

Final Report

Qualitative Study of Room to Read's
Life Skills for Equality Project (LSEP)
Pilot Initiative in Cambodia

Acknowledgments

We thank all the study participants for their time, their effort, and for sharing their stories and experiences with us. We thank the partner schools, and our team in Cambodia who supported data collection efforts to make this study possible.

We thank Christine Beggs, Dhiraj Anand, Fernanda Gandara, Thuy Nguyen, Reema Shrestha, and Nead Bunna for their helpful comments. We appreciate comments from our colleagues at IDinsight including Aya Silva, Marc Shotland, and Cassandra Barnes. Thank you to Leonard Tin for their support with design. All errors remain our own.

Authors

Mia Jeong: mia.jeong@idinsight.org

Anustubh Agnihotri: anustubh.agnihotri@idinsight.org

Regina Fuller: regina.fuller@gmail.com

Raisa Junaidi: raisa.junaidi@idinsight.org

Abhinav Veerina: abhinav.veerina@idinsight.org

IDinsight

IDinsight is a mission-driven global advisory, data analytics, and research organization that helps global development leaders maximize their social impact. We tailor a wide range of data and evidence tools, including randomized evaluations and machine learning, to help decision-makers design effective programs and rigorously test what works to support communities. We work with governments, multilateral agencies, foundations, and innovative non-profit organizations in Asia and Africa. We work across a wide range of sectors, including agriculture, education, health, governance, sanitation, and financial inclusion. www.idinsight.org

CONTENTS

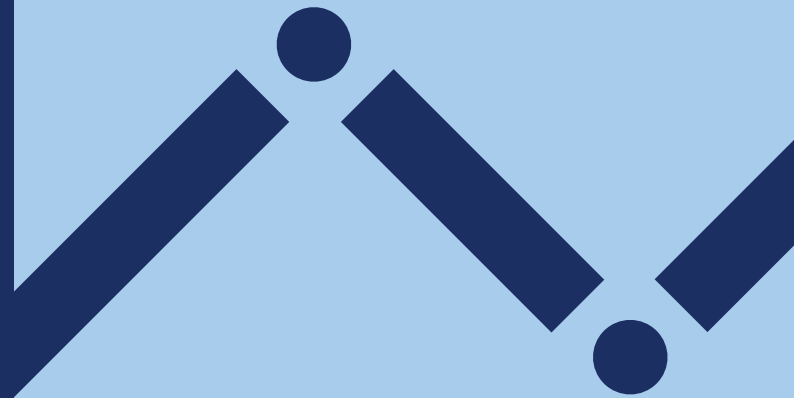
Executive Summary	5
1. Introduction	13
1.1 LSEP Pilot Project	13
1.2 Purpose of the Study	16
1.3 Research Questions & Priorities	16
2. Methodology	19
2.1 Data Collection Tools	19
2.2 Sampling	21
2.3 Training of Enumerators	24
2.4 Data Collection Management	25
2.5 Analysis	26
2.6 Limitations	28
3. Findings	30
3.1 Key Findings for Student Gender Perceptions	30
3.2 Key Findings for Instructors and Facilitation of LSEP	33
3.3 Key Findings for LSEP Design and Implementation	39
3.4 Key Findings for Attitude and Behavior Change	52
4. Future Opportunities	58
4.1 Future Studies	58
4.2 Future Opportunities for LSEP Design and Delivery	60
4.3 Suggestions from Teachers and Facilitators	61
References	63
Appendices	64
Appendix A – Families & Codes	64
Appendix B – Interview Guides	66
Appendix C – Sample Demographics	111

LIST OF ACRONYMS

LSEP	Life Skills for Equality Project
LLC	Life Skills Club
LLS	Local Life Skills
FGD	Focus Group Discussion
KII	Key Informant Interview
GEP	Girls' Education Program
KAP	Knowledge, Attitudes, and Practices
RtR	Room to Read
TL	Team Leader (of enumerators)

Executive Summary | January 2023

Executive Summary: Room to Read



IDinsight

✓ EXECUTIVE SUMMARY

INTRODUCTION

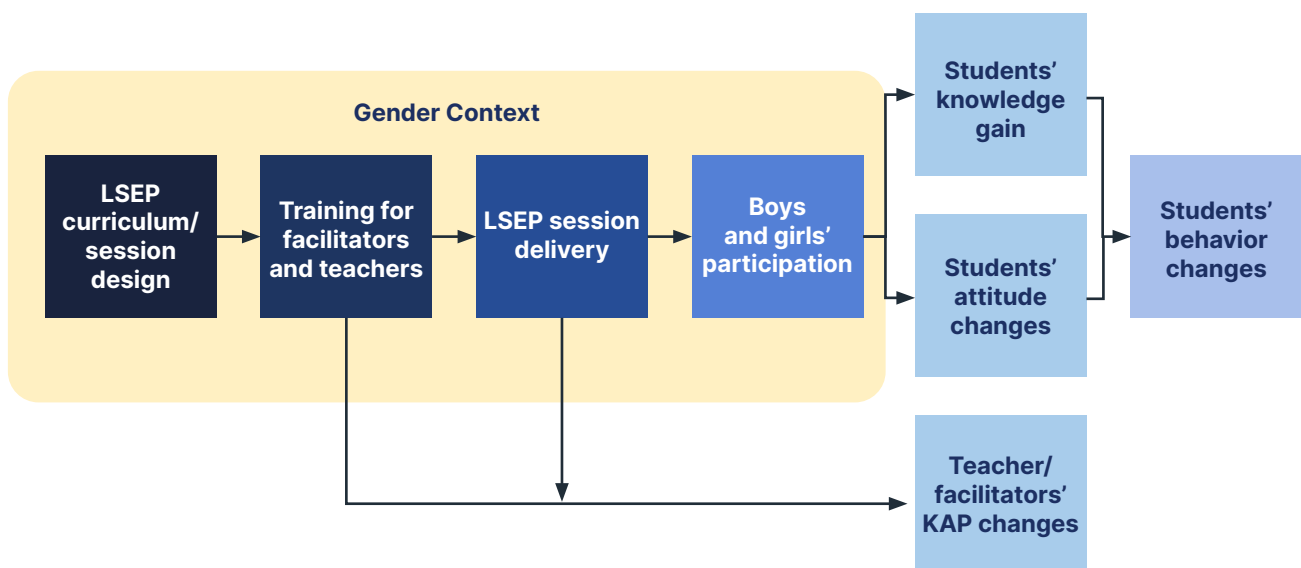
The Life Skills for Equality Project (LSEP) is a two-year gender-transformative boys' engagement pilot run by Room to Read in Banteay Meanchey province, Cambodia. The pilot initiative aims to support boys to develop life skills to succeed in school and beyond, while also increasing boys' awareness of the harmful gender norms that limit them and their female peers from reaching their full potential and participation in society. The two-year curriculum is being conducted with boys in Grades 7 and 8, and also includes sessions conducted with both boys and girls. LSEP's curriculum is based on Room to Read's Life Skills Framework which prioritizes 10 key life skills critical for youth to succeed in school and beyond.

RESEARCH PRIORITIES

Room to Read is measuring the LSEP program's implementation and outcomes through a series of studies within a broader learning agenda, which includes this qualitative study. IDinsight, with the support of the Cartier Foundation, conducted a qualitative study during the first year of pilot implementation to identify strengths, opportunities, and gaps in the program design and implementation of LSEP. This report presents the results of the qualitative study, including the methodology, findings, and future opportunities

We identified 11 research questions in collaboration with Room to Read that would be most salient to and could be most appropriately addressed in this qualitative study. These research questions and priorities explore the perceptions and experiences of study participants at each of the key stages depicted in Figure 1.

Figure 1 Flowchart representing stages of LSEP implementation & intended outcomes



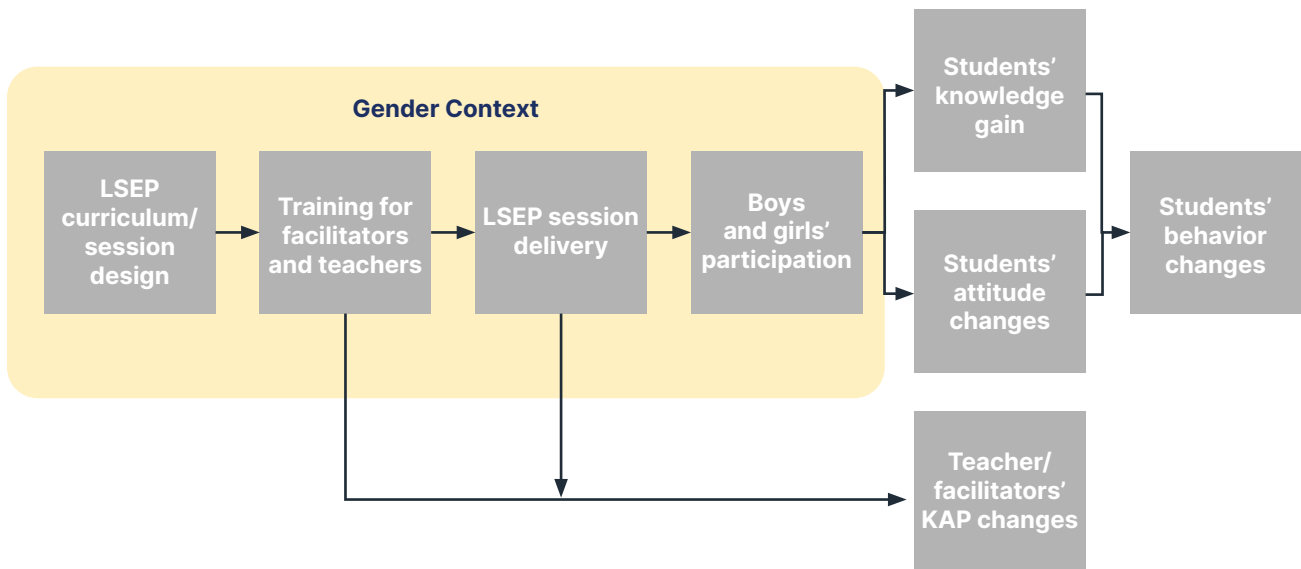
KEY FINDINGS

For purposes of this report, the major findings of this study are divided into the following topics:

- 1 Student gender perceptions
- 2 Instructors and facilitation of LSEP
- 3 LSEP design and implementation
- 4 Student attitude and behavior change

The research questions that relate to each topic are presented below with a summary of the findings. Following consultation with RtR, some research questions focused only on boys' perception and experience.

1. STUDENT GENDER PERCEPTIONS



Q1: How do gender-based inequalities manifest inside schools, homes, and communities? What are boys' and girls' perceptions of these inequalities?

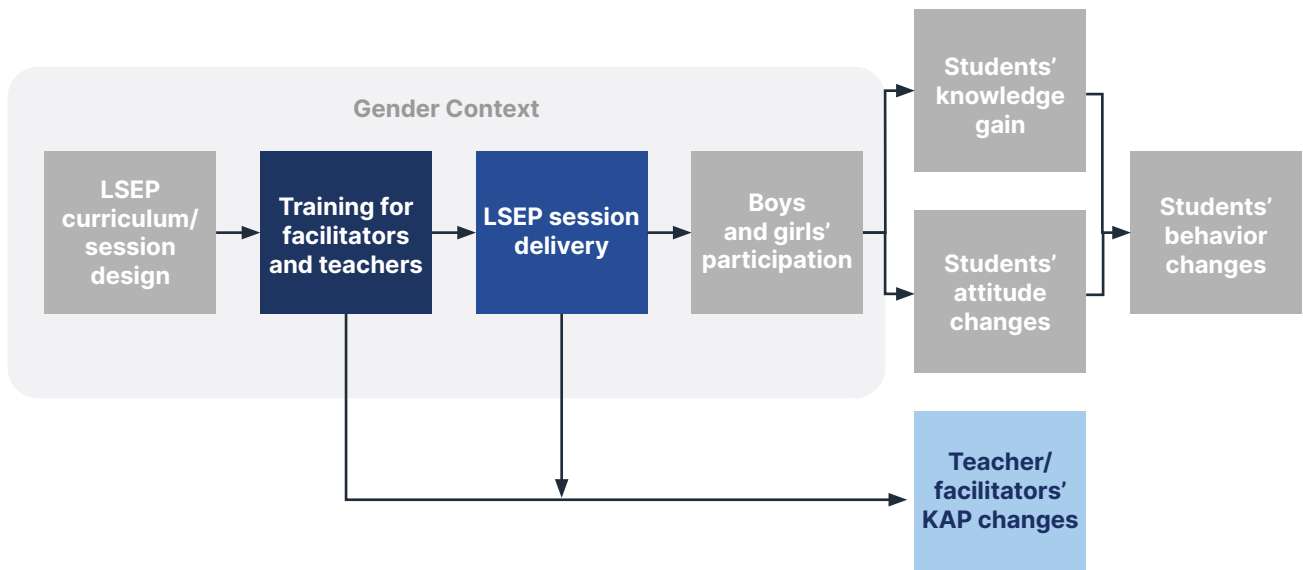
Perceived gender-based inequalities among students in school, home, and community align with traditional gender norms. Boys' and girls' perception of gender-based inequalities include:

- Women facing higher risk of teasing, harassment, and threat of sexual and domestic violence
- Men being ascribed to breadwinner roles and physical work, while women are relegated to domestic work.

Q2: Do boys feel that empathy is innate to girls or can/should this be improved among boys as well?

Most students report perceiving their own sex as naturally empathetic and not necessarily a characteristic associated with girls.

2. INSTRUCTORS AND FACILITATION OF LSEP



Q3: What were the characteristics (sex, age, experience, etc.) of the people filling key roles for instruction and facilitation? Was the capacity of the people in various roles sufficient?

Teachers and facilitators reported a strong motivation to participate in LSEP. Some instructors reported needing more time to cover the curriculum content and more instructors to have lower teacher-student ratio.

Teachers and facilitators had varied background characteristics. Students' assessments did not show any correlation between instructors' demographics and quality of learning experience.

Q4: What was the quality of session facilitation / delivery of content? How well-equipped are facilitators to deliver the sessions with quality?

Students showed overall satisfaction on how the LSEP sessions were delivered. While instructors struggled to get students' participation in general, both students and instructors reported that student-centered facilitation and activities helped students to be more confident and active in the classroom.

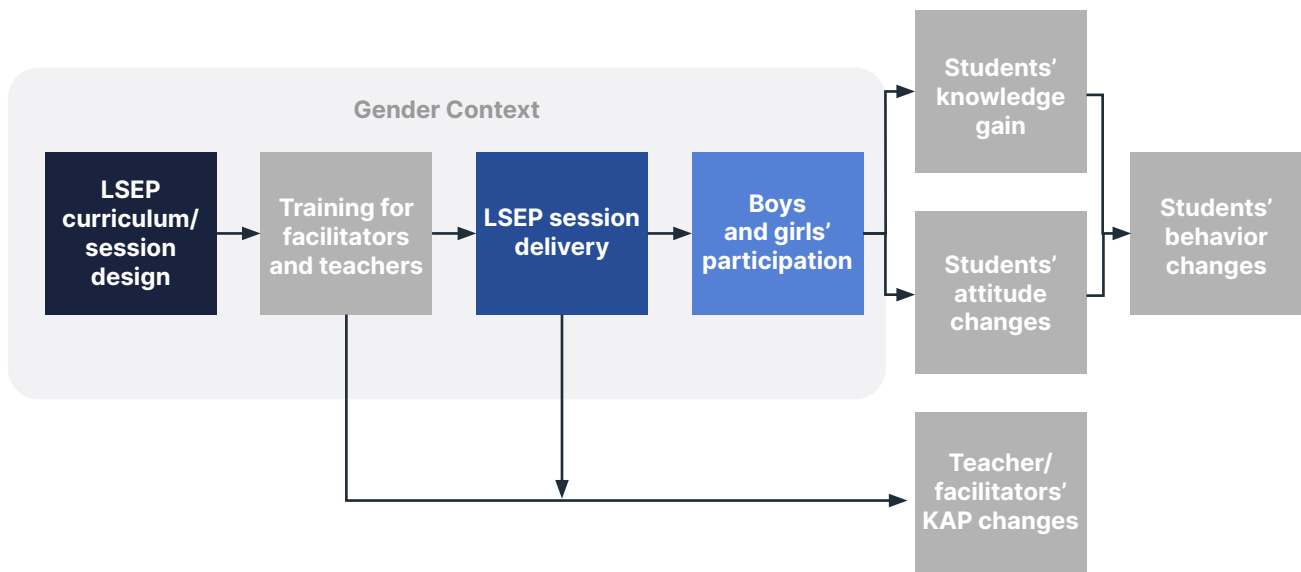
Facilitators were more involved than teachers in LSEP; teachers had other responsibilities and were more likely to have scheduling conflicts.

While teachers and facilitators found the content and pedagogy of LSEP new and challenging, they felt adequately supported by RtR. Most teachers and facilitators reported the training to be sufficient preparation to implement LSEP, and did not report flaws in the training.

Q5: What changes in attitude or knowledge about life skills and gender inequalities do we see among facilitators/teachers participating in the pilot?

Teachers and facilitators found LSEP valuable for both students and themselves, and reported changes in their knowledge and attitude about gender inequalities.

3. LSEP DESIGN AND IMPLEMENTATION



Q6: What curriculum content did boys find most enjoyable, relevant and useful?

Students reported that life skills lessons on academic success (thematic area #4) were most useful and memorable. Some students reported gender lessons relevant and useful but most found them difficult to understand.

Students were less active participants when learning about sensitive or uncomfortable topics. Although instructors found it challenging to get students to actively participate in general. Factors that reportedly made students reluctant to participate include:

- The fear of breaches in confidentiality of classroom discussions
- The possibility of being teased or being disrespected after discussing sensitive issues (i.e., menstruation)

Q7: Do boys report any preference for a male vs. female facilitator? What advantages or disadvantages do they see for each?

Students prefer instructors of the same sex, especially when discussing sensitive topics such as puberty or sexuality.

