlier investments by World Education in helping to establish computer labs around the country. A number of challenges arose from this approach. Firstly, the computer labs established by World Education in previous programming utilize solar energy, which has many benefits in terms of cost reduction and long-term ability of schools to keep labs open using their own limited operating budgets. However, the requirements for schools to provide numerous trainings in order to meet the AIMS project's targets and schedule at times depleted electricity supplies, especially due to the use of Internet. During the rainy season, in particular, this meant that trainings sometimes had to be delayed to allow the solar batteries to recharge.

Another challenge associated with AIMS' website was that the World Education-supported computer labs all use thin -client technology, which uses a single server/CPU to service up to fifteen connected monitors. While this innovative approach has been tremendously helpful in terms of cost efficiency and longevity of equipment, the thin client configuration is not well adapted for high speed Internet connectivity at each monitor. Furthermore, the hardware had modest specifications, such as small RAM memory, which caused difficulties during the AIMS project with large numbers of students being trained and using the Internet simultaneously. The project was able to fix issues in all labs by installing more CPUs and increasing RAM, but it did necessitate delays in trainings, increased labor by World Education's ICT experts in country, and far more lab visits and spot-checks than anticipated.

Lastly, Internet service in many of the project's target areas remained relatively poor and unreliable. This affected the computer labs, and meant that pages on the website were slow to load, even though the website had been specifically designed with this challenge in mind.

PEER EDUCATION APPROACH

The project's approach of using youth to teach other youth was a deliberate one, aligned with World Education's firm belief and positive experiences around promoting youth participation, youth-led programming, and youth voice. Youth-peer educators gain a number of valuable skills, attitudes, and

behaviors, and there are strong learning outcomes and engagement among the youth who receive training from their peers. That said, training a cadre of confident, skilled peer educators is time consuming and takes a good deal of scaffolded, in-person support from mentors. The AIMS project's short time frame proved quite challenging in this regard, and the team found that peer educators needed more support. The project responded by providing a lengthier refresher training than originally envisaged and by making more field visits to observe and support the peer educators.

CAPACITY OF THE IVR SYSTEM

Some technical challenges were encountered by users of the IVR system during the project. This appeared to affect subscribers of two of the three mobile companies that hosted the IVR system. MEDIA One worked very closely with World Education and the mobile phone companies to fix the problem. Another challenge of the current IVR system used by MEDIA One was that even though the IVR system was available on four different phone lines, the system could only receive calls from one line at any one time. The project learned that in order to increase the capacity of the IVR system, further collaboration with the Ministry of Telecom and Communication, as well as an upgrade to the current system, would be needed.

III. LESSONS LEARNED

SENSITIVITIES OF THE MINISTRY OF EDUCATION, YOUTH AND SPORTS (MoEYS) REGARDING TEACHING ABOUT MIGRATION IN SCHOOLS

The project realized that teaching about safe migration in schools needs to be approached with care. Despite the fact that enormous numbers of youth are dropping out of school and engaging in unsafe, illegal migration, MoEYS is particularly sensitive about teaching youth to migrate safely, in case this "encourages more youth to migrate." In many ways this echoes the concerns expressed by MoEYS in Cambodia fifteen years ago around teaching safe sex in schools, in face of civil society's wish to respond to the threat of the HIV and AIDs epidemic.

Given World Education's aims to expand the project if funding can be secured, and to work in a far greater number of schools, the team are cognizant of the need to be able to obtain government approval for the AIMS website, IVR, and training packages. For this reason, it was decided to 'tweak' the official title of the project from Accessing Information to Migrate Safely, to Accessing Information *about Migration and Safety*. Also, language was revised on the various pages of the website to make it clear that the project was not encouraging migration in any way, but simply providing youth with information so that they could make more informed decisions about migration, and, if they did ultimately decide to migrate, that they could do so more safely.

FACEBOOK

Originally, the team had envisaged that an AIMS Facebook page could be one approach for 'driving' young people to the AIMS website. However, we have come to realize that the Facebook page actually provides an ideal medium for delivering content that is also on the AIMS website. That is, rather than simply trying to 'drive' youth to the website, the website content can be provided in regular, 'palatable' chunks onto the Facebook page, where far higher numbers of youth are likely to read it. Increasingly it appears that Facebook is ubiquitous and the 'medium' of choice for youth, even in remote areas of the country. In fact, where Internet connections are slow and expensive, it seems that youth are much more likely to visit Facebook exclusively than use the web more broadly.

Facebook has also provided a great way for the team to continue to provide information and 'prompts' to youth who have been through the AIMs training. For instance, after the training with just under 500 young migrants in factories in Phnom Penh, the AIMS Facebook page audience surged by another 538 likes – giving good impetus to the team to provide regular posts with safe migration information linked to the website and suggestions.

TRAINING MIGRANT YOUTH IN FACTORIES

VALUE OF AIMS TRAININGS WITHIN FACTORIES WITH MIGRANT YOUTH

The original program design had not included targeting migrant youth within factories, but instead had relied on the ChildSafe Network through partner Friends International. However, during project implementation the opportunity arose to form an additional partnership with the local NGO Cambodian Women for Peace and Development (CWPD), with whom World Education had previously successfully partnered several years ago to provide life-skills education to factory workers. The team felt it would be a valuable part of the pilot to test the training on the AIMS tools and safe migration to an audience of migrant factory workers. This also provided a helpful way to reach youth who are no longer in school, as this target group had been proving hard to reach.

The results have been encouraging, with a positive response by the migrant workers. They appeared very interested in the AIMS website and shared information about the website with others through Facebook. Research and needs assessments by World Education and other organizations have shown that migrant factory workers in Cambodia often tend to have risky health and safety behaviors, poor financial management practices, and experience a number of socio-emotional difficulties. For this reason, in any future expansion of the AIMS project World Education would strongly consider partnering again with CWPD and others to provide training to migrant youth in factories about the website and the life-skills learning modules contained on the site.

CHOICE OF TECHNOLOGY

As discussed earlier, when the AIMS concept was being developed in mid-2013, World Education made a tactical decision to concentrate on developing a website and utilizing existing school computer labs as the main 'vehicle' for helping rural youth access the site. However, nearly two years later, the more widespread use of smart phones and tablets, and improved Internet service for mobile device users, now suggest that any further implementation of the AIMS project should involve the transfer of the AIMS website content to an app (while also retaining the website), and that training of in-school youth should utilize smart phones and tablets, in addition to computer labs. Indeed, given the numerous challenges that the project encountered in trying to install and access the Internet in school computer labs, the team hopes to

IN LATER STAGES OF THE PROJECT, TRAINING GIVEN TO MIGRANT FACTORY YOUTH UTILIZED TABLETS AND SMART PHONES

pilot the provision of tablets and Internet access to schools in future iterations of the project.

IV. FUTURE PLANS FOR PROGRAMMATIC CHANGES BASED UPON THESE LESSONS LEARNED

Overall, in the face of the pilot's initial success, coupled with the persistent rise in the rate of unsafe migration rates among youth in Cambodia, World Education believes that the AIMS tools and trainings fill a need that had previously gone unmet, and that the success of the pilot justifies an expanded roll-out of the project. World Education is now actively seeking donor support to transfer the website content to an app and to deliver Internet and AIMS tools training to an increased number of lower secondary schools across the country. The roll-out would utilize school-based student councils as a way to formalize the peer-education approach tested under the pilot. Partnerships would also be formed with an increased number of local youth organizations with extensive youth networks, including those who work in factories with migrant youth.

Again, based on the learnings of the last eighteen months, World Education also plans, in any new phase, to use a National Consultative Group made up of members from relevant ministries and the National Committee to Counter Human Trafficking. This group, among other contributions, would help set up a toll-free IVR number and lobby Internet service providers for free Internet at target schools.

A new phase of the project would also be used to improve the website, Facebook page, and app, with videos, news stories, case studies, and links to government bulletins about migration. An offline version of the revised AIMS website/app content would also provide an effective way to provide schools that don't have Internet access with a useful learning resource.

Based on pilot experience, World Education also wishes to go one step further, and develop a Safe Migration life-skills training package based on the app/website. The pilot's impact data certainly suggests that simply providing access and ICT skills to youth so that they can access the website or IVR is not enough, and that facilitated trainings using the content of the website had positive results. An accompanying Safe Migration life skills training package would help the project to consolidate safer migration learning and behaviour change among youth and better reach our long-term goal of reduced vulnerability of migrant youth to trafficking/exploitation.