Q8: How do boys/girls experience the sessions they have together? The sessions they have apart? What advantages and disadvantages do they see in each model? Was it difficult to discuss certain topics with the opposite sex present?

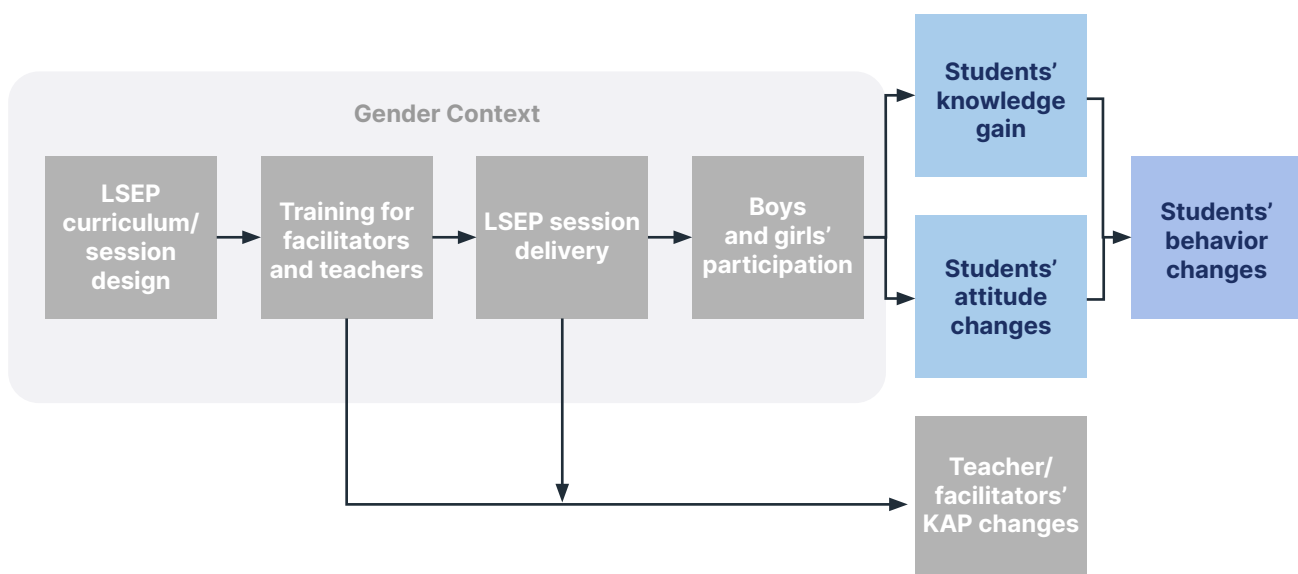
Both boys and girls feel more comfortable learning in a same-sex setting due to fear of gossip or breach of confidentiality by the opposite sex. Girls especially feel uncomfortable by boys teasing, laughing, or humiliating them in the classrooms.

Boys and girls felt especially shy or scared discussing sensitive topics such as puberty and sexuality in the presence of students of the opposite sex.

However, co-ed sessions also provided several benefits. Both boys and girls reported learning from one another in co-ed sessions. Multiple perspectives were more likely to emerge in co-ed sessions in same-sex sessions. Boys were also reported to be less disruptive and to pay more attention in co-ed settings.

The program officer reported that participation improved when instructors shared their own personal experience to build trust, reminded students about ground rules (i.e. “do not laugh at each other”, “participation is mandatory”) and assured students that role-play does not reflect real life.

4. STUDENT ATTITUDE AND BEHAVIOR CHANGE



Q9: Has the program created any new motivation/skills for students to discuss gender inequalities among peers, family members or the broader community?

Boys shared their intention to discuss gender inequality with peers, family members, or the community, but also reported not acting on or following through with this intention. This may indicate a gap between motivation and behaviors among boys to discuss gender inequities and inequalities in the context where traditional gender norms are prevalent and strong.

Q10: What changes in attitude or knowledge about gender do we see among boys and girls participating in the pilot?

While students reported changes in knowledge about gender, there were limited reported changes in attitude among boys and girls. Boys and girls were able to discuss what they learned about gender during LSEP, but they did not generally seem to internalize this knowledge when sharing their perceptions of gender in their daily lives. Reports from girls indicated a more noticeable shift in attitudes when compared to boys.

Boys reported an understanding of behaviors to support gender-equitable norms, but based on reports from students and instructors, their motivation to act on these behaviors was limited to assisting with household chores. It is typical for changes in behavior to lag behind changes in knowledge and attitudes, as behavior change is a long-term endeavor. The success of the program can be better gauged over a longer period of time.

In addition to the changes reported regarding gender, students, teachers and facilitators did state that boys are applying life skills around success in school and time management after participating in LSEP.

Q11: What changes, if any, have occurred in boys' relationship to and behavior toward girls, and vice versa?

Both boys and girls reported improved mutual understanding and respect. However, they also shared that the communication and interaction between one another remains limited. This indicates that although they reported having changed attitudes towards one another, in practice their interactions have not changed.

FUTURE OPPORTUNITIES

FUTURE STUDIES

To complement the findings of this study, IDinsight has identified topics around learning outcomes that would benefit from further studies:

- The impact of co-ed versus single-gender sessions on students' gender knowledge gain and behavior changes
- The unique challenges teachers and facilitators experience when teaching about gender
- Measures to make uncomfortable or sensitive sessions more culturally acceptable and appropriate for students while keeping the key messages intact
- Barriers and enablers that turn students' motivation to advance gender-equitable norms into behaviors
- The connection between parental engagement and student outcomes
- The relationship between instructor characteristics and learning outcomes

FUTURE OPPORTUNITIES FOR PROGRAM DESIGN AND DELIVERY

GENDER LESSONS

To make gender concepts both easier to teach and to understand, we recommend that the materials for gender lessons use simplified terms, equip teachers and facilitators with real-life examples of gender challenges that are relatable for students, and provide more visual aids.¹

¹ These recommendations are based on suggestions from teachers and facilitators, as well as on comments from students on preferred methods of learning.

Students also perceive lessons as difficult when it's unclear to them what the real-life application is. Thus, gender lessons should also include examples of everyday behaviors that students can easily apply in regards to promoting gender-equitable norms.

STUDENT PARTICIPATION

To encourage more active participation from students, particularly in sensitive or uncomfortable lessons, teachers and facilitators may continue using these strategies, and may consider repeating and emphasizing them more:²

- Support students in developing classroom norms and conduct that show respect for each other and encourage students to feel more brave to participate
- Assure that everything students share will be kept confidential by teachers and facilitators, except when there are concerns about the safety of children
- Encourage all students to also keep their friends' stories confidential

CO-ED SESSIONS

Although both boys and girls prefer same-sex classrooms, co-ed sessions seem to offer benefits to both boys and girls in terms of attentiveness to and malleability of views on gender. Future studies on co-ed sessions will provide more concrete recommendations, but co-ed settings may be particularly appropriate for lessons that discuss gender roles and norms, as our findings have shown that boys' opinions on traditional gender norms are more likely to change with the presence of girls. Given that students reported a lack of interaction between boys and girls, simply creating activities that they can participate in together may also contribute to their mutual understanding.

APPLICATION OF LEARNING

We recommend providing opportunities or exercises for boys and girls to apply and practice what they're learning in LSEP in the classroom and outside of it. This could help narrow the gap between the motivation to advance gender-equitable norms and the actual behaviors that advance gender-equitable norms.

SUGGESTIONS FROM TEACHERS AND FACILITATORS

Nearly all the teachers and facilitators found the training and resources sufficient to implement LSEP and found the pilot to be effective in its objectives. To further improve their efficacy in session facilitation and students' learning outcomes, they provided following recommendations:

- **Provide additional training**, as they found the material and facilitation style unfamiliar and challenging
- **Hire additional instructors** who can step-in when teachers had conflicts in their schedule and to lower teacher-student ratio
- **Cut some lessons down or provide additional program time** because they were unable to cover the planned curriculum content and scheduled activities per lesson
- **Implement LSEP in other schools and across age groups**, particularly for older students who may understand gender concepts better

² These practices are currently being employed in LSEP and they were emphasized by students, teachers, and facilitators as factors that were effective for eliciting student engagement.

1. INTRODUCTION

1.1 LSEP PILOT PROJECT

The Life Skills for Equality Project (LSEP) is a two-year gender-transformative boys' engagement pilot run by Room to Read (RtR) in Banteay Meanchey province, Cambodia. The pilot initiative aims to engage boys as active stakeholders to develop the key life skills to succeed in school and beyond, and to challenge the harmful gender norms that limit them and their female peers from reaching their full potential.

KEY STAKEHOLDERS

The key stakeholders for this study included Grade 7 boys and girls participating in LSEP, teachers and facilitators implementing LSEP, and the LSEP program manager¹. LSEP is being offered to approximately 400 Grade 7 and Grade 8 boys in four schools within two districts of Banteay Meanchey province in 2022 and 2023 respectively. LSEP also engages approximately 500 Grade 7 girls from the same four schools for select sessions of the LSEP curriculum. Table 1.1 summarizes the schools and population of boys and girls participating in the pilot:

Table 1.1 Overview of schools and pilot student population

District Name	School Name	# of Boys Enrolled (Grade 7, 2022)	# of Girls Enrolled (Grade 7, 2022)
Mongkol Borey	Chub Vary High School	95	122
	Preah Net Preah Lower Secondary School	86	107
Preah Net Preah	Raung Kor High School	132	131
	O Snugot Lower Secondary School	73	131
TOTAL		386	491

¹ The project will also engage parents, communities, Provincial Education Director and other relevant Departments, but the majority of the activities will take place in the second year. Hence these stakeholders were not included in this study.

The LSEP program was supervised by a dedicated LSEP program officer, and delivered by five facilitators hired by RtR, and five schoolteachers from pilot schools who took on additional responsibility to participate in LSEP.² The program officer is RtR staff whose responsibility was to oversee the implementation, and to monitor and coach participating teachers and facilitators. The facilitators are also RtR staff, whose primary responsibility was to lead program implementation and related activities. The teachers worked as co-facilitators leading program implementation in varying capacities, and will receive coaching from facilitators and the program officer throughout the two-year pilot. All teachers and facilitators received the same training from RtR and their partners on gender sensitization, the boys' life skills curriculum, and pedagogy prior to the program commencing.

PROGRAM DESIGN & OBJECTIVES

LSEP's gender-transformative curriculum was adapted from RtR's Life Skills Framework which prioritizes 10 key life skills critical for youth to succeed in both school and beyond. LSEP emphasizes knowledge retention and long-term learning to achieve the program goals of shifting harmful gender norms and skill building. The details of the Life Skills Framework are summarized in Table 1.2:

Table 1.2 Overview of Room to Read's Life Skills Framework

Skill Category	Life Skills
Self Awareness	1. Self-confidence
	2. Expressing & managing emotions
	3. Empathy
Self Efficacy	4. Self-control
	5. Critical Thinking
	6. Decision-making
	7. Perseverance
Social Awareness	8. Communication
	9. Creative problem-solving
	10. Relationship-building

² Additional demographic information on teachers and facilitators can be found in Table 3.1

LSEP's curriculum contained 17 sessions under six thematic areas as well as four optional, government-led sessions known as Local Life Skills sessions (LLS).³ Table 1.3 summarizes the six thematic areas and sessions in LSEP's curriculum as well as the LLS sessions. Four of the 17 sessions, and all of the optional LLS sessions were conducted in a co-ed environment where girls were engaged with LSEP in addition to boys. Girls participating in LSEP were also participants of Room to Read's Girls' Education Program (GEP) and thus had exposure to much of the curriculum content in LSEP. The curriculum was designed to provide students with multiple points of exposure to the topic areas and to provide them opportunities to practice what they have learned. It was also intentionally sequenced to address specific issues that boys may encounter, and needs boys may have at that age.

Table 1.3 Overview of thematic areas, LSEP sessions, and LLS sessions

Thematic Area	LSEP Sessions	LLS Optional Sessions
1. Gender Roles and Division of Household Roles	Gender Values Clarification	
	Gender and Societal Expectations (co-ed)	
2. Puberty, Sexuality, and Health	My Changing Body	
	Being Respectful of Menstruation	
3. Gender Norms, Masculinity, and Relationships	Masculinity	Know about Me, Know about You
	Communication Skills	
	New Emotions, Changing Relationships (co-ed)	
4. Succeeding in School and Life	Succeeding in School	I Need You, You Need Me
	Time Management	Confidentiality
	We Are Empowered	
5. Mental Health and Emotional Disclosure	Understanding My Emotions	Personal Understanding
	My Support Network	
6. Addressing Conflict and Violence in My School and Community	Power	
	Types of Violence	

³ The thematic areas are based on research conducted by RtR examining the gender dynamics and underpinning challenges adolescent boys in Cambodia experience

	Keeping Myself and Others Safe (co-ed)	
	Making My School Safe (co-ed)	

At the end of the two-year pilot students participating in it are expected to:

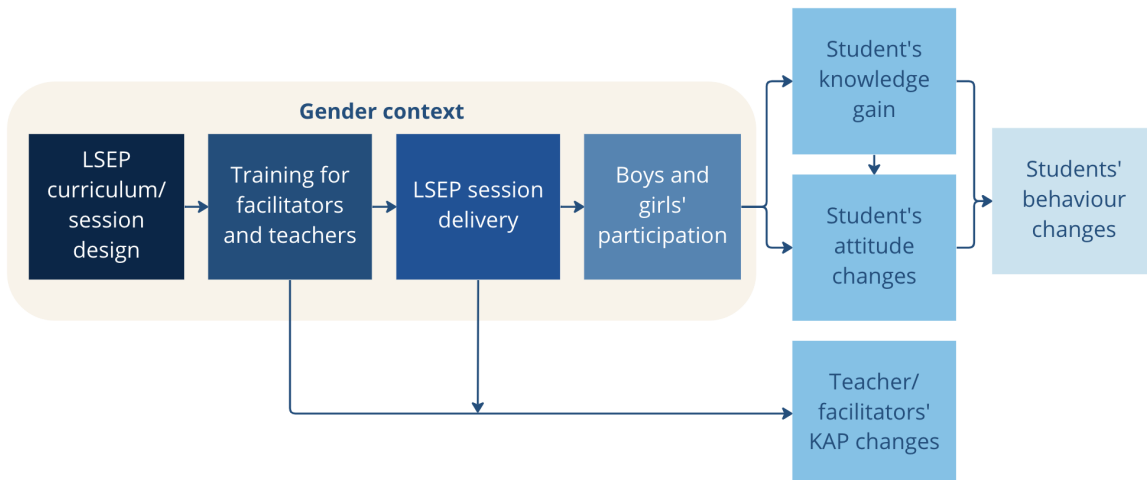
1. Understand and tell others about the benefits of gender equality for girls/women, as well as boys/men, and support equality in their personal lives;
2. Learn to improve their wellbeing and health and make positive decisions in their relationships with others. This includes developing skills to address and help prevent violence and harassment against their peers in school;
3. Develop skills to better manage their responsibilities and respond to challenges to succeed academically and in life.

1.2 PURPOSE OF THE STUDY

With the support of the Cartier Foundation, IDinsight conducted a qualitative study on the first year of pilot implementation, which is one part of Room to Read’s learning agenda on LSEP. IDinsight is overseeing qualitative data collection and analysis to identify strengths, opportunities, and gaps in the program design and implementation of LSEP. Findings from the qualitative study will complement other learning priorities on the first year of the pilot including findings from implementation monitoring data, and quantitative data. Findings will also be utilized to inform the second year of the pilot, scale-up, and global expansion of LSEP.

1.3 RESEARCH QUESTIONS & PRIORITIES

Figure 1.1 Flowchart representing stages of LSEP implementation & intended outcomes



Prior to commencing research activities, IDinsight and LSEP identified potential causal pathways of LSEP’s implementation and activities leading to its intended outcomes. We outlined the inputs, outputs, outcomes, key stakeholders, and assumptions which establish these causal pathways. Qualitative studies are not intended to establish causality, however, the process of understanding the causal pathways prioritized by RtR sheds light on what aspects, details, and questions about LSEP are most salient to RtR. Developing a shared understanding of the intended research priorities allowed us to identify 11 research questions that would be most appropriately addressed in this qualitative study.

RESEARCH QUESTIONS

The research priorities and consultation with RtR led us to address 11 research questions to meet the objectives of this engagement. The 11 research questions are as follows, and are organized by broader clusters:

Table 1.4 Research questions for qualitative study

Research Questions
Students’ Gender Perceptions
<ol style="list-style-type: none"> 1. How do gender-based inequalities manifest inside schools, homes, and communities? What are boys’ and girls’ perceptions of these inequalities? 2. Do boys feel that empathy (scenarios or cases can be given) is naturally innate to girls or these can/should be improved among boys as well?
Instructors and Facilitation
<ol style="list-style-type: none"> 3. What were the characteristics (sex, age, experience, etc.) of the people filling key roles? Was the level of capacity in the various roles sufficient? 4. What was the quality of session facilitation / delivery of content? How well-equipped are facilitators to deliver the sessions with quality? 5. What changes in attitude or knowledge about life skills and gender inequalities do we see among facilitators/teachers participating in the pilot?
Students’ Experience with LSEP Curriculum & Design
<ol style="list-style-type: none"> 6. Do boys report any preference for a male vs female facilitator? What advantages or disadvantages do they see for each? 7. What curriculum content did boys find most enjoyable/relevant/useful? 8. How do boys/girls experience the sessions they have together? The sessions they have apart? What advantages and disadvantages do they see in each model? Was it difficult

to discuss certain topics with the opposite sex present?

Behavior Change

9. What changes in attitude or knowledge about gender do we see among boys and girls participating in the pilot?
 - 9.1. Has there been improved understanding among boys about how they can support / advance more equitable gender norms?
 - 9.2. What is the level of motivation among boys to advocate for and enact more gender equitable norms?
10. What changes, if any, have occurred in boys' relationship to and behavior toward girls, and vice versa?
11. Has the program created any new motivation/skills to discuss gender inequalities among peers, family members or the broader community?

2. METHODOLOGY

2.1 DATA COLLECTION TOOLS

RESEARCH APPROACH

For this study, IDinsight took a **qualitative approach** and we drew our findings, discussions, and takeaways from a combination of the following sources of data:

1. Primary data collected through one hour semi-structured Key Informant Interviews (KII) with program participants and program implementers, as well as one hour Focus Group Discussions (FGD) with program participants;
2. Existing administrative data including demographic information of both participants and implementers;
3. Enumerator notes and observations.

The primary data was collected from the following key stakeholders:

1. Boys participating in LSEP
2. Girls participating in LSEP
3. Teachers and facilitators participating in LSEP
4. RtR LSEP program officer

The information on the research tools and population of stakeholders being interviewed are summarized in Table 2.1. KIIs were conducted with all key stakeholders as a tool specifically helpful to dig deeper into participant experiences and opinions without being anchored by group dynamics. FGDs were conducted to gather insights into group dynamics, and reactions, as well as participant knowledge gains and attitude changes.

Given that the majority of research questions require students' individual perspectives as well as their interactions with each other in a group setting, IDinsight conducted both KIIs and FGDs with students. KIIs were conducted with boys and with girls to capture their candid, in-depth opinions and nuances in their KAP around LSEP, especially on more sensitive topics. FGDs were conducted with five boys, with five girls, and with mixed-sex groups (3 boys, 3 girls) to create dynamic group discussions to stimulate spontaneous responses. The mixed-sex FGD aimed to capture the group interaction that might offer insight into how students think about the LSEP and topics covered, and how they consider their own views in relation to others, which was particularly important to answer research questions related to relations between boys and girls.

IDinsight conducted KIIs for teachers, facilitators, and the RtR program officer to be able to ask in-depth and probing questions on their personal opinions and experiences on LSEP as well as their perceptions on the implementation and intended outcomes of LSEP.

Table 2.1 Overview of research tools and population of stakeholders interviewed

Research Tool	Length	# of Stakeholders per Interview	# of Interviews
KII	1 hour	1 Boy	8
		1 Girl	8
		1 Teacher/Facilitator	10
		1 Program Officer	1
FGD	1 hour	5 Boys	4
		5 Girls	4
		6 Mixed (3 Boys, 3 Girls)	2
TOTAL			37

TOOLS DEVELOPMENT

Development of Interview Guides⁴

The seven separate semi-structured interview guides, four KIIs and three FGDs, were developed to gather relevant data to answer all research questions and priorities. The interview guides were iterated with feedback from RtR staff.

Each tool had following sections:

KII for the boys and girls	<ol style="list-style-type: none"> 1. Knowledge Gains and Attitude Changes on Gender Inequality 2. LSEP - Curriculum and Content 3. LSEP - Teachers and Facilitators 4. LSEP - Program Design 5. LSEP - Outcomes
KII for the teachers & facilitators	<ol style="list-style-type: none"> 1. Capacities & Qualifications 2. Program Implementation 3. Capacity Building
KII for the program officer	<ol style="list-style-type: none"> 1. Gender Context in Cambodia 2. Program Implementation

⁴ Each of the seven interview guides can be found in the Appendices section under, '**B. Interview Guides**'

	<ol style="list-style-type: none"> 3. Project Staffing 4. Student Engagement 5. Stakeholders and Partnerships
Each FGD	<ol style="list-style-type: none"> 1. LSEP Sessions 2. Gender Context & Outcomes

Translation and Back-Translation

The interview guides were translated into the local language of Cambodia, Khmer, by translators procured by RtR. They were then back-translated into English by translators to capture any key differences that were lost in translation with the support of the lead enumerator (Team Leader).

Piloting of Interview Guides

The Team Leader (TL) piloted selected interview guides including the Boys KII, Boys FGD, Teacher KII, and Mixed FGD. The pilot interviews took place at Chub Vary high school inside of an RtR classroom and lasted 50-65 minutes each. The feedback from the Team Leader and RtR staff present allowed for iteration of the Khmer interview guide to adjust for nuances that were lost in translation. This process also helped gauge which questions were challenging for students to understand and needed further explanation. The interview guides were finalized after this process.

All of the KIIs and FGDs besides the program officer KII were conducted by enumerators in Khmer. The program officer KII was conducted by IDinsight staff in English.

2.2 SAMPLING

Study Population

As seen in Table 2.2 below, we conducted 27 KIIs and 10 FGDs in total. The 27 KIIs consist of 16 student KIIs (8 boys and 8 girls), 10 teacher and facilitator KIIs, and 1 program officer KII. The 10 FGDs consist of 4 all-boys FGDs, 4 all-girls FGDs, and 2 mixed-sex FGDs. In total, we interviewed 34 boys out of 386 boys and 34 girls out of 491 girls.

Table 2.2 Overview of study population

School	District	Project Population			Study Sample			
		# of Boys	# of Girls	# of Facilitators & Teachers	FGDs	KIIs with students	KIIs with teachers & Facilitators	KII with RtR

Chub Vary High School	Mongkol Borey	98	122	1 facilitator + 1 teacher	3 (1 boys + 1 mixed + 1 girls)	4 students (2 boys + 2 girls)	2 (1 facilitator + 1 teacher)	1 program officer
Preah Net Preah Lower Secondary School	Mongkol Borey	83	107	1 facilitator + 2 teachers	2 (1 boys + 1 girls)	4 students (2 boys + 2 girls)	3 (1 facilitator + 2 teachers)	
O Snugot Lower Secondary School	Preah Net Preah	76	131	1 facilitator + 2 teachers	2 (1 boys + 1 girls)	4 students (2 boys + 2 girls)	3 (1 facilitator + 2 teachers)	
Raung Kor High School	Preah Net Preah	129	131	1 facilitator + 1 teacher	3 (1 boys + 1 mixed + 1 girls)	4 students (2 boys + 2 girls)	2 (2 facilitators)	
TOTAL:		386	491	10	10 FGDs	16 Students	10 Teachers & Facilitators	1 RtR Staff

Sampling for Program Participants

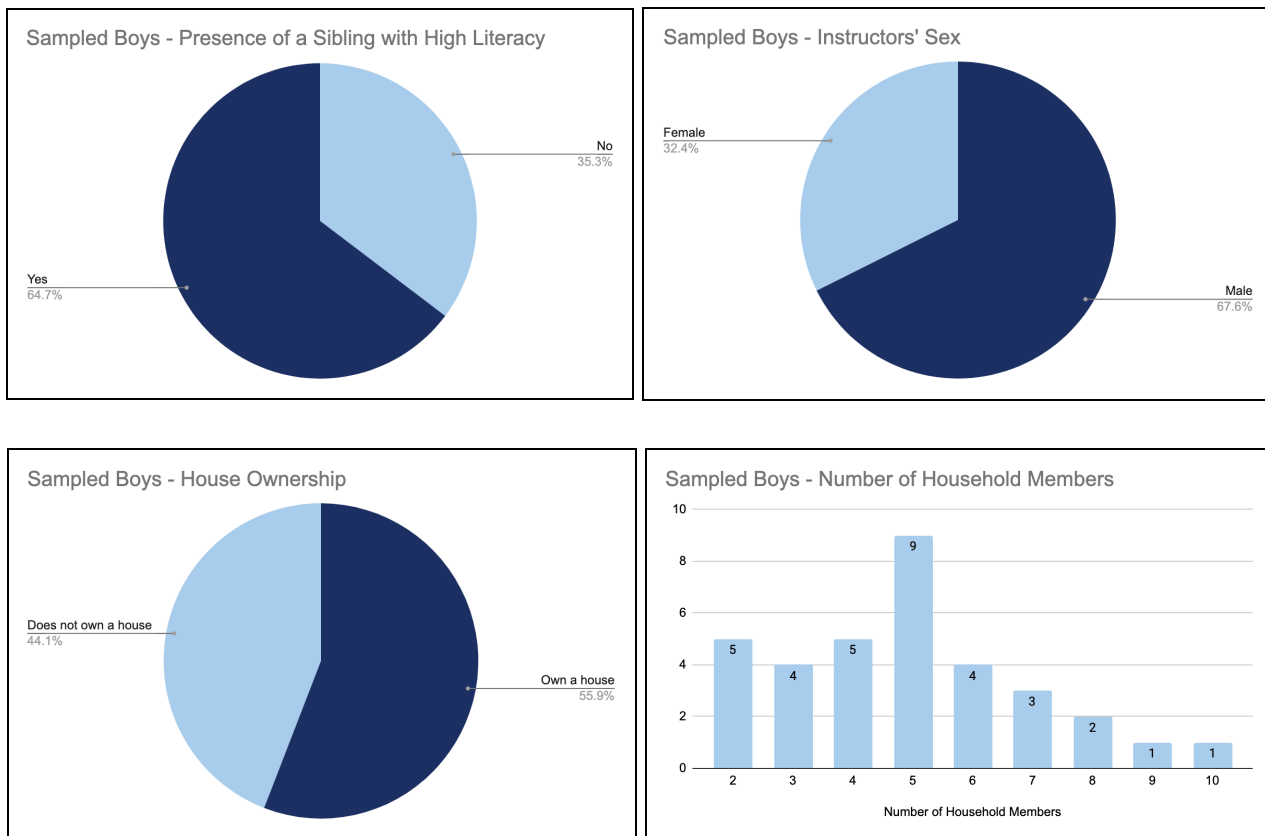
The evaluation used **purposive sampling** to select boys and girls enrolled in LSEP across the four pilot schools to incorporate different experiences of students with the program. Purposive sampling is the intentional selection of research subjects with different vantage points in a small-n qualitative study. Qualitative researchers rely on analysis of different perceptions of a program to evaluate its implementation. By engaging and observing stakeholders with varying opinions and attitudes, researchers create a narrative for explaining the strengths and limitations of an intervention. For example, does the level of active engagement with the program differ by students' socio-economic status? Is the sex of the facilitator shaping how well they moderate and deliver the curriculum? These differences allow a qualitative researcher to evaluate the strengths and weaknesses of the program implementation.

Qualitative techniques seek to get a breadth of understanding and uncover a range of experiences of key stakeholders to understand the types of experiences stakeholders have. For the small sample size of this study, representativeness is not the aim. Rather, purposive sampling allowed us to capture and examine diverse perspectives relevant to LSEP and the goals of this study. For the evaluation of the LSEP program, we sampled a diverse group of students by selecting students based on four background characteristics:

1. **Household economic status** - asset measures like smartphone, computer, and tv ownership
2. **Household environment** - measures like family size, number and education level of siblings, occupation of parents
3. **School level characteristics** - student characteristics like age, grade, class
4. **Instructor characteristics** - type of instructor (teacher or facilitator)

We chose the first two criteria above because students' household socioeconomic status and characteristics might influence their educational achievement⁵. Criteria three and four are school and program-level factors which have a more direct impact on their learning environment. Selection based on these characteristics ensures that we get a meaningful variation in the response given by students. This approach resulted in a diverse sample of students. The charts below show the diversity of sampled boys according to four criteria⁶:

Figure 2.1 Diversity of Boys Sample Based on Literacy Level of Siblings, Instructor's Sex, House Ownership, and Family Size



We also excluded boys and girls whose attendance rates are lower than or equal to 50% to ensure that those being sampled have enough exposure to respond to the questions accurately. Applying

⁵ Broer, Markus, Yifan Bai, and Frank Fonseca. "A review of the literature on socioeconomic status and educational achievement." *Socioeconomic inequality and educational outcomes* (2019): 7-17.

⁶ Based on the data provided, we used the following covariates to create different groups of students and then randomly sampled from each group: Instructor's Sex, whether Facilitator or Teacher conducted the session, Literacy Level of Siblings, Family Size, House Ownership Score, and a variable that captured class status. For house ownership, the student either lives in a house his/her immediate family owns or not (the existing demographic data implies that this usually means living with relatives from extended family).

this exclusion criteria resulted in the removal of 12 out of 336 boys in the population (less than four percent of the sample).

Using this criteria, we created a list by 1) dividing students into different groups based on their backgrounds and 2) randomly selected students from each group. Thus, as we went down the list, students differed across the four characteristics.

IDinsight also included 40% more students in the sample to account for non-response, absence, or lack of parental consent to participate in the KII/FGD. In any of these circumstances, the enumerators used the next student in the list as a replacement.

Sampling for Program Implementers

Due to small population sizes for the interviews with program implementers, we covered the entire population of 10 teachers and facilitators and the entire population of one program officer.

Consent Procedure

For any interviews with students, the students' parents were sent passive consent⁷ forms by RtR program staff, and had to return them only if they did not want their child to participate in the study. Enumerators also asked for the child's verbal assent before proceeding with the interview, and similarly gave them the chance to opt out even after parents' consent.⁸

The enumerators asked for the teachers' and facilitators' consent to be interviewed before proceeding with the interview. The teacher and facilitator had the chance to opt out at any time.⁹

The IDinsight staff asked for the program officer's consent to be interviewed before proceeding with the interview. The program officer had the chance to opt out at any time.¹⁰

2.3 TRAINING OF ENUMERATORS

The field team consisted of four enumerators, one of which served as the field Team Leader (TL). The enumerators were procured by RtR. The TL traveled to Banteay Meanchey and was trained in

⁷Active consent requires parents to sign and return a form if they consent for their child to participate. Passive consent, on the other hand, includes all the students to the study by default unless the parents opt out. While the passive consent procedure typically results in high response rates, we, as researchers, have no documentation or guarantee that the parents had exposure to the information. We used the passive consent format in this study following the recommendation of RtR due to the logistical and time constraints, but it is our recommendation that RtR uses the active consent format for the future studies.

⁸ No parents returned the consent forms, hence all students were included in the study by default. Two students opted out from participating at the time of the interview and were replaced by other students in the sampling list. Additional five students were absent for their interview, hence were also replaced.

⁹ None of the teachers and facilitators opted out from participating.

¹⁰ The program officer did not opt out from participating.

advance of other enumerators on October 12th. This training prepared him to carry out piloting of the data collection tools in Banteay Meanchey and gain familiarity with the tool and context.

The full training of the field team (including the TL and other enumerators) was conducted for three days on October 16th, 17th, and 18th. As a remote training, the sessions were tailored to be as effective and streamlined as possible to keep enumerators engaged and well-informed and to avoid connection issues.

The training agenda included one day for a “homework assignment” and two days for lecture and field practice. The TL also had additional individualized training throughout the three days. At the end of individual assessments, IDinsight noted the performance of the enumerators and provided feedback. IDinsight and the TL also monitored enumerators’ performance during data collection and determined if re-training was needed at any point during data collection.

Quizzes were also held every day to evaluate training progress for each enumerator. Assessments were based on the enumerator and Team Leader scores in the quizzes, and the IDinsight’s qualitative rating of their overall skills as enumerators.

2.4 DATA COLLECTION MANAGEMENT

PRE-DEPLOYMENT

Prior to the start of data collection, IDinsight conducted a data collection plan meeting with the enumerators and TL. During the meeting, enumerator assignments were listed, and field management materials were reviewed (assignment sheets, data collection trackers, debrief minutes). Protocols for reporting data collection feedback from respondents were also discussed.

RESPONDENT ASSIGNMENTS

A day prior to the interview, RtR confirmed the date and time of the interviews, and introduced the enumerator who would be conducting the interview. The tracking sheets were in the form of individual Google Sheets so that each enumerator was able to view their planned respondents and progress.

DEPLOYMENT

After each day of data collection, IDinsight conducted debriefing with the enumerators and the TL. During this debriefing, enumerators raised issues and concerns that they had about data collection, and IDinsight provided technical guidance. During the bilateral debriefing IDinsight had with the TL, we also discussed feedback and suggestions on enumerators’ performance.

If not conducting an interview, the enumerators and TL worked on tasks included updating data collection tracker, logging interview results, transcription of interviews, coordinating with the RtR program team to send results to translation team, TL spot checks, keeping detailed field notes, and communicating with TL and IDinsight team. Throughout the day, the TL and IDinsight validated the

data collection status recorded by enumerators in the Google Sheet to ensure that no respondents were missed. The TL also reviewed team and individual performance to identify enumerators who had issues. At the end of each workday, IDinsight reviewed the surveys completed and enumerator performance, summarized through a tracker, to check whether the team was on pace to finish as scheduled.

QUALITY CONTROL MECHANISMS

Transcription and Translation Quality Checks

Upon transcription of the first interviews, the TL conducted transcription quality checks for three randomly selected transcripts. The same process took place for the translation quality check by IDinsight staff.

Spot Checks

Spot checks are unannounced checks to ensure that enumerators go through the survey flow properly, and establish proper rapport with respondents. During the first week of data collection, the TL conducted spot checks of all enumerators to ensure that they were following good data collection practices and reported back to IDinsight.

The spot check took the form of the Team Leader sitting in on part of KII or FGD that the other enumerators were conducting. The IDinsight used a spot-check checklist to provide structure to the assessment.

The key things that were being looked out for during spot checks are:

- Rapport-building and consent
- Management of distractions
- Prompting, probing, and clarifying answers
- Discussion/Interview length

2.5 ANALYSIS

IDinsight conducted **thematic analysis** to interpret the qualitative data collected. Themes are the overarching categories of shared data across multiple participants. Thematic analysis is especially useful in identifying patterns in participants' views, opinions, knowledge and experiences from a set of qualitative data, such as interview transcripts. IDinsight coded key informant interviews (KII) and focus group discussions (FGD) transcripts with deductive and inductive approaches, and then ascertained emerging themes based on the summaries of coded data and the frequency of certain codes. Analysis also involved limited subgroup analysis based on the demographic data provided.

TRANSCRIPTION AND TRANSLATION OF FGDs AND KIIs

IDinsight requested verbatim transcription where every word, pause and filler words are transcribed. Four enumerators with different capacities worked on transcription. As a result, many FGDs and KIIs, especially earlier in data collection, had transcription which excluded pauses, and filler words¹¹.