ANNEXES

ANNEX 1: PROGRESS ALONG AIMS PROJECT RESULTS FRAMEWORK

EXPECTED RESULT	ACHIEVEMENT
GOAL: To provide youth with information needed to reduce their vulnerability and to migrate more safely	
Expected Result/Outcome Under Goal: Youth who are accessing information from AIMS tools are increasing in knowledge that will help them migrate more safely	**73%** of a sample of migrant youth and **56%** of a sample of in-school youth who had been trained at least one month ago stated at least three things they had learned through using the AIMS tools. **65%** of the entire sample correctly listed three ways to keep safe when migrating.
OBJECTIVE 1: Increased Access to Information for Potential Migrants and Migrant Youth through ICT	
Expected Outputs/Results and Activities Under Objective 1:	
1.1 Developed safer migration content and curriculum for website	**10 modules** made up of **31 lessons** are up on the website.
1.2 Developed and published AIMS website	Website is published and functional. **9,417 visits** to the website and **3,927 unique users** to date
1.3 AIMS IVR system developed and functional	IVR system up and running **2,565 called placed by 923 unique phone numbers**
1.4 Published AIMS Facebook page	Facebook page operational with regular posts. **1,600 likes**
1.5 Increased availability of Internet access in target areas	**8** computer labs installed with internet. **1** non-formal ICT center equipped with internet All labs functional as per last spot check 10-12 March 2015
1.6 Increased youth's access to Internet in computer labs	**7,097** (3591 girls) in-school youth have accessed the internet in computer labs and village-based sites as a result of the project **191** out-of-school/migrant youth have accessed the internet in Phnom Penh through the project
1.7 Trained volunteers to disseminate AIMS website/IVR information	**546** Childsafe Network volunteers, **8** peer educators and **2** ChildSafe trainers were trained to disseminate AIMS information

EXPECTED RESULT	ACHIEVEMENT

1.8 Increased awareness about AIMS tools among youth in target areas
    1.8.1   Develop marketing materials for information
    dissemination
    1.8.2   Advertise website and IVR system
	• **10,000 flyers, 200 brochures, 100 posters** with AIMS tools information disseminated
	• Additional cards and posters distributed through ChildSafe Network
	• **20 advertising banners** displayed on Tuk-Tuk motorbike taxis in Phnom Penh
	• **200 bags** and **150 T-shirts** provided to peer educators
	• **Radio spots** about the AIMS tools aired 270 times
	• Advertisements in 4 issues of a popular **youth magazine**
	• Advertisements on 2 popular **youth websites** for four months
	• **120 audio CDS** of the IVR system content distributed to schools and youth groups

1.9 Increased awareness about AIMS program/tools among stakeholders
    1.9.1   Develop materials/agendas for stakeholder information
    sessions
    1.9.2   Hold stakeholder information sessions
	• **3** launches
	• **7** provincial information sessions
	• **4** information sessions led by Friends International
	• Over **5,500** people reached in total during launches and information sessions
	• Over 20 NGOs working in safe migration field informed
	• All relevant ministry departments informed

OBJECTIVE 2: Improved ICT Skills and Ability to use AIMS Tools Among Potential Migrants and Migrant Youth	
2.1 Increased knowledge of Internet and Internet use among school directors/teachers in target areas	**37 school directors/teachers** trained in Internet use and Internet safety **86%** of directors/teachers trained passed post-training test, compared to 11% who passed the pre-test
2.2 Target area computer labs have established guidelines for safe Internet use and acceptable use protocols	All 9 computers labs have posted Internet Safety Guidelines and Acceptable Use Policies and spotchecks from March 2015 confirmed that procedures are still being followed.
2.3. Youth peer educators selected and trained on how to facilitate Internet use and AIMS website/IVR workshops	**213** peer educators trained to facilitate AIMS website/IVR workshops **97%** passed the post-test when re-applied after refresher training, compared to 57% who passed the original training

EXPECTED RESULT	ACHIEVEMENT
2.4 Youth in target areas provided with training on how to use Internet and AIMS website/IVR system	**5,644** youth in target areas received Internet/ AIMS website and IVR system training **87%** demonstrated competency in Internet and AIMS tools knowledge and use after training

ANNEX 2: EXAMPLE PAGE FROM THE AIMS WEBSITE

ANNEX 3: IVR SYSTEM MENU

IVR-Welcome: Welcome to Accessing Information about Migration and Safety. Please call 812 if you are in an emergency. If not please make your selection from the following menu ....

IVR Instruction:

Press 1:	Listening to information about human trafficking and how to avoid being cheated
Press 2:	Listening to information on how to prepare to migrate safely
Press 3:	Listening to information about reliable recruitment agencies and job contracts
Press 4:	Listening to information about earning, saving and spending
Press 5:	Listening to information about safety networks
Press 6:	Listening to information about maintaining good communication with friends and family
Press 7:	Listening to information about drugs and health
Press 8:	Asking questions/ leaving messages or comments
Press 0:	Return to home menu

Voice Menu Option One: Audiences/callers can call to listen to information about human trafficking and how to avoid cheating with safety tips including: the meaning of human trafficking, the types of human trafficking, who can be a trafficker, common tricks used by traffickers, and the ways to avoid being cheated.