Translation was conducted by a professional Khmer translation company procured by RtR. The quality of translation varied from interview to interview. Although most translations were clear and intelligible, a few contained unintelligible translations.¹²

CODING

The coding process is described in detail below. Each part of this process involved multiple team members to ensure intercoder reliability.

Developing a List of Topics

IDinsight then developed a list of broad domains or “families” based on previous research activities, such as the research question refinement or the interview guide, as well as new information that emerged as the data collection process goes along. An example of a domain or “family” may be “program implementation” and “curriculum design and students’ experience”.

Inductive and Deductive Coding

Prior to looking at the transcripts, a set of a priori codes were developed (deductive approach) under each domain or “family” and defined by what data they are intended to capture. Using the a priori codes, selected FGDs and KIIs from Chub Vary high school had codes applied to them by multiple team members.¹³ This allowed us to compare how codes were applied and revise our codebook as necessary to ensure intercoder reliability. In this iterative process, codes were added, combined, or removed (inductive approach) and code definitions were also refined. The codebook was divided into the following four broader domains or “families”¹⁴:

¹¹When a respondent did not answer an enumerator’s question, the exclusion of pauses and filler words made the interpretation of nonresponse ambiguous. When a pause was included, for example, we would know for sure that an enumerator moved to the next question or probed further due to this pause. However, when a pause was not included, it is possible that the enumerator was probing or moving to the next question too early without giving the respondent enough time to respond. This difference matters for us to evaluate what was causing a nonresponse.

¹² The unintelligible translations were indicated by improper English syntax and grammar that made the meaning of some responses difficult or impossible to understand. These poor translations did not render the entire interviews as invalidated, but rather select parts of interviews. We documented at least four cases of interviews that included parts that were incoherently translated. We documented at least one case that was translated so poorly that about half of the interview was incoherent.

¹³ These transcripts were selected because only the transcripts from Chub Vary high school had been translated at the time. The translations for transcripts from other schools were still incomplete.

¹⁴ A table of all families and codes is listed in the Appendices section under, ‘**A. Families & Codes**’

1. Program Implementation (teacher/facilitator perspective)
2. Curriculum Design and Students' Experience (students' perspective)
3. Behavior Change
4. Context

Categorizing Responses According to Final Codes

This step included the set of tasks below which were also conducted by multiple team members:

1. Capturing important data (quotes) linked to the research questions via codes
2. Documenting any notes or specificities about each interview
3. Noting data quality of each interview
4. Check if student background characteristics match some of the reported answers (Example: sex of the instructor - we know this from the student information)
5. Triangulation with enumerator debrief notes

INTERPRETATION OF FINDINGS

After coding, IDinsight examined the aggregate coded texts to look for patterns, or convergence and summarize findings per code. This process also included counting the frequency of certain codes. Clusters of codes that showed similar patterns taken together were consolidated resulting in 18 themes emerging. After identifying themes, the team examined these in addition to other data points (population background information, enumerator notes) to characterize the data as a whole. These interpreted themes were used to describe five key findings which can be mapped back to the 11 initial research questions. The key findings allowed us to generate recommendations and insights for RtR.

2.6 LIMITATIONS

This section is intended to help contextualize the constraints that were experienced by the IDinsight team during data collection. The following limitations serve to acknowledge 1) what we anticipated to be challenges during data collection and analysis, 2) what we did to mitigate these challenges, and 3) how we believe this impacted the study. Acknowledging these limitations do not imply poor data quality, shortcomings of Room to Read's partnership, or a failure in conducting the study.

Non-Generalizability

Qualitative research inherently constrains the generalizability of data as it generally serves to characterize perceptions, attitudes, and experiences of a few participants. Respondents were purposively sampled to capture a diversity of opinions and experiences especially due to the small sample size. As a result, the respondents are not representative of the population, and therefore the findings are not generalizable to the whole population. In this report, we present frequencies of responses which suggests that observations or opinions mentioned by several respondents point to common experiences. However, the frequencies cannot be extrapolated to determine the proportion

of the population that have experienced this, nor to their relative prevalence to each other, where one experience is more common than another.

Response Bias

The KIs and FGDs were susceptible to response bias due to 1) self-reported participant answers, 2) risk of social-desirability, and 3) power dynamics while interviewing adolescent boys and girls. The research priorities intended to capture changes in knowledge, attitude, and behavior among participants, and this study did so by relying on the self-reported answers and perceptions of participants. It is possible that these self-reported answers, about a change in behavior for example, do not suggest the real, enacted behaviors of an individual. Furthermore, participants were subject to social-desirability bias as many of the questions related to expected behavior change. That is, participants might answer in a manner that is consistent with what is more socially acceptable or expected by the study implementers. Additionally, given the nature of interviewing adolescent boys and girls where hierarchical norms are prevalent, there is an unavoidable unequal power dynamic between participants and enumerators. This power dynamic further compounds the challenges in response bias. These responses and dynamics pose a bias to the generalizability of overarching findings.

Having anticipated these potential biases, measures were taken in tool development and analysis to mitigate its impact on the findings. For example, students were asked scenario-based questions to understand reactions and avoid response biases. Furthermore, all participants were asked about certain topics such as 'behavior change in boys' to allow for triangulation of the data from boys, girls, and teachers and facilitators. We found these strategies effective in identifying when response bias may have been present, and arriving at more balanced findings even when we did observe some response bias.

We did observe these biases in our data, particularly social-desirability bias, among students, teachers, and facilitators. In the instances that we observed obvious response bias, we did not use the data. In other cases where results were subject to limited response bias, we used our mitigation strategies to arrive at clear findings. These instances are further elaborated on in the findings section.

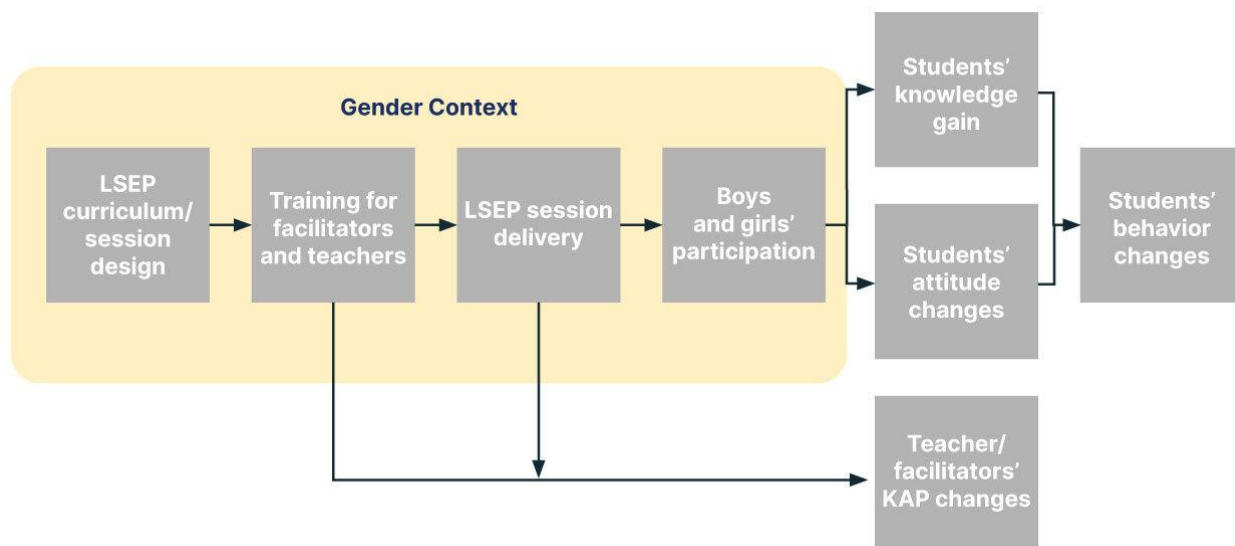
Recency Bias

As the LSEP program had 17 lessons and were conducted together with 4 LLS lessons, students might have had difficulties recalling all the lessons they had participated in. We anticipated that as a result, students may be susceptible to recency bias, where they tend to recall the more recent lessons. To mitigate the risk of recency bias, we prepared a flipchart that displayed all the LSEP lessons that we showed to respondents during the interviews. This was intended to help students with recall of all of the lessons. From our data, we did not observe that the student reports were subject to recency bias. We also found the mitigation strategy of using a flipchart to be effective in eliciting student recall of all the LSEP lessons.

3. KEY FINDINGS

This section discusses the key findings of this qualitative study. It is organized around four sets of findings each of which capture themes answering related research questions: 1) Student Gender Perceptions, 2) Instructors and Facilitation of LSEP, 3) LSEP Design and Implementation, and, 4) Students' Attitude and Behavior Change. Each set of findings contains a detailed description and interpretation of the various themes and data that led to these results.

3.1 KEY FINDINGS FOR STUDENT GENDER PERCEPTIONS



These findings relate to research questions exploring students' underlying perceptions of gender. Boys and girls participating in the study shared common perceptions of gender-based inequalities and gender norms in their relationships, their homes, their schools, and their communities. Many of these perceptions aligned with traditional gender norms, although many of the inequalities described were more related to socioeconomic status. Boys and girls also shared a perception that their own sex was naturally empathetic.

PERCEIVED GENDER-BASED INEQUALITIES AMONG STUDENTS IN SCHOOL, HOME, AND COMMUNITY ALIGN WITH TRADITIONAL GENDER NORMS

Boys and girls reporting their perceptions of gender inequalities and norms in their home, school, and community mostly aligned with traditional gender norms contrary to what LSEP taught. In Cambodia, cultural norms may dictate both overt and unspoken rules about the expectations for women and men, and in rural communities these are more heavily entrenched (Booth, 2014). These traditional gender norms place women in deferential positions in patriarchal households and communities, and

challenge their ability to advance in school, in their careers, and in politics (Booth, 2014). Indeed, in rural Cambodia intra-household division of labor for men and women is a key site of gender inequality that is perpetuated by cultural norms and attitudes (Brickell, 2011). In order to understand the ways in which LSEP's curriculum translated into outcomes of changed attitudes or behaviors about gender inequality and inequity among students, it was important to explore students' perceptions about this context. This is why research question #1 was included as a research priority.

In school, they reported that girls were expected to do domestic tasks such as cleaning the classroom, while boys were expected to support tasks requiring more physical strength, such as carrying water. A few also shared that going to school was a challenge for girls sometimes, if they had unexpected menstruations and experienced 'stomach pain' or did not have adequate menstrual hygiene resources. In one report from a boy's KII, girls could be forced to postpone their schooling due to an unwanted pregnancy.

In the home, domestic work or 'light work', such as cooking, cleaning, caretaking, or farm work were expected to be a woman's job, and girls in school were also expected to share this responsibility. Students also reported that girls face more restrictions from their parents to go out of the house, and have less freedom to study or work away from home. Students reported that boys were less likely to have rigid responsibilities, some boys reported having to assist with 'heavy work' such as chopping firewood while others shared that they had the freedom to be lazy or play on their phones after school.

In the community, students reported the same traditional gender norms around household work and responsibilities. In one example, a boy mentioned that the community may pressure a family to conform to traditional gender roles, specifically that neighbors may shame a girl if she were seen doing 'heavy work'. Furthermore, students report that communities rarely have female leadership. There were also a few reports of domestic violence including physical abuse and verbal abuse within the community. The following quote from a boy during a KII, conveys the majority of students' perception of traditional gender norms:

Q: What did you learn from the lessons about the roles of boys and girls?

A: "[Boys' roles are] chopping firewood, carrying water, cooking and doing with heavy workloads... [Girls'] roles are to wash dishes, wash clothes, sweep and clean houses, and look after the young."

Q: "Did the lesson state that?"

A: "No"

- **Boy KII**

When asked about challenges boys and girls experienced due to their gender identity and their perceptions of gender inequality, students often brought up socioeconomic status as a factor impacting their perceptions. Based on student reports, a lower socioeconomic status may exacerbate inequality around gender roles. For example, some boys and girls reported the pressure, especially for boys, to ease their family's economic hardship by dropping out of school and earning as soon as possible. A few boys and girls reported disruptions to their studies due to obligations to help out with their family's work, in the fields for boys and in the household for girls, for example.

These findings about student perceptions may suggest that changing behavior may be a challenge when it comes to such deeply held beliefs of gender roles. It also may suggest that students do have an awareness, or knowledge of these inequitable norms which is an important step towards behavior change to challenge gender norms, but it will require sustained efforts that mobilizes school and communities as well.

MOST STUDENTS REPORT PERCEIVING THEIR OWN SEX AS NATURALLY EMPATHETIC¹⁵

Most boys and nearly all girls expressed perceiving their own sex as more caring, understanding, and empathetic than the other. Boys reported perceiving this because they see other boys as more willing to ask questions, as emotionally stronger than girls, and as being better able to understand the issues boys face than girls. However, a meaningful proportion of boys shared alternative perceptions including finding both boys and girls to be empathetic, and a minority finding girls to be more empathetic than boys. For example, a couple of boys mentioned that although men are more understanding overall, girls are kinder and less likely to get angry which makes them naturally empathetic. One boy in a KII mentioned that he thinks girls are more empathetic because he saw his older sister comfort her friends.

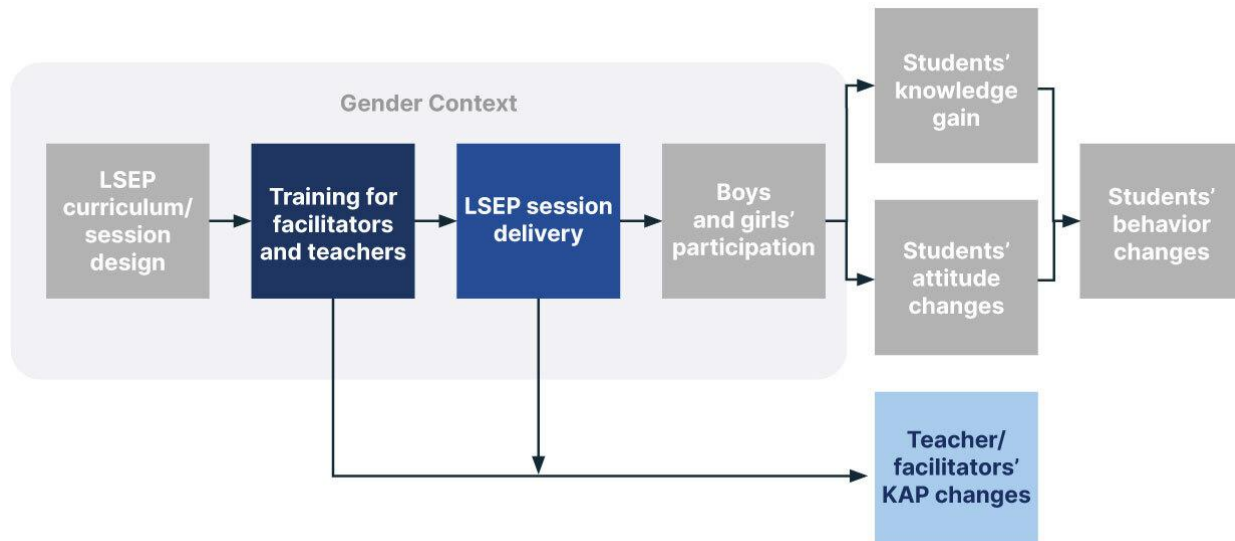
On the other hand, girls overwhelmingly reported that they found girls to be more empathetic. They report that girls are more understanding, are better listeners, are more intelligent, are generous, and are more encouraging. One girl in a KII even reported that it's because boys don't care about other people, and are not willing to be open emotionally, even among their friends. However, one girl in a KII did report that men are more likely to ask questions, and therefore would be first to comfort someone else in distress. And one girl in an FGD reported that the majority of women are empathetic although some men can be, as in the case of her male neighbor that brought her milk when she was sick.

In many cases, boys and girls share anecdotes of individuals who have provided an example of empathetic behavior to them to justify their perception. Thus, it could be argued that the reason why boys and girls perceive their own sex to be more naturally empathetic is because they have more exposure to people of their own sex. Having less interactions and thus less examples of empathetic behavior seen in the opposite sex may contribute to this worldview. In the cases that boys and girls broke from the majority in describing someone of the opposite sex as empathetic, most shared an

¹⁵ After the first round of KAP data collection, RtR found that girls scored higher than boys on life skills related to empathy, and RtR wanted to understand if boys perceive empathy to be naturally innate to girls. The specific research question discussing perceptions of empathy can be found in section 1.3 Research Questions & Priorities

example of someone, such as the boy's older sister or girl's male neighbor, that shaped this view. This may indicate the importance of role models as a possible input or assumption contributing to expanding views that challenge gender norms and applying life skills related to empathy.

3.2 KEY FINDINGS FOR INSTRUCTORS AND FACILITATION OF LSEP



The preparation of LSEP teachers and facilitators and the program delivery were principal stages of LSEP's implementation and intended outcomes. The extent to which teachers and facilitators internalized LSEP's curriculum was an important outcome and research priority. This informed our research questions regarding instructor capacity level, quality of facilitation, changes in instructor attitudes regarding LSEP curriculum content.¹⁶ This section discusses findings relevant to these research questions and is drawn mostly from data from teacher and facilitator KIIs.

Generally, teachers and facilitators have varied background characteristics, but all share limited to no experience with gender-related topics prior to LSEP. Teachers and facilitators all shared a high level of motivation to teach the LSEP curriculum which is indirectly related to capacity level and delivery of content. Teachers and facilitators reported overall satisfaction having participated in LSEP, and reported feeling adequately prepared and supported by RtR. Teachers, facilitators and students expressed that the use of student-centered facilitation and activities during LSEP encouraged active participation and engendered confidence in students. Teachers and facilitators also shared seeing the value of LSEP for student success in and out of the classroom, as well as for personal transformation of their personal worldview and approach to teaching.

¹⁶ The specific research questions can be found in section 1.3 Research Questions & Priorities.

VARIED BACKGROUND AND CHARACTERISTICS OF INSTRUCTORS WERE NOT PERCEIVED TO INFLUENCE STUDENTS' LSEP EXPERIENCES

The 10 teachers and facilitators participating in LSEP varied in age, education, teaching experience, sex, and geographic background. However, both teachers and facilitators were uniform in reporting their limited experience with gender-related topics. This was reinforced by demographic data which confirmed that all but three had no experience with gender-related topics prior to LSEP. The three teachers and facilitators with experience had very limited exposure: in the form of teacher training that happened over 10 years ago, a high school course on gender roles, and a university-level course on gender and sexuality. Table 3.1 describes some of the important demographic characteristics of teachers and facilitators participating in the pilot:

Table 3.1 Summary of teacher and facilitator demographic characteristics

Teacher / Facilitator Demographic Characteristics						
#	Role	School	Sex	Age	Teaching Experience	Geographic Background
1	Facilitator	Raung Kor	M	26	5 years	Banteay Meanchey province
2	Facilitator	Raung Kor	F	32	4 years	Siem Reap province
3	Facilitator	O Snugot	M	26	1 year	Battambang province
4	Facilitator	Chub Vary	F	32	6 years	Siem Reap province
5	Facilitator	Preah Net Preah	M	29	5 years	Udor Meanchey province
6	Teacher	Raung Kor	M	35	17 years	Banteay Meanchey province
7	Teacher	O Snugot	M	41	19 years	Banteay Meanchey province
8	Teacher	Chub Vary	M	24	2 years	Banteay Meanchey province
9	Teacher	Preah Net Preah	F	40	21 years	Banteay Meanchey province
10	Teacher	Preah Net Preah	M	28	8 years	Banteay Meanchey province

No differences in quality of facilitation were reported by students that could be linked to gender, age, experience, education, or other available background information. In this evaluation descriptions of teaching quality are based on qualitative characterizations based on reported students' attitudes and experience with: a) teachers and facilitators overall, b) instructor teaching or facilitation style, and c) their level of comfort and trust with the instructors.

Students reported overall satisfaction with teachers and facilitators and their use of student-centered facilitation, particularly activities or games. Students reported no notable differences in the level of interaction and engagement that the instructors elicited. While students did share a preference for having a certain sex of teachers and facilitators, this did not detract from their reported satisfaction with the quality of facilitation whichever instructor they had. Besides sex, which will be further discussed in section 3.4, there were also no differences reported in student's comfort and trust to discuss LSEP topics.

It is important to note that although differences were not detected in facilitation quality among student reports, this doesn't mean that these differences don't exist. Students being interviewed about their satisfaction with instructor quality are subject to a high level of response bias due to their relative power compared to instructors, and social desirability pressure. The cultural norms also make it difficult to be critical of teachers or elders. In fact, there were very few instances when students were critical of teachers and facilitators, or offered negative perceptions of facilitation quality throughout LSEP. Thus we cannot rule out the possibility that teacher and facilitator background characteristics may be factors impacting facilitation quality. That being said, our finding lays the foundation for further investigation related to the research question on key characteristics and the capacity level of LSEP instructors. These areas of inquiry will be further discussed in the recommendations section (4.3 Future Studies).

TEACHERS AND FACILITATORS HAVE STRONG MOTIVATION TO PARTICIPATE IN LSEP

Understanding teachers' and facilitators' motivation is related to an assumption in the theory of change that they were interested in and motivated to be involved with LSEP to be able to effectively teach students. This was an assumption underpinning the research questions related to instructor capacity and the quality of facilitation. Thus, we asked instructors about their motivations to participate in LSEP in the KII to understand if this assumption holds true, and to better understand their entire experience with LSEP.

Teachers and facilitators unanimously expressed a strong motivation to participate in LSEP although their reasons for participation varied. A majority expressed a passion for education as the main driver for their participation in LSEP. At least 3 discussed an intellectual curiosity in learning more about gender, how to teach it, and how to incorporate it into their future classes. A minority shared that they were participating out of responsibility or based on the recommendation of their school's principal as being well-suited to teach LSEP. However, despite the various reasons, most viewed LSEP and teaching about life skills, gender, and social issues as valuable for serving their students, inside and outside of the classroom. A facilitator described his motivation to participate in LSEP in the following quote:

Q: "Why did you decide to join LSEP?"

A: "First, I love education, which is my field; Second, I want to help children who have a school dropout problem. Furthermore, this program provides life-skill lessons to the boys and makes them

knowledgeable of those lessons in order to help themselves, their family and the community. In addition, it helps change their attitude, which is one of the factors that motivates them to help others' work and housework. These lessons also help me know how to help myself too."

- **Male Facilitator**

STUDENT-CENTERED FACILITATION AND ACTIVITIES ENCOURAGED ACTIVE PARTICIPATION AND CONFIDENCE AMONG STUDENTS

Teachers and facilitators unanimously reported using the student-centered facilitation techniques recommended by RtR and the LSEP guidebook. They also unanimously agreed that these approaches were successful in encouraging students to feel more confident to actively participate. This was especially necessary as students were reported as being shy and quiet in general. For example, a female facilitator reported that students showed confidence through their consistent attendance, their improved attention in class, and by raising their hand to ask questions. The strategies that instructors reported using to elicit this included one-on-one interactions, games and activities, reassuring confidentiality of the discussion, being encouraging, and visual learning. A majority of students also expressed satisfaction with this style of teaching. They reported particularly affinity for playing fun games and activities, the use of visual aids, and how encouraging or thoughtful a teacher or facilitator was. The following quote¹⁷ from a girl KII displays the satisfaction that students shared with participatory teaching styles:

A: "The first teacher made us understand [the] lesson well."

Q: "How?"

A: "[By] using gestures or energizing activities"

Q: "How about the last teacher?"

A: "Not so well. He taught us by explaining [the] lesson but there [were] no gestures or energizing activities."

- **KII Girl**

Despite the fact that teachers and facilitators reported success using student-centered facilitation, they still generally found that student participation and engagement was one of the primary

¹⁷ Most students found it hard to differentiate teachers from facilitators during the interviews, and called both of them teachers.

challenges they faced in teaching LSEP. Furthermore, some also shared that getting students to participate in the lessons was important, but participation did not necessarily translate into understanding. This is because, as reported by teachers and facilitators, more conceptual topics were complex which will be further discussed in section 3.3.

TEACHERS HAD MORE DIFFICULTIES COMMITTING TO THE PROGRAM DUE TO CONFLICTING SCHEDULES WITH MAIN TEACHING RESPONSIBILITY

Generally, as reported by the RtR program officer, facilitators taught more sessions than teachers. This is because, as RtR employees, they received more frequent support and coaching on LSEP content and facilitation styles. A few teachers reported having unique challenges with the student-centered facilitation style adopted in LSEP, and sometimes felt that they needed to observe RtR facilitators before teaching lessons themselves. Furthermore, teachers had other teaching commitments. Teachers reported that sometimes they had conflicting lesson schedules or insufficient time to prepare for an LSEP lesson. As a result, they would occasionally have to ask an RtR facilitator to substitute. The program officer also reported that in Chub Vary high school, and O Snugot lower secondary school, there were challenges with scheduling as their teaching timetable overlapped with LSEP's schedule. However, in Raung Kor high school, and Preah Net Preah lower secondary school, teachers were highly involved and engaged with LSEP. Furthermore, the program officer reports that the principal's leadership style in participating pilot schools impacted the overall engagement with LSEP, and the ability for teachers to fully commit to participating.

WHILE TEACHERS AND FACILITATORS FOUND THE CONTENT AND PEDAGOGY OF LSEP NEW AND CHALLENGING, THEY FELT ADEQUATELY SUPPORTED

In regard to the training for LSEP, teachers and facilitators generally reported that the LSEP content was new and challenging to them, due to their minimal experience and understanding of gender concepts prior. In addition, teachers specifically reported finding LSEP training challenging because the student-centered facilitation style was different from traditional pedagogy. However, almost all felt that LSEP training was helpful as they left it feeling sufficiently prepared to teach LSEP. Only one teacher reported feeling insufficiently prepared for LSEP and was concerned how that might adversely impact students, although they still acknowledged they learned a lot from the training (KII Teacher). The following quote from a male teacher exemplified the self-reported change in knowledge in teachers and facilitators:

Q: "Have you learnt or taught or understood gender inequality before?"

A: "No, I haven't. Mostly, I have heard... in some articles or newspapers. Because of this training, I have gained a lot of awareness [about] gender inequality."

- **Male Teacher**

Teachers and facilitators also reported having various levels of coordination and co-teaching with other teachers and facilitators depending on the school, the scheduling of the lessons, and the availability of teachers. In cases of close coordination or co-teaching, teachers and facilitators expressed that the collaboration led to mutual learning on different pedagogical and student engagement approaches. In some cases, there was light coordination for logistical purposes, for example, if a female teacher was needed for a discussion on a sensitive topic. In general, teachers found RtR facilitators to be a valuable resource and expressed gratitude for their presence to support them, especially if they didn't have adequate time to prepare for lessons because of their other teaching responsibilities. This finding is relevant in that it helps explain the important role facilitators play in the pilot, particularly in supporting and coaching teachers. It opens the question about how this role will be filled for LSEP scale-up, and whether teachers need the support of facilitators to effectively implement the program. Again, we were motivated to understand this finding as the coordination between teachers and facilitators is a key component of the team's capacity to implement well.

Most teachers and facilitators also reported that the materials and resources provided to them were sufficient and allowed them to implement LSEP successfully. More specifically, most reported finding the LSEP guidebook, the school spaces, the school materials, and the support from the LSEP program officer if there was a gap in understanding, to be helpful. A minority shared areas for improvement in the materials and resources for better program implementation. These included: a) an increased number of classrooms or larger classroom sizes in O Snugot and Raung Kor; b) improved logistical support (arranging class equipment, and locations to teach) in Preah Net Preah; c) increased preparation time for lessons in Preah Net Preah; d) more teachers hired to meet capacity needs because there are too many students or the number of students in Chub Vary, Preah Net Preah, and Raung Kor.

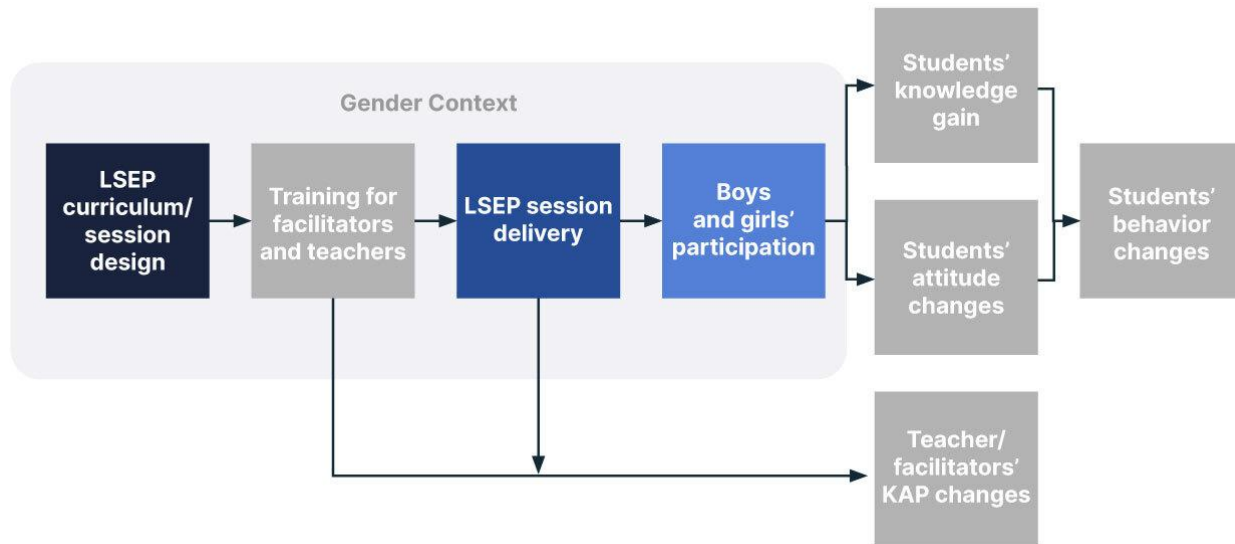
TEACHERS AND FACILITATORS FOUND LSEP VALUABLE FOR BOTH STUDENTS AND THEMSELVES

Overall, teachers and facilitators were greatly satisfied with their participation in LSEP. Many expressed their belief that it should be implemented in other schools, and even in other grade levels, particularly for older students who might grasp the material better. They reported seeing value in how LSEP serves the community by helping students to learn about themselves, and to become successful.

Teachers and facilitators also strongly expressed self-reported change in attitude towards gender. Many female teachers and facilitators reported feeling confident in speaking out and expressing oneself as a woman. Others, especially men, shared a motivation to reduce inequality around the house by helping out, and to discuss issues around inequitable gender norms in their families or communities. The majority discussed that their view on traditional gender roles had changed. A few reported that participating in LSEP was important because it helped them to observe gender inequalities in their school, home, and community more clearly. A few shared that they had developed better critical skills, and talked about challenging and analyzing assumptions before internalizing

them. Overall, the majority shared that they felt changed for the better and expressed a desire to treat their students equally in the classroom and serve as a model of how to promote gender equality.

3.3 KEY FINDINGS FOR LSEP DESIGN AND IMPLEMENTATION



LIFE SKILLS LESSONS ARE MOST USEFUL AND MEMORABLE

Students generally shared having positive experiences with lessons that equipped them with skills for academic success. They reported that the lessons motivated them to work harder in school, set a career aspiration, and strive for a better future.

As seen in Figure 3.1, seven boys interviewed generally found "Confidentiality" (Lesson 21, LLS) and "Succeeding in School" (Lesson 6, LSEP) as their favorite sessions. Similarly, as seen in Figure 3.2, six girls reported enjoying the "Confidentiality" lesson.¹⁸

¹⁸ It is important to note that students generally have low levels of recollection on LSEP lessons, even after they were shown a complete list of lessons. At least three students struggled to remember any lesson at all, especially in KII where students went through the interview alone. Lessons or topics that students spontaneously recalled also did not seem to be the subject of recency bias, as students showed similar recollection of lessons that happened early in the program.

Figure 3.1 Topics boys found enjoyable and useful (Top 6)

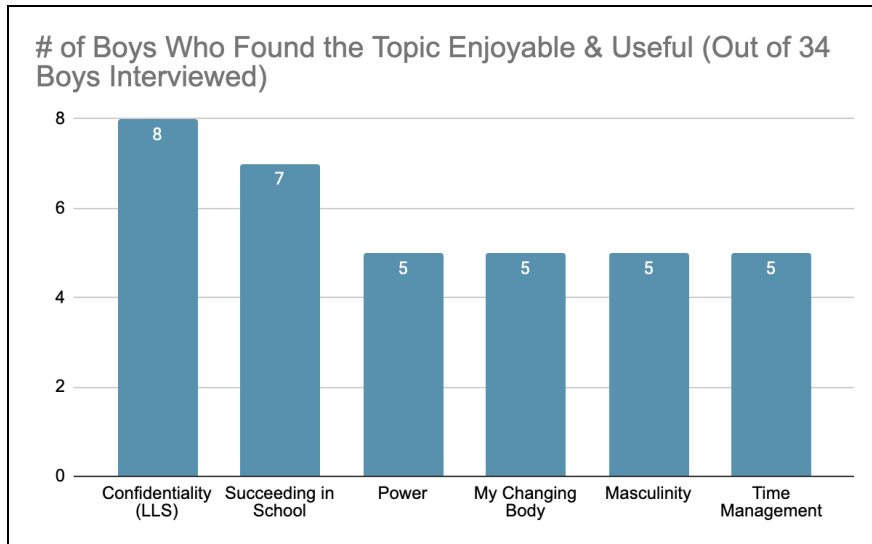
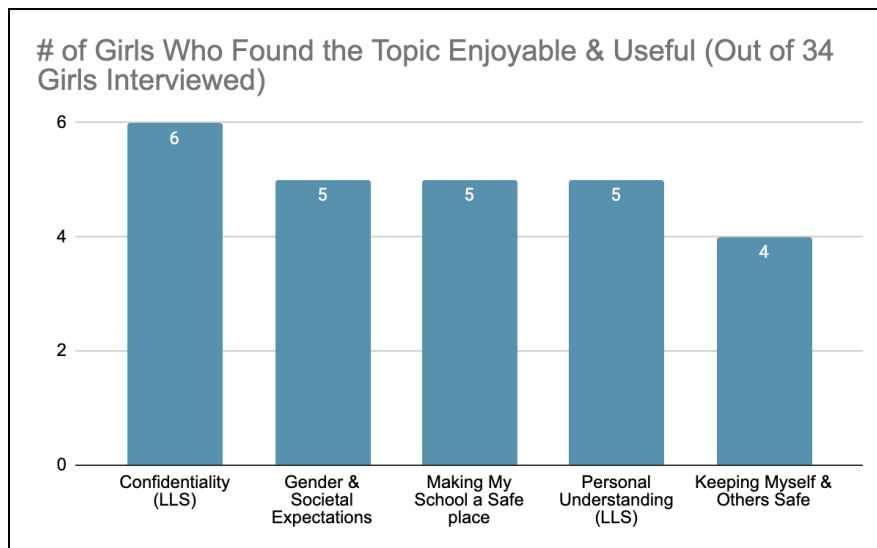


Figure 3.2 Topics girls found enjoyable and useful (Top 5)



Students could not further articulate why they enjoyed the “Confidentiality” lesson. Their explanation was very straightforward: the lesson taught them the importance of keeping confidentiality. A teacher further elaborated why students enjoyed the lesson in the quote below.

“When [students] have an issue, they do not know who to talk to, [including] their father or mother, but after they learned the lesson...they know and dare to speak when they are upset or when they are distressed and they trust that person will keep it secret. [Because of] the lesson, they know how to choose someone they trust and can keep their secrets.”