Voice Menu Option Two: Audiences/callers can call to listen to information about how to prepare to migrate safely, with safety tips including: ensuring you and your family have bank accounts before migrating, bringing along your and your family's bank account information, copying all of your important documents (including passport, ID card, photo, the address of agency and company, documents for legal migration), and the meaning of legal migration.

Voice Menu Option Three: Audiences/callers can call to listen to information about reliable recruitment agencies and job contracts with safety tips, including: the benefits of migrating legally, places where information about legal agencies can be accessed, and job contracts.

Voice Menu Option Four: Audiences/callers can call to listen to information about saving and spending, with safety tips including: the meaning of needs and wants, and how to safely send money to your family.

Voice Menu Option Five: Audiences/callers can call to listen to information about safety networks including: NGO staff and local authorities, banks, teachers, trusted friends and family members, police, embassy staff, and health center or hospital staff, etc.

Voice Menu Option Six: Audiences/callers can call to listen to information about maintaining good communication with friends and family, with safety tips including how to get to know trusted people.

Voice Menu Option Seven: Audiences/callers can call to listen to information about drugs and health, with safety tips including: how to keep in good health, what are sexually transmitted infections (STI), who can be infected, how to prevent STIs and HIV, the effect of drugs, and the signs of drug addiction.

Voice Menu Option Eight: You are now on the voice recorded system. If you have any questions or comments related to safe migration, please leave your name, province, and any questions you may have after the beep.

ANNEX 4: FINAL LIST OF AIMS WEBSITE MODULES AND LESSONS

Module 1: Moving to a New Place	**Module 6: Building a Safety Network**
- Lesson 1: Trafficking in Persons - Lesson 2: Migrating Legally and Safely - Lesson 3: Avoiding Getting Cheated - Lesson 4: Preparing for the 'Big Move' - Lesson 5: Communicating with Family	- Lesson 1: People who can help you - Lesson 2: NGOs that can help you - Lesson 3: Authorities that can help you
Module 2: Using Reliable Recruitment Companies	**Module 7: Relationships**
- Lesson 1: Using Reliable Recruitment Companies	- Lesson 1: Living with New People - Lesson 2: Knowing Who to Trust - Lesson 3: Boyfriend and Girlfriend Relationships - Lesson 4: Violence and Rapes
Module 3: Pay, Contracts and Safety at Work	**Module 8 : Staying Healthy**
- Lesson 1: Salary Expectations and Negotiations - Lesson 2: Contracts with Employers - Lesson 3: Safety and Health in the Workplace	- Lesson 1: Basic Personal Hygiene and common diseases - Lesson 2: Reproductive Health - Lesson 3: Accessing Health Services
Module 4: Moving to Phnom Penh	**Module 9: Eating Right**
- Lesson 1: Finding Somewhere to Live - Lesson 2: Using Local Transport and Traffic Safety - Lesson 3: Getting to Know Phnom Penh	- Lesson 1: Eating Nutritious Food - Lesson 2: Finding and Buying Healthy food - Lesson 3: Examples of Healthy Meals
Module 5: Earning & Saving Money	**Module 10: Addiction to Drugs and Alcohol**
- Lesson 1: Smart Spending and Saving - Lesson 2: Smart Budgeting - Lesson 3: Sending Remittances	- Lesson 1: Effects of Drugs and Alcohol - Lesson 2: Signs that you are Addicted to Drugs or Alcohol - Lesson 3: How to Prevent Getting Addicted