- **Male Teacher**

Boys enjoyed the “Succeeding in School” lesson because it helped them set their future goals or aspirations and encouraged them to think about what they should do now in order to achieve those goals and aspirations. One boy said that the lesson helped his future as he wants to be an IT expert (Boys FGD, Chub Vary High School). One boy said that he started studying hard, coming to school on time, and listening to teachers after attending the lesson (Boys FGD, O Snugot Lower Secondary School).

Students’ preference for this lesson is likely to be driven by ease of understanding the lesson and a clear application of the knowledge in their life. While some other lessons introduced students to a new, unfamiliar concept, the concept of success is easily understood by the students. The quote below reflects the straightforward nature of the lesson:

“I like lesson 6 on Success in Study because it is easy to understand and I remember the lesson well and it helps me set my goal and skill.”

- **A Boy in Boys FGD**

The implication of this finding will be further discussed in the recommendations section (4.1 Curriculum Design).

Additionally, as also seen on Figure 3.1, five boys interviewed enjoyed the lessons on “Power”, “My Changing Body”, “Masculinity”, and “Time Management”. Boys enjoyed these lessons for similar reasons. They found the lessons easy to understand and interesting for their content. Boys liked the lesson on “Power” because the lesson made them understand that violence and hitting less powerful people are not the right things to do. One boy mentioned that he enjoyed the lesson about “My Changing Body” because he learned that he will get stronger and bigger. One boy reported enjoying the “Masculinity” lesson because it taught men to be brave. Another boy enjoyed the “Time Management” lesson because it taught him how to manage his study time and play time.

Students also seemed to internalize the life skills aspects of LSEP to a greater degree than the gender aspects. When asked why they would recommend LSEP to peers or other students their age, most

students expressed that they found LSEP useful because of the life skills they developed. Teachers and facilitators also reported most meaningful changes among students in regard to non-gender-related behaviors. These behaviors include coming to class on time, paying more attention in class, as well as acting and speaking more politely, as exemplified by the quote below:

Q: "Do you notice any change [in] boys' attitude after course completion?"

A: "Previously they were not so polite, but after attending this program, they have changed a lot and become polite. Before, they often missed some teaching hours, but now they come to class regularly and are active in the teamwork that I assigned."

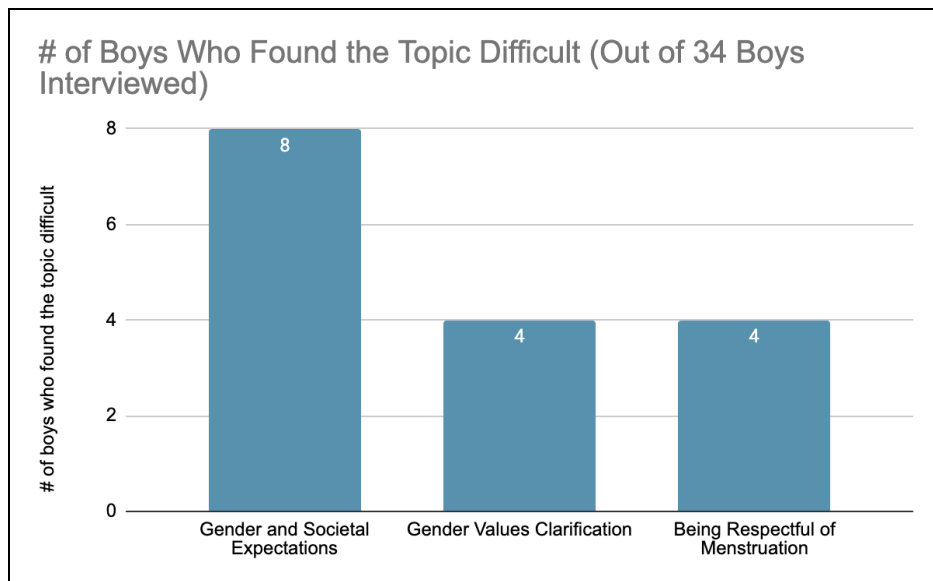
- **Male Facilitator**

LESSONS ON GENDER WERE DIFFICULT TO UNDERSTAND

Lack of prior gender knowledge limited student understanding

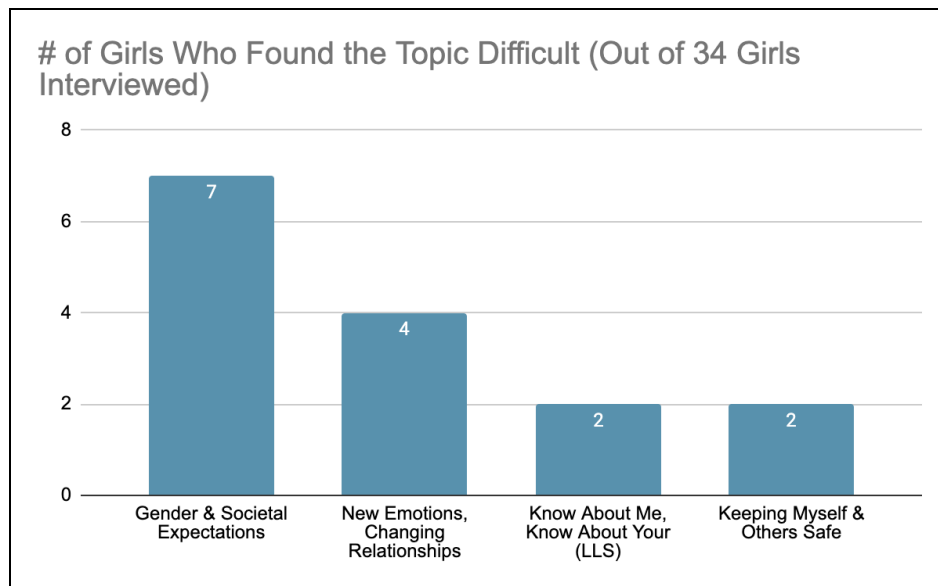
The lesson that was most often cited to be difficult by boys was "Gender and Societal Expectation" (Lesson 4), followed by "Gender Value Clarification" and "Being Respectful of Menstruation" as shown in Figure 3.3.

Figure 3.3 Topics boys found difficult to understand (Top 3)



Girls had similar experiences as seven girls considered the “Gender and Societal Expectation” lesson to be difficult, as shown in Figure 3.4 below. However, five girls also considered the lesson to be useful, while only one boy said so.

Figure 3.4 Topics girls found difficult to understand (Top 4)



Boys lack opportunities to construct gender understanding through their daily experiences

Some of the gender lessons that students found most difficult to understand were ones they perceived to be irrelevant or hard to apply in their lives. While students found lessons around success easy to understand because they have straightforward and clear application in real life, they found gender lessons difficult because the usefulness of the lessons were not obvious to students right away.

Girls did not articulate why they found gender lessons difficult other than that it was “difficult to interpret”. Meanwhile, boys mentioned some specific reasons. A boy in a boys’ FGD said he found the “Gender and Expectation” lesson difficult because he doesn’t know “how it relates to us [boys]”. Literature on learning shows that students’ motivation to learn and sense of personal meaning affect what is learned, how much is learned, and how much effort will be put into the learning process (NRC, 2002). Some boys interviewed could not make any connection between gender topics in LSEP to their daily life and showed little to no motivation to learn, which could have affected their ability to understand the lessons.

Another boy in a boys’ FGD also mentioned that the gender lesson was “complicated”. Gender lessons are relatively more conceptual than life skills lessons. This might be the reason why students can find it complicated. A teacher and a facilitator mentioned similar experiences where they found it difficult

to explain and help students understand the concept or the meaning of gender. The two quotes below exemplify their struggle in helping students understand the meaning or the concept of gender:

“We try to explain to them [what] ‘gender’ refers to ... We tell them but they do not understand. When we [ask], they [find it] difficult to explain... certain terms they may not understand.”

- **Male Facilitator**

Q: “Which lessons were the most interesting for students?”

A: “The lesson [on] success. Before succeeding, what they have to do or what to strive [for]. [Also] some lessons related to menstruation, respecting rights and confidentiality keeping.”

Q: “Why did students like different lessons?”

A: “It depends on the content. For example, the content of gender, [contained] difficult terms to remember or teach”.

- **Male Teacher**

Three students also considered a lesson difficult not because the content was hard to understand, but because it is difficult to apply the lessons in real life. For example, a boy said that he found “Confidentiality” difficult because he does not know how to keep secrets (Mixed FGD in Raung Kor High School). A girl also found “Keeping Safety for Me and Others” difficult because, in reality, it is challenging to keep herself safe (FGD Girls in Preah Net Preah Lower Secondary School). A boy said the “Being Respectful of Menstruation” lesson was difficult because it taught him to respect the girls and help them, but he feels shy to help the girls (Boy KII). With this finding in mind, students might consider gender lessons difficult because the new knowledge on gender is different from their lived realities which deeply hold traditional gender norms. In addition to them being conceptual or complicated to understand, gender lessons might also be difficult to apply in real life as students have to go against norms in their communities.

It is interesting to note that, even though lessons on “Power” had some terms that might be unfamiliar such as “dominant power” and “collective power”, at least two boys could still recall these terms in the interviews. Moreover, boys who reported enjoying the “Power” lesson had a very clear takeaway from this lesson (that they should not resort to violence and use collective power more). It is possible that the more students perceive the lesson as relevant in terms of its application to their daily lives, the easier it is for students to comprehend the lessons.

Low comprehension could be driven by low engagement and not by lesson content. At least five boys admitted that they did not pay enough attention in the class. They were playing and chatting with their friends so they did not capture what was being taught in the lessons. Teachers and facilitators also mentioned that sometimes they faced difficulty engaging the students in a noisy classroom.

Q: “We just discussed the lessons you like, how about the ones that you find difficult to understand?”

A: “For me, it is lesson 18, [Personal Understanding]”

Q: “Why is it difficult to understand?”

A: “Because even the teacher explained, I still could not understand. I was too playful.”

- **A Boy in Boys FGD**

Visual aids helped students understand conceptual lessons better

A male facilitator perceived that the difficulty of teaching gender lessons were due to insufficient visual aids. He mentioned that the “Masculinity” lesson, albeit a conceptual lesson, had sufficient visual aids that made it easier for students to grasp what the lesson was trying to say. Even though he and the two teachers from the school understood the gender concept well, they struggled to explain it to the class with the limited visual aids in the curriculum.

STUDENTS WERE LESS ACTIVE WHEN LEARNING SENSITIVE OR UNCOMFORTABLE TOPICS

Students’ level of participation, and eventually level of comprehension, in some lessons could possibly be influenced by the uncomfortable or sensitive nature of the topics. The majority of students admitted feeling uncomfortable during discussions related to menstruation, puberty/body changes, sexual anatomy, and romantic relationships. This discomfort made students more reluctant to participate in activities or discussions.¹⁹

Teachers and facilitators also noticed students’ discomfort in lessons about puberty, sexuality, and other topics related to sexual anatomy. According to teachers and facilitators, these topics were not typically discussed in Cambodian culture and therefore resulted in shyness or withdrawing of students. The quote below shows a male teacher recalling his teaching experience where students were noticeably shy when discussing sexual anatomy or puberty:

¹⁹ All LSEP lessons related to body changes and sexual anatomy were conducted in a same-sex environment (boys-only). The only uncomfortable/sensitive lesson that was conducted in a co-ed setting was “New Feelings, Relationship Changes”.

"[Topics] such as menstruation, puberty, penis, vagina, they are difficult to listen to. For us it doesn't matter, but for some children, when they hear such words, they drop their faces, never raise them up to talk. They are embarrassed."

- Male Teacher

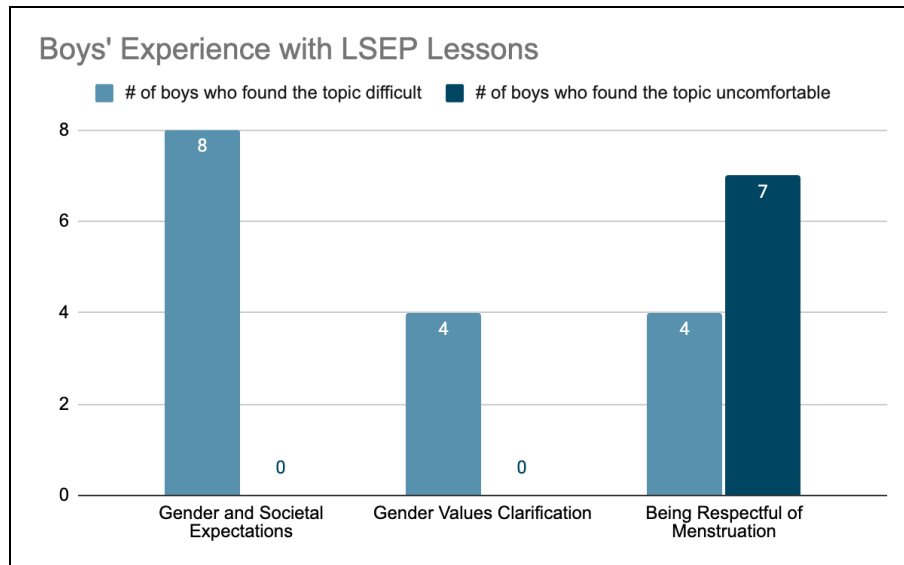
In addition, at least four girls found the "New Feelings, Relationship Changes" lesson difficult. This lesson discussed romantic relationships between boys and girls and was reported as making students shy. In that lesson, students got teased by their friends and were asked to do a role-play that they considered uncomfortable. The LSEP Program Officer confirmed this experience, as shown in the quote below:

"The [New Feelings, Changing Relationship] session wanted them to share experiences about how to deal with emotional relationships between a boy and a girl. But in our culture, they are shy to discuss that. Even though they have their own experience, they do not like to share and they keep quiet. They did nothing in the session. So it was a very difficult session to lead."

- LSEP Program Officer

The LSEP Program Officer reported that student participation improved in the "New Feelings, Relationship Changes" lesson when instructors prioritized a few approaches in session delivery from sharing their own personal experience to build trust with the students, establishing rules and norms such as "no teasing" or "no laughing at others", and assuring students that role plays are not a reflection of real life. By prioritizing these interventions, students were less reluctant to participate in uncomfortable activities.

It is important to note that, although discomfort might be one factor influencing comprehension, difficulty and discomfort are two separate issues. Figure 3.5 below shows that among the top 3 difficult lessons, the "Being Respectful of Menstruation" lesson was the only one boys considered uncomfortable.

Figure 3.5 Boys' perceptions of difficult vs uncomfortable lessons

STUDENTS PREFER INSTRUCTOR OF THE SAME SEX

While students reported feeling overall satisfaction with teachers and facilitators, there are notable differences in their preferences between male and female teachers and facilitators.

Six boys and no girls²⁰ reported preference for a male teacher or facilitator. Two boys did not share a clear reason, but that it is their general preference. Four boys shared that they feel more at ease and feel less shy or scared with a male teacher compared to a female teacher especially when discussing sensitive issues about women. One boy shared that LSEP is designed for boys so it is appropriate to have male teachers.

Q: "In this life-skill program, do you prefer learning with male or female teacher? And why?"

A: "I prefer male teacher because we are both male so I don't feel shy and scared."

Q: "Do you find it easy when studying about body change, puberty or sensitive lessons or not?"

A: "Yes, I think it is easy because we are all male."

- **Boy KII**

²⁰ Out of 8 boys and 8 girls interviewed in KII. Question about preference for instructors' sex was not discussed in the FGDs.

The boy in the quote above is a student at a school where there is one male teacher, one female teacher, and one male facilitator participating in LSEP. In the quote above, the boy expressed his preference for an instructor of the same sex because he felt less shy or scared with a male teacher or facilitator.

A minority of boys shared that they don't have a preference as seen on the quote below:

Q: "Do you think there is a difference between male facilitators and female facilitators?"

A: "For me, there is no difference between male or female teacher or facilitator and they are the same."

- **Boy KII**

Only girls reported preference for a female teacher or facilitator because they reported feeling more content and comfortable when learning with female teachers. By the same token, girls reported feeling shy around male teachers in general, especially when discussing menstruation, and even feel scared or less confident to speak in front of them. The quote below from a girl KII shows that she would feel embarrassed if being asked questions on menstruation by a male teacher:

Q: "Is your life skills teacher a male or a female teacher?"

A: "Female teacher."

Q: "Did you feel happy or comfortable [with the teacher]?"

A: "A lot because she explained to us very well."

Q: "What if your teacher was a male teacher?"

A: "Feeling embarrassed."

Q: "Why?"

A: "I was afraid he would take a lesson, menstruation, I was afraid he would ask us, I did not dare to answer."

- **Girl KII**

Even though all girls interviewed reported a preference for female instructors, at least four girls had reasons other than feeling shy when discussing sensitive topics. One girl's reason was that the "male

teacher shouts loudly” (KII Girl). Another girl reported that she and male teacher “do not get along” (KII Girl). Two girls preferred a female instructor simply because the instructor explained the lesson better (KII Girl).

MOST STUDENTS FEEL MORE COMFORTABLE LEARNING IN A SAME-SEX SESSION

Both boys and girls generally prefer same-sex sessions over co-ed sessions. Both students and instructors reported that boys and girls participate less in co-ed sessions. Boys mostly reported feeling shy around girls especially discussing sensitive topics such as menstruation, sexual violence and harassment, and power. Boys also reported that they are afraid of making mistakes in front of girls or that girls will gossip or breach confidentiality.

A: “[When learning] types of violence, I did not dare to talk [about things] such as sexual violence when learning with girls.”

Q: “Were you shy or afraid?”

A: “I was afraid of affecting girls. Girls get angry.”

- Boy KII

Girls cited several reasons for preferring same-sex learning environment, including feeling shy around boys, feeling afraid that boys will gossip or breach confidentiality, will distract them or be loud in class, will tease them, or will laugh and humiliate them. Girls reported that generally, some boys tease girls and some boys ignore or rarely talk with girls. The quote below reflects a girl’s reason for her preference for girls-only sessions:

Q: “Do you like to study with the boys or just with the girls?”