ANNEX 5: WEBSITE USAGE TRACKING DATA

AIMS Website Usage Tracking Data Report

Sep 10, 2014 - Apr 24, 2015

○ All Sessions
100.00%

Unique Visitors

3,927
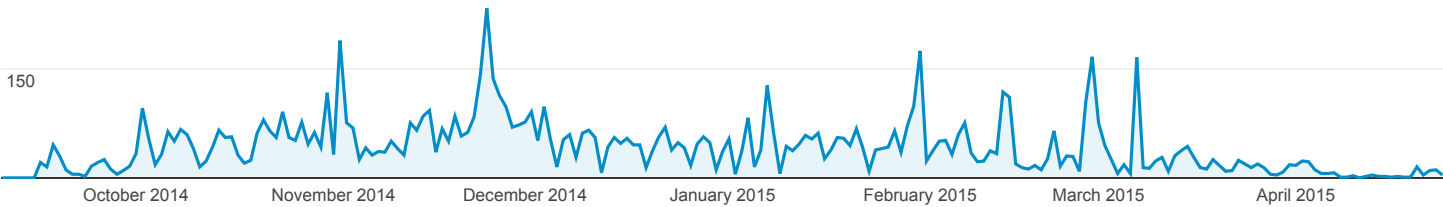% of Total: **100.00% (3,927)**

Sessions

9,417
% of Total: **100.00% (9,417)**

Number of Sessions per User

2.40
% of Total: **100.00% (2.40)**

Sessions

● Sessions

300						
150						
	October 2014	November 2014	December 2014	January 2015	February 2015	March 2015	April 2015

Pages / Session

● Pages / Session

40						
20						
	October 2014	November 2014	December 2014	January 2015	February 2015	March 2015	April 2015
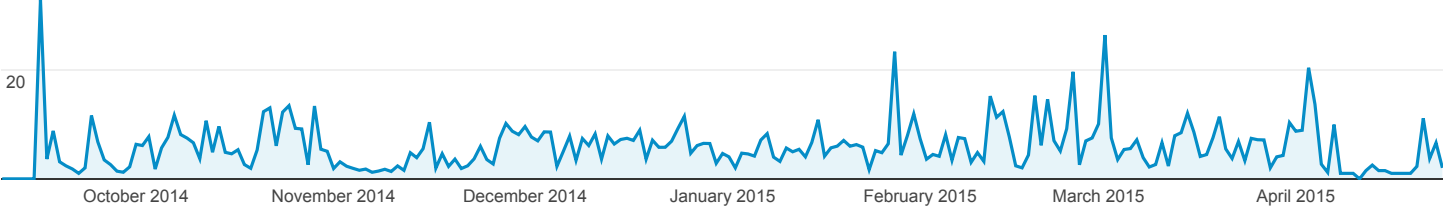
Avg. Visit Duration by Visitor Type

User Type	Avg. Session Duration
Returning Visitor	00:14:52
New Visitor	00:06:32

Pageviews by Page

Page	Pageviews
/	18,905
/module-1-kh/	6,125
/module-2-kh/	4,227
/module-1-kh/lesson-1-kh/	3,859
/module-2-kh/lesson-1-kh/	2,913
/module-3-kh/	2,699
/resources-kh/	1,877
/module-1-kh/lesson-2-kh/	1,790
/module-3-kh/lesson-2-kh/	1,457
/about-us-kh/	1,369

ANNEX 6: SELECTED SUCCESS STORIES

AIMS

**ACCESSING INFORMATION
ABOUT MIGRATION AND SAFETY**

"As a peer educator, I can make my community safer"—Hong

Enhancing Community Safety through Peer Education

The AIMS project provides young Cambodians considering migration, or who have already migrated, with the knowledge and tools they need to make informed decisions, and to travel and find work safely if they do decide to migrate. World Education worked in collaboration with Friends International and Media One to implement AIMS.

Accessing information about safe migration through ICT tools is a new intervention in Chrey Commune of Prey Veng province, as with most rural and remote areas in Cambodia. Lack of access to such information makes youth from these areas particularly at risk of the exploitation and other dangers that can arise from unsafe migration.

Since early 2014, through the support of the Dream Blue Foundation, the Accessing Information about Migration and Safety (AIMS) project has been developing the AIMS website and interactive voice response (IVR) system as resources for youth considering migrating. Over 200 peer educators like Hong have been trained to play the important role of teaching their peers and community how to access AIMS tools.

Hong is a smart and active peer educator who was trained on how to use AIMS tools and how to conduct school and village-based workshops. She and her team have trained about 300 youth and community members from 20 villages in Chrey Commune.

Photo: Sambathrorth/World Education Cambodia

Hong at a computer lab after an AIMS peer-led training at Svay Att Lower Secondary School, Chrey Commune, Prey Veng

"I saw in my own community the problems that come from unsafe migration, so I decided to join the AIMS project," said Hong.

Hong accesses the AIMS website at a Lower Secondary School in Prey Veng

Photo: Sambathrorth/World Education Cambodia

The AIMS Project provided training to 5,644 youth in target areas (Phnom Penh, Siem Reap, and Prey Veng provinces) on how to use the AIMS website and the IVR system.