A: “Only with the girls. Because we are more brave to speak. When we say something wrong, the girls won’t laugh at us or humiliate us.”

- Girl KII

While shyness and discomfort seem to be primary emotions seen in co-ed learning environments, especially due to learning about sensitive topics, teachers and facilitators also reported that for some, student participation has more to do with individual factors—motivated, attentive students were more likely to engage and participate regardless of their sex. In one mixed FGD, two girls reported different experiences in co-ed sessions and attributed that difference to their personalities, as seen on the quote below:

Girl 1: “We are not brave to speak when there are boys in the class”

Q: “Why not?”

Girl 1: “I am shy.”

Girl 2: “I [feel] normal”

Q: “Why are some of you shy and others are not?”

Girl 2: “It depends on each person, some are shy and some are not.”

- **Mixed FGD**

CO-ED ENVIRONMENT HAS THE POTENTIAL TO ENCOURAGE MULTIPLE PERSPECTIVES AND MUTUAL LEARNING

Despite the preference for same-sex groupings, a co-ed environment offers some benefits. At least seven girls reported that, even though they prefer studying with only girls, boys and girls learned better from one another in co-ed sessions. In a Girls FGD, girls reported that having activities with boys in co-ed sessions helped boys and girls get to know each other, became close friends, and work together to do exercises. In addition, all five boys in a Boys FGD, albeit feeling more shy learning around girls, acknowledged that boys are quieter and less disruptive in a co-ed environment, hence it is easier for them to pay attention to the lesson when girls are present.²¹

“When studying with boys...some were too playful... they do not want to come to class and some boys skipped life-skill class. When studying with the girls...we understand the lesson [better] as the class is silent”

- **A boy in Boys FGD**

In the quote above, a boy acknowledged that his friends were too rowdy in boys-only classes. He reported that he can understand the lesson better in a co-ed session as the class was silent. This is due to boys becoming less noisy when girls were present.

In addition, multiple perspectives were more likely to emerge in a co-ed environment, as seen in the focus group discussions (FGDs) conducted for this study. While boys tend to conform to the majority

²¹ Almost all students who acknowledged the benefits of co-ed sessions came from Raung Kor High School. This might mean that instructors in Raung Kor did a better job engaging and/or building relationships between both boys and girls in a co-ed environment.

opinion on gender in a boys-only FGD, they tend to moderate their opinions towards gender in mixed FGDs. In boys FGD, when one boy spoke his opinion, the other boys tended to agree right away, without taking time to reflect on their own opinion. However, in mixed FGD, girls are more likely to give different opinions or challenge boys' thinking, especially when it comes to opinions about gender roles, hence encouraging boys to revise their previous opinion or bring up their real opinions. As a result, mixed FGDs bring up more differing opinions among students, as reflected in the quote below:

Q: "Do you agree that men should be the breadwinners and women should be the ones taking care of children?"

Boy 1: "Women, they can be a housewife and take care of the house. The men, they can go to find money to support the family."

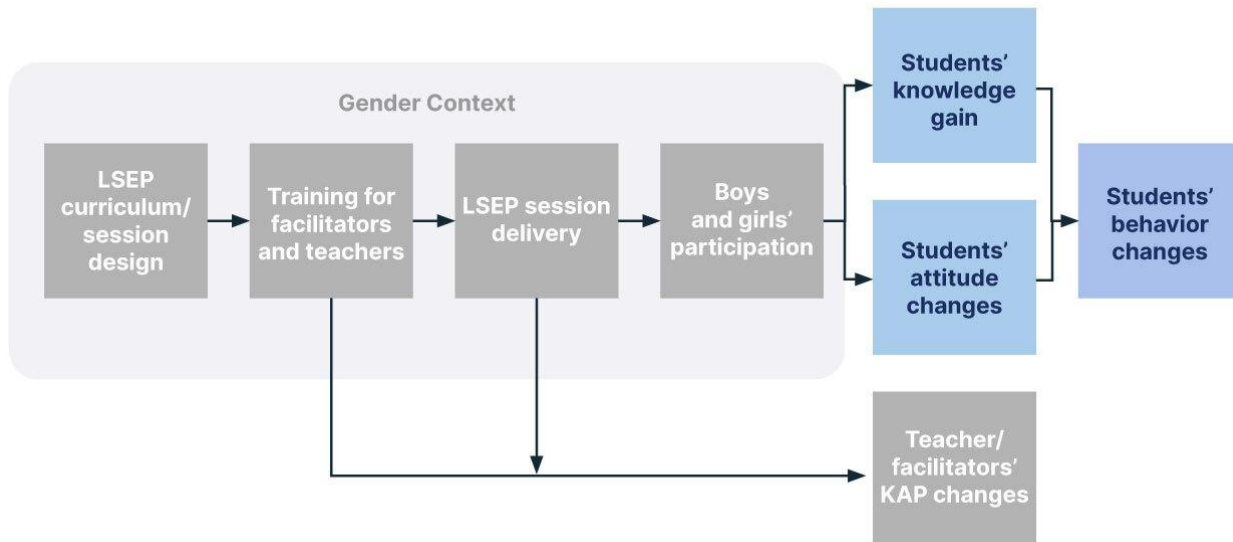
Girl: "No...Women, they can also go to earn money and support the family."

Boy 2: "I think like [her], women can earn money, raise children and support the family. But I think, men can go and earn more money."

- Mixed FGD

Even though we can not assume that interactions in mixed FGDs represent interactions in the classes or in daily lives or representative of the majority of the group, it is important to assess whether the benefits of an interesting dynamic in such co-ed environments can offset the advantages of same-sex environments. This is a potential area for further evaluation that would be discussed in the recommendations.

3.4 KEY FINDINGS FOR ATTITUDE AND BEHAVIOR CHANGE



This section discusses findings related to self-reported changes among boys and girls attributed to participating in LSEP. The associated research questions to this set of findings are specifically interested in: 1) changes in knowledge, attitude, and behavior about gender, 2) changes in knowledge, attitude, and behavior related to life skills, 3) changes in relationships between boys and girls, 4) changes in understanding and motivation to advance gender-equitable norms and discuss gender with their community. There is a noticeable self-reported increase in knowledge about gender among boys and girls. However, boys shared attitudes on gender that were inconsistent with the reported knowledge gain. Furthermore, participants shared limited application of this knowledge among boys except for behavior change related to helping out with household chores which was consistently reported by boys, girls, and instructors. Meanwhile, there is more evidence of alignment between reported changes in knowledge and attitude among girls than in boys although changes in attitude among girls were still limited.. There are consistent reports of the application of life skills in LSEP's curriculum among boys and girls. Boys and girls reported that although attitudes towards one another had limited change after LSEP, the actual interactions between boys and girls have not shifted. Thus, it can be said there were limited changes in the relationships between boys and girls.

REPORTED CHANGES IN KNOWLEDGE ABOUT GENDER ALIGN MORE WITH CHANGES IN ATTITUDE AMONG GIRLS THAN AMONG BOYS

Generally, boys and girls shared that they learned about gender inequalities from participating in LSEP. They reported issues such as harassment, the threat of sexual or domestic violence, teasing, and inequitable gender norms. Furthermore, boys also generally expressed an understanding of their role to reduce gender-based violence and gender inequality, but notably this commonly occurred during mixed FGDs after girls already shared the viewpoints. Boys reported that behaviors that would

help include: interacting with girls respectfully, helping with domestic work, and understanding that girls can have the same social and economic opportunities as boys. Girls were very vocal in sharing their understanding of gender equality, what freedoms and rights girls should have, and what boys should do to achieve this. For example, they shared that girls should not be restricted from playing outside, that girls should be able to have all the freedoms that boys do when it comes to education and going out, and that boys are capable of assisting with household chores and being respectful to women.

However, despite the reported understanding of gender inequality and behaviors to reduce these, boys still shared beliefs, perceptions, and attitudes that did not align with this understanding of gender-equitable behaviors. For example, most boys reported beliefs that men and women should occupy breadwinner and household/caretaking roles respectively, that women are unfit for leadership roles, that harassment of women is due to their own behavior, that boys are not allowed to cry or ask for help, and that boys should not act feminine or 'gay'. Notably, these attitudes were shared during KIs and FGDs with boys only. So, despite having an understanding of what LSEP lessons covered, reports from boys indicate limited shifts in attitudes on gender. One boy shares an example showing the dissonance between what boys understood from the lessons and how their attitude does not reflect that:

Q: "Do you think girls should [make] suitable leaders?"

A: "Yes...because women learn better than men."

Q: "What job do you think women are better suited for than men?"

A: "Jobs that are suitable for women, such as: house cleaning, washing dishes, washing clothes."

- **KII Boy**

A minority of boys acknowledged that their beliefs and perceptions were based on the lived experience and reality in their community and did not necessarily think it was right, particularly in mixed FGDs after girls had spoken first. Some examples of reported diverging attitudes from boys included: understanding boys needing to ask for help from others, believing girls can earn money for the household, and believing men can be gentle and respectful.

In general, in comparison to boys, girls more consistently showed a shift in their perceptions and attitude about gender, although this improvement was still limited overall. For example, they described their belief that girls should be leaders, that women can earn money for the household, and that women should be highly educated. However, views of gender inequality persisted in many of their responses. For example, some girls shared that men should be the head of the household, that girls should be expected to help with household chores, that harassment of women occurs because women provoke it, and agree with stereotypes that boys are violent and like to fight. Overall however,

reported perceptions and attitudes of girls show that they may have internalized some gender content slightly more than boys.

It is important to note that while behavior change is an intended outcome for LSEP, knowledge gain is a key stage in achieving this outcome and that attitude change is an intermediate stage that may take time to internalize. This possibility tracks with the slightly increased reported attitudes among girls since they had previously participated in GEP and have had more exposure to gender content than boys have.

PARTICIPANTS EXPRESSED THAT BOYS ARE APPLYING LIFE SKILLS PARTICULARLY AROUND SUCCESS IN SCHOOL AND TIME MANAGEMENT

Students reported that the most consistent behavior change among boys following LSEP regarded their use of life skills, particularly within the 'Succeeding in School and Life' thematic areas of LSEP. Both boys and girls often expressed that boys are more studious and are performing better in school. Specific behaviors that were reported as changing included, boys skipping class less frequently, boys being more polite, attentive, and responsible during class, and studying harder. Boys and girls said these behaviors translated to more academic success among boys, generally. While teachers and facilitators did not corroborate the increased academic success among boys in their reports, they did share that, generally, boys were braver, more confident to participate in co-ed environments, were more polite in class, and showed better control of their emotions. Many boys also shared that they resorted to violence and fighting with one another less, and felt that they had better control of their emotions. A few girls also shared that they noticed fewer disputes among boys, which made them feel safer at school. Many of these behavior changes were directly attributed by students to what they learned about life skills during LSEP. The following quote from a KII with a boy displays some of the behavior changes reportedly observed among boys:

Q: "Do you think...life skills can help solve [your] problems?"

A: "Yes, they do help, teacher... It makes us more brave and knowledgeable... We know how to set goals and know what to do when we grow up.... I can control my feelings better than before. Whenever I get angry, I am not that mad as before..."

Before attending this class, I used to play around a lot. But after [attending] it, I study harder and love to study more than before, teacher. I understand how to set my goals better."

- **KII Boy**

In contrast to these findings, there were a minority of students who reported that there was little or no change in behavior among boys.

DESPITE IMPROVED MUTUAL UNDERSTANDING AND RESPECT, THERE IS LITTLE TO NO REPORTED CHANGE IN INTERACTIONS BETWEEN BOYS AND GIRLS

Regarding the changes in relationships between boys and girls after LSEP, there were mixed reports from both boys and girls. While many reported behaviors indicating improved relationships between boys and girls, in practicality this did not translate to changes in the ways boys and girls interacted with one another.

Some girls reported that boys are friendlier towards girls, and talk to them more respectfully because there is greater mutual understanding, but there were girls who reported worse or less frequent interaction with boys since the LSEP started. Girls shared that some specific behaviors that were more respectful included teasing and bullying girls less, and not discussing crude or vulgar topics in front of them, but many also pointed out that there were increased cases of boys teasing girls on menstruation and puberty. A few girls said that boys are more helpful in general, but don't necessarily understand girls more than before. However, the majority of girls reported that although there is improved mutual understanding, in practice, the interaction between boys and girls remains unchanged with limited to no communication between one another. Girls largely expressed feeling shy around boys and preferring to play with other girls. They also expressed that they fear boys will breach confidentiality and gossip about them. Only a few reported that they made extra efforts to communicate with boys more. From the reports of girls, the relationships between boys and girls could be characterized as marginally better – the frequency of interactions between boys and girls are largely unchanged, however, when there are interactions it is perceived by girls as more respectful. The following quote described a girl's perspective that interactions with boys felt similar to before LSEP:

Q: "Through learning from LSEP... have you noticed that the boys have changed their behaviors?"

A: "I am not so friendly with them."

Q: "[The relationship is] still the same?"

A: "Yes, teacher."

Q: "Why are they still the same? Can you give an example?"

A: "Sometimes [boys] respect us, but some don't respect us and talk inappropriately... [with] rude words."

- **KII Girl**

Similarly, there were mixed reports from boys. The majority of boys shared perceptions that were in agreement with girls, that the relationship had limited changes, and that boys and girls generally

continued not to interact with one another. Many boys agree that while in practice there is little to no interaction, they still have a perception of improved mutual understanding. For example, boys shared that while they know how to cooperate with, understand, and respect women more than before, they don't necessarily apply it to their daily lives because they rarely interact with girls. This lack of interaction or application may be because, as a few boys expressed, there is fear of making mistakes in front of girls, or being blamed for saying something crude, inappropriate, or offensive (such as a curse word, or sexual language). As a result of this, there were at least three reports from boys of worse interactions than before. The following quote from a boys FGD displays the contradiction in improved understanding of girls, but little practical change in relationships with them:

Q: "After LSEP, what do you see changes in your friends [in behavior towards girls]?"

A3: "Know how to help each other"

A4: "Know how to cooperate with each other"

A5: "Know how to understand each other"

A1: "Know how to respect women"

Q: "Do you think your relationships with the girls are better or not after LSEP?"

A1: "Yes teacher, but [we] just dare not talk much"

Q: "How was the past when you talked to them? [And] now?"

A1: "It was normal [before]...Now a bit shy"

Q: "So is the relationship better or not?"

A2: "It is a bit better...When we talk to [girls], they understand us."

- **FGD Boys**

Overall, the reports of boys indicated improved mutual understanding of boys and girls, but lack of change in interaction could be explained by the lack of application of skills and knowledge regarding gender inequality. Knowledge gained from LSEP among boys and girls may take a longer, concerted and multi-pronged approach to be translated into real life applicability. Furthermore, the lack of interactions among boys and girls could be explained by cultural expectations in Cambodia and by how preteen boys and girls are expected to behave around one another.

THERE IS A GAP BETWEEN REPORTED MOTIVATION AND BEHAVIORS AMONG BOYS TO DISCUSS GENDER INEQUALITIES

When presented with a hypothetical scenario to gauge motivation to advance gender-equitable norms, boys overwhelmingly showed disagreement with the inequitable situation and showed a motivation to help. In the scenario, their sister was asked to stay home from school to do domestic work. Boys reported willingness to reason with their parents, to offer to help with the work, or to find a mediator like their teacher. Despite this, boys expressed feeling challenged to discuss gender-related topics with their families and only one reported actually discussing with them. They report that their parents are too busy to talk about these issues, even though they think it's important to discuss. One boy did report discussing gender roles with his family but did not feel confident to apply other learnings at home. The gap between reported motivation and behavior to advance gender equitable norms or to discuss gender could be partially explained by boys not knowing what actions to take to apply learnings at home. Gender norms are socially entrenched, so it is difficult for boys, who may have little power within their families because of age, to persuade adults to change their behavior.

Despite this gap between motivation and behavior, there was one exception. There were reports from boys, teachers, and facilitators that boys were more attentive to their family's needs after the program. Some boys specifically show more responsibility to do household chores they normally wouldn't involve themselves in. This specific behavior change may indicate that boys have internalized the knowledge and motivation to advance gender-equitable norms to some degree. This quote from a KII with a teacher exemplifies the observed behavior change for boys to help with household chores after participating in LSEP:

Q: "For example, after teaching [LSEP] what changes [in boys] have you noticed?"

A: "After the LSEP program, we have noticed changes... especially when they return home, they [have gotten more] involved in a lot of housework activities, such as: washing their own clothes, cleaning the house, cooking, and washing the dishes."

- KII Teacher

4. FUTURE OPPORTUNITIES

Due to the exploratory nature of the qualitative research, and inability to draw firm conclusions, we have recommendations for future research and identified potential opportunities for programmatic design and implementation improvements.

4.1 FUTURE STUDIES

CO-ED SESSIONS VERSUS SAME-SEX SESSIONS

As discussed in the findings section, there is a potential in assessing whether the benefits of co-ed environments can offset the advantages of same-sex environments. While this study shows that students are more attentive to and moderate their views on gender in co-ed setting, this study was not designed to answer how co-ed setting affects knowledge gain and behavior change. Future studies can compare the impact between the two settings on knowledge gain and changes in students' behavior to promote gender equality. This evaluation would be particularly important for lessons related to gender roles where students experienced limited changes in attitude and behavior.

EFFECTIVE PEDAGOGY FOR GENDER LESSONS

Future studies could address the unique challenges teachers and facilitators experience in teaching specific lessons, particularly related to gender where we see limited changes in behavior²². This would be important to understand which aspects of gender topics teachers and facilitators find difficult to teach, and are difficult for students to understand. Experimenting with different pedagogies and class settings for gender topics and measuring corresponding student learning outcomes could identify an ideal curriculum design and training plan for more effective implementation of LSEP and impact on student KAP.

ADDRESSING DISCOMFORT IN LEARNING SENSITIVE TOPICS

Lessons that students reported as uncomfortable or difficult due to their culturally sensitive nature do not necessarily indicate that they are not relevant or useful to students. They may encourage children to examine and challenge their own biases and stereotypes which is key for growth and learning. Future studies could further investigate the topics that students found particularly uncomfortable, specifically to better understand a) what specific elements of the topic made them uncomfortable, b) what discomfort during LSEP lessons means to students, and c) how this impacts their KAP. This would help identify measures to make the sessions more culturally acceptable and appropriate while keeping the key messages intact. Examples could include conducting discussions in smaller groups,

²² We acknowledge that behavior change is a long process and would not happen only due to several learning sessions. Students would need support from peers, parents, and teachers to sustain new practice. While pedagogy can be improved, it is not the only factor influencing the behavior change.

providing channels for students to express their opinions anonymously, or exposing them to the topics gradually.

IDENTIFYING BARRIERS AND ENABLERS TO BRIDGE MOTIVATION AND BEHAVIORS

We recommend a process evaluation to identify barriers that hinder students' motivation to advocate for gender equality from translating into actions in their daily life. The socioeconomic realities of life in Banteay Meanchey may be a barrier to student motivation to translate motivations to advance gender-equitable norms into behavior. Students, teachers, and facilitators reported economic hardship of students and their families as a significant underlying issue causing stress, conflict, and violence in their community. It may not be realistic for students to successfully engage their parents or community to discuss gender inequalities even if they think it's important because they face more pressing, stressful economic issues. Another possible barrier could be the power imbalance and lack of agency given to children in a traditional rural society. We recommend further exploration of what other barriers exist for students to change their behaviors related to gender equality. Similarly, we recommend exploring and identifying what may be enablers to bridge motivation and behaviors among students.

UNDERSTANDING HOW PARENTAL ENGAGEMENT CONNECTS TO STUDENT OUTCOMES

RtR has shared that in the first year of the pilot, parental or familial engagement was limited. They shared that this will be a key priority in the second year of the pilot. We believe parental engagement to be a key component in the pathway for LSEP's implementation and intended outcome, and recommend RtR to examine the following:

- The current role of parental engagement in LSEP
- Ways parental engagement can facilitate or limit student learning outcomes
- Experiences of parents with LSEP's implementation.

RELATIONSHIP BETWEEN INSTRUCTOR BACKGROUND CHARACTERISTICS AND LEARNING OUTCOMES

While no differences in facilitation quality were detected among student reports based on instructor background characteristics, we explained in the findings why this doesn't necessarily mean these differences don't exist. It would be interesting to explore what characteristics may be factors influencing perceived facilitation quality and student outcomes. For example, it would be interesting to investigate if our findings could be attributed to the fact that all teachers and facilitators had limited experience with gender-related topics. This may have potential implications on the importance of experience with gender for facilitation quality.

Furthermore, it would be interesting to investigate the relationship between instructor background characteristics and facilitation quality using different methods that may avoid response bias. This may paint a different picture of perceived satisfaction among students on facilitation quality, and how they relate to teacher characteristics.

4.2 FUTURE OPPORTUNITIES FOR LSEP DESIGN AND DELIVERY

GENDER LESSONS

Students learn by connecting new knowledge with their prior experiences and knowledge, thereby constructing new understanding (NRC, 2000). The fact that boys who participated in LSEP had limited exposure to gender issues prior to LSEP could mean that they possessed less developed conceptualizations of gender, or harbored understandings of gender that were not aligned with the LSEP content. This could limit or weaken their ability to create connections to new knowledge on gender and gain new understanding (Ambrose, et. al, 2010).

Students and teachers reported that conceptual lessons, especially related to gender, were complex and difficult to understand. To make gender concepts both easier to teach and to understand, ensure that the materials for gender lessons use simplified terms and equip teachers and facilitators with real-life examples of gender challenges that are relatable for students. Reinforcing particularly complex topics over multiple sessions with more visual aids may also help with gender KAP among boys and girls.

Applying gender lessons in communities that have deeply held beliefs on traditional gender norms would be challenging, hence probably why students consider gender lessons difficult. Thus, gender lessons should also include examples of everyday behaviors that students can easily apply in regards to promoting gender-equitable norms.

STUDENT PARTICIPATION

To encourage more active participation from students, teachers and facilitators may continue using these interventions, particularly in lessons with sensitive topics:

- **Establish classroom norms** of showing respect to each other to encourage students to feel more brave to participate. The simple act of establishing class norms or rules turns out to be effective in improving participation. Reminding students of norms such as “no teasing” or “no laughing at others” can be effective to create a respectful environment.;
- **Assure confidentiality** of everything that students share with teachers and facilitators, except when there are concerns about the safety of children; **encourage all students to also keep confidentiality** of their peers’ stories. Fear of breach of confidentiality is one factor that drives students' reluctance to engage or participate in discussions. Thus, we believe that reassuring students about confidentiality and encouraging all students to keep each other's story confidential should be done repeatedly by instructors beyond the existing procedure.

CO-ED SESSIONS

Although boys and girls prefer same-sex classrooms, co-ed sessions seem to offer benefits to both boys and girls in terms of attentiveness and moderation of views on gender. Given that students reported a lack of interaction between boys and girls, simply creating more activities they can participate together in may also contribute to their mutual understanding. Thus, it is recommended to

continue including co-ed sessions in LSEP with extra efforts to encourage interactions between boys and girls within those sessions.

Co-ed setting may be particularly appropriate for lessons that discuss gender roles and norms, as our findings have shown that boys' opinions on traditional gender norms are more likely to change with the presence of girls.

APPLICATION OF LEARNING ON GENDER

The LSEP lessons and concepts should easily correspond to and be applicable to the daily lives of students rather than being overly conceptual. The findings show that, for life skills lessons, students can easily understand the lessons' relevance to and application in their daily lives. Thus, they find these life skills easy to apply. However, the relevance and real-life application of gender lessons were not yet clear to students. This seemed to inhibit the application of learning.

To mitigate this, students should be provided examples of behaviors to apply each lesson's content of and be provided ample opportunities to practice them in and out of the classroom. These could come in the form of activities, homeworks, tasks, or challenges. Providing opportunities or exercises for boys and girls to practice what they're learning in LSEP in the classroom and outside of it could help narrow the gap between motivation and behavior to advance gender-equitable norms. Strengthening the Life Skill Club beyond GEP could offer students more opportunities to apply learnings. Engaging parents and the community would also provide students with a favorable environment to further explore and apply their learnings²³.

4.3 SUGGESTIONS FROM TEACHERS AND FACILITATORS

Even though the majority of teachers and facilitators found training and resources sufficient to implement LSEP, they offered several suggestions for improving the program. Some of their recommendations may improve the quality of LSEP as well as teacher engagement:

- Teachers and facilitators belonging to Chub Vary, Preah Net Preah, and Raung Kor **recommended that additional facilitators should be hired to support implementation of the program**. Teachers specifically pointed to their own scheduling conflicts and the extra hours of preparation required as barriers to implementing the program efficiently. Teachers and facilitators also shared that the number of students per classroom was difficult to manage for this sort of program. A teacher in Preah Net Preah also **suggested providing additional lesson preparation time and support from RtR** to mitigate this issue;
- Teachers and facilitators belonging to Preah Net Preah and Raung Kor also **suggested additional training in the curriculum content and pedagogy**²⁴. They shared this would help

²³ RtR has a plan to roll out teachers/parents' curriculum in 2023. The curriculum is part of RtR's effort in gender mainstreaming and would help teachers enhance their gender knowledge and skills as well as equip parents with gender equitable parenting techniques.

²⁴ Two instructors particularly mentioned that they need additional training for lessons related to gender roles.

them feel more confident in providing high quality lessons as much of the content was new to them;

- Teachers and facilitators belonging to Preah Net Preah, Raung Kor, and Chub Vary also **suggested cutting some of the content, some of the activities, or allocating additional time to ensure they could cover the entire curriculum.** Instructors often found that there was insufficient time to cover the curriculum content and conduct all of the scheduled activities. This resulted in instructors not being able to finish lessons, and having to spend the beginning of each session covering material from the previous lesson.

REFERENCES

- Ambrose, S., Bridges, M., Lovett, M., DiPietro, M., & Norman, M (2010). *How Learning Works: 7 Research – Based Principles for Smart Teaching*. San Francisco: Jossey-Bass.
- Booth, M. N. (2014). Education and Gender in Contemporary Cambodia. *International Journal of Humanities and Social Science*.
- Brickell, K. (2011). The ‘Stubborn Stain’ on Development: Gendered Meanings of Housework (Non)-Participation in Cambodia. *The Journal of Development Studies*.
- Broer, M., Bai, Y., Fonseca, F. (2019). A Review of the Literature on Socioeconomic Status and Educational Achievement. In: *Socioeconomic Inequality and Educational Outcomes*. IEA Research for Education, vol 5. Springer, Cham.
- National Research Council. (2000). *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: The National Academies Press.
- National Research Council. (2002). *Learning and Understanding: Improving Advanced Study of Mathematics and Science in U.S. High Schools*. Washington, DC: The National Academies Press.

APPENDICES

A. FAMILIES & CODES

Family	Code
1. Program Implementation (Teacher/Facilitator Perspective)	Teacher demographics
	Teacher familiarity with gender before
	Teacher familiarity with gender after
	Teacher motivation
	Teacher Training
	Teacher experience
	Co-teaching experience
	Teaching style
	Preferred teaching methods
	Scale-up recommendations
2. Curriculum Design and Students' Experience (Student Perspective)	Enjoyable & useful topics
	Student understanding/knowledge/recollection of topics
	General experience/perception of LSEP
	Difficult to understand topics
	Uncomfortable topics
	Cultural relevance of topics
	Student participation
	Experience in boys only
	Boys' experience in co-ed sessions
	Girls' experience in co-ed sessions

	Students' attitudes towards and experience with teachers and facilitators
	Difference between teachers and facilitators
	Student preference for male teacher or facilitator
	Student preference for female teacher or facilitator
	Materials and resources
	Willingness to recommend the program
3. Behavior Change	Boys' behavior towards girls
	General changes
	Relationship between boys and girls
	Boys' perception/attitude on gender
	Girls' perception/attitude on gender
	Students' motivations to support gender equity
	Students' unfamiliarity with gender equity
4. Context	Gender norms at school
	Gender norms at home
	Gender norms in community
	Boys' perception on empathy
	Girls' perception on empathy
	Other issues at school
	Other issues at home
Other issues in community	

B. INTERVIEW GUIDES

KII Guide - Boys

#	Questions/Prompts	Enumerator Notes
	<p>Introduction</p> <p>My name is _____, and I work for Room to Read. We are holding this interview to better understand your experience with the Life Skills for Equality Project (LSEP) and your thoughts on gender-related topics and issues. You have been selected to participate in this interview since you participated in the LSEP program/sessions.</p> <p>Rest assured, your responses will be kept anonymous. This means that outside of the research team, your responses will not be shared with anyone that can be traced back to you, such as your teachers/facilitators, parents, or schools.</p> <p>We are here to learn from you, and your honest answers will help us learn best. There are no right or wrong answers to our questions. The goal is to understand your opinions and experiences.</p> <p>In order for us to document this conversation, we will be taking notes throughout the interview. In addition, we would also like to record your responses. You can choose not to answer any or all questions, to stop the recording at any time, or to stop the interview at any time. You can also request to be removed from this study, and we will delete any information you provided us. This interview should last 1 hour.</p> <p>Do you have any questions?</p> <p>Do you all agree to participate in this interview?</p> <p>Do you all agree to have your answers recorded?</p> <p>Thank you very much.</p> <p>[If participants agree] I will now start the recording.</p>	<p>Enumerators can explain the term “experience” if necessary</p>
1	<p>Icebreaker questions</p> <ul style="list-style-type: none"> • Can you tell me a bit about yourself? • Do you remember how many LSEP sessions you attended? 	<p>The objective of these questions is to ease the respondents to participate in the discussion by asking factual questions. No need to</p>

		<p>probe here; allot at most 3 minutes for this section.</p> <p>If necessary, you can include more questions to warm-up the students and have them relax more. The enumerator can also share about themselves and participate to ease the respondents and ensure they all participate:</p> <ul style="list-style-type: none"> • Can you share something about yourself (interests, favorite subject in school) • What is your age? • Can you draw a picture of your favorite animal?
A. Knowledge Gains and Attitude Changes on Gender Inequality		
	For the first part of the interview, we'll be talking about your current understanding and perception of gender inequality and gender-related scenarios. We will also be asking you to share your experiences with some gender-related situations that you encounter in your everyday life.	Enumerators can explain the term "experience" if necessary
2	<p>What advantages do boys have over girls? What disadvantages do boys have?</p> <ul style="list-style-type: none"> • How do these advantages/disadvantages play out in the school, household, community? Can you give us some examples? How do you feel about the examples you described? • What has been your personal experience with the examples you shared? • Were the LSEP sessions helpful in understanding these issues? 	<p>Enumerators can explain the term "experience" if necessary</p> <p>Probe respondent for how they perceive gender inequalities in their community and for what changes in knowledge from the program contributed to this. Probe for personal experiences with gender inequality.</p>
	<p>What are some challenges that girls' your age face in school, at home, and in the community?</p> <ul style="list-style-type: none"> • How do these challenges impact the experience of girls at school? How about their decisions about the future? • Were the sessions helpful in dealing with understanding these challenges? How so? 	Probe respondent on challenges related to power, distribution of work, and violence (physical, mental, sexual) and the effects of these challenges.
3	Between boys and girls, who do you think are naturally more	Make sure to understand the

	empathetic and caring? Why?	<p>reasoning and nuances of the response for this question.</p> <ul style="list-style-type: none"> Some respondents may give a straight boys or girls answer. For this scenario, ask 'why' and probe for nuances with questions like 'do you think that x is <u>always</u> more empathetic or caring than y? When are instances where this is not true?' We expect respondents who absorbed the lessons to want to give nuanced answers – encourage them by saying statements like 'you can also say it depends,' then probe further.
4	<p>For this question, I'll be mentioning several topics that were covered during the program. For each topic, I'd like you to share what you learned about that topic and how it applies to your everyday life:</p> <ul style="list-style-type: none"> Roles of girls and boys in the household Relationships between girls and boys What happens in puberty (for both girls and boys) and how this affects how they act in their relationships Sharing your feelings and being vulnerable Conflict and violence caused by gender inequality What success looks like and how to succeed in life 	<p>For each statement, identify the extent to which the program was important in understanding these topics.</p>
B. LSEP - Curriculum and Content		
	<p>For the second section of the discussion, we'll be discussing your experience with the LSEP, what you've learned about gender inequality, and the sessions that you've attended.</p>	<p>Enumerators can explain the term "experience" if necessary</p>
5	<p>Looking back at all of the sessions you've attended:</p> <ul style="list-style-type: none"> Which session did you enjoy the most? Why did you like that session? Which session did you like the least? What did you not like about that session? 	<p>You will be given a flip chart of each of the sessions list of each session as well as the session objectives, and the thematic areas they addressed. Students may not be able to</p>

	<ul style="list-style-type: none"> • Were there sessions you found unhelpful/irrelevant? Why? • Which sessions did you find to be hard and challenging to understand? Why? What made the session difficult or challenging? 	<p>recall the sessions by their title, but rather by their contents. If students are able to recall the sessions by titles, please use the flip chart to help them remember some of the specific LSEP lessons or topics. You will be given a list of each session as well as the session objectives, and the thematic areas they addressed. Students may not be able to recall the sessions by their title, but rather by their contents. You can process/probe each session individually this way. (i.e., who else liked session x? Besides the ones mentioned by student y, are there other reasons why you liked session x?)</p> <p>Focus probes on <u>why</u> he found the session fun, relevant, or challenging.</p> <p>When asking the third question, feel free to pause for a bit since respondents will likely take a bit more time to think through this. If after some time, no one gives an answer, move on to the next question.</p> <p>Please ensure that 1-2 students do not dominate the conversation and that all students are given an opportunity to express their opinions.</p>
<p>C. LSEP - Teachers and Facilitators</p>		
<p>6.1</p>	<p>Were you comfortable sharing your stories, problems, or circumstances experiences to your instructor about the topics during the sessions? Why or why not?</p>	<p>We want to capture how comfortable students were in discussing the topics with their instructor, particularly as it relates to their personal experiences.</p>

		Take special notes of non-gender-related responses (e.g., talking to a teacher was awkward) to assess the quality of facilitation. Follow the sub-questions for gender-related probes.
6.2	<p>Was your instructor male or female? Were you more or less comfortable because your instructor was a male/female? How about if they were female/male? Why or why not?</p> <ul style="list-style-type: none"> Do you think it was more awkward to talk about certain topics to a male/female instructor? [Only when there is no response] For example, do you think it's embarrassing to talk about menstruation to a male/female facilitator/teacher? Or harassment? <ul style="list-style-type: none"> <i>If yes, why do you think it's embarrassing?</i> 	<p>Probe the respondent for why they think certain situations were different (i.e., why do you think it was embarrassing to discuss puberty with a male facilitator/teacher?)</p> <p>For the second bulleted question, only ask if the respondent does not give or is hesitant to give an answer.</p>
7	<p>Were you happy with the way the sessions were taught/facilitated? Why or why not?</p> <ul style="list-style-type: none"> [If answered not happy] What could your teacher/facilitator do differently? 	Probe respondent for their thoughts on the quality of facilitation and satisfaction with the teachers/facilitators.
8	<p>Did you interact with any other LSEP teachers/facilitators? Were they male or female?</p> <ul style="list-style-type: none"> Were there differences in how they conducted the sessions from your primary facilitator/teacher? [If yes] Why were they different? Which facilitator/teacher did you prefer and why? 	Probe respondent for differences between their primary facilitator/teacher and the other ones they engaged with. How would they compare them?
D. LSEP - Program Design		
9	<p>Throughout the program, there were some sessions where both boys and girls were present, and there were some sessions where only boys were present.</p> <p>How would you compare your experience during the boys only sessions versus the sessions with the girls?</p> <ul style="list-style-type: none"> Were