WORLD EDUCATION

AIMS is funded by the Dream Blue Foundation, a corporate foundation of Blue Telcom, Inc.

For inquiries and further information: estelle_day@worlded.org
Follow us at facebook.com/AIMSinCambodia

AIMS

ACCESSING INFORMATION
ABOUT MIGRATION AND SAFETY

"Migration is a fact of life for most people, including me, so legal migration is a must" –Meng

"If I do migrate one day, I will migrate legally and safely."

The AIMS project provides young Cambodians considering migration, or who have already migrated, with the knowledge and tools they need to make informed decisions, and to travel and find work safely if they do decide to migrate. World Education worked in collaboration with Friends International and Media One to implement AIMS.

Many young people in Prey Chrouk village in Siem Reap province migrate for work to Thailand and, according to the local school director, much of that migration is done illegally. He identified a lack of employment opportunities, especially after the harvest season, as a major reason for the high rate of migration.

To help inform at-risk youth about the risks of migration and how to migrate safely and legally, the Accessing Information about Migration and Safety (AIMS) project began in early 2014 through the support of the Dream Blue Foundation. The goals of the project were to develop the AIMS website and the Interactive Voice Response (IVR) system as resources for safe migration, as well as to conduct peer-educator trainings on how to use the technology at target schools.

Meng is one of the youth who participated in the AIMS training at his school. He currently lives with his father in Prey Chrouk village; his mother, brother, and sister have all migrated to Thailand to work as laborers. When he learned that his mother and brother were planning on migrating to seek work, Meng thought back to the training that he had received, and visited the AIMS website for more information. Using facts from the website, Meng was able to inform his family of the benefits of legal migration, and his mother and brother migrated through a legal recruitment agency. Now, when Meng learns that other people in his village are interested in migrating, he shares safe migration information with them, and provides them with the IVR number and AIMS website address. Meng says that, since his training, at least ten people he has spoken with have called the IVR system before migrating.

The AIMS Project provided training to 5,644 youth in target areas (Phnom Penh, Siem Reap, and Prey Veng provinces) on how to use the AIMS website and the IVR system.

Photo: Sambathrorth/World Education

Meng and his father at home in Prey Chrouk village, Siem Reap province, Cambodia

According to Mr. Vun Voeung, school director, *"The AIMS website is a very useful resource for students. Before, some students dropped out of school to migrate to Thailand without understanding the risks of illegal migration, but now I can see that my students are better informed."*

Photo: Sambathrorth/World Education Cambodia

Meng accesses the AIMS website from his school's computer lab. The AIMS project was able to provide internet access to participating schools.

DREAM BLUE FOUNDATION

WORLD EDUCATION

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AIMS

ACCESSING INFORMATION ABOUT MIGRATION AND SAFETY

"I became a peer educator because I wanted to share and teach important life skills information, values, rights and responsibilities with other young people, and teach them how to avoid dangerous behavior" –Oudom

Peer Educators Spread the Word about Safe Migration

The AIMS project provides young Cambodians considering migration, or who have already migrated, with the knowledge and tools they need to make informed decisions, and to travel and find work safely if they do decide to migrate. World Education worked in collaboration with Friends International and Media One to implement AIMS.

Twenty-five-year-old Oudom studies cooking at Mith Samlanh (MS) and stays in Transitional Home One, a "home-like" accommodation provided by MS for children and youth throughout the duration of their studies. Oudom also volunteers in the peer education program at Mith Samlanh, a program that enables youth to educate and motivate other youth to take an active role in society, and empowers them to be vocal and to discuss sensitive topics openly.

"I have learned many important things about migration, such as having all the legal documents before migrating to a new place, important information regarding human trafficking and techniques to avoid being cheated, how to find a job in a new place, how to stay safe at work, save money, maintain good relations with friends, stay healthy and avoid getting into drugs, and prevent HIV and AIDS. Above all, the most important thing is that now I have the necessary knowledge to share all this information with other youth and my friends and relatives, and help them make informed decisions if they want to migrate," Oudom explains.

Photo: Sambathrorth/World Education

Peer Educators receive training about the AIMS website at Mith Samlanh computer lab

The AIMS project trained over 200 peer educators, including Oudom, that now have the knowledge to provide information and educate other young people about migration and how to use the AIMS website and IVR system.

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The AIMS Project provided training to 5,644 youth in target areas (Phnom Penh, Siem Reap, and Prey Veng provinces) on how to use the AIMS website and the IVR system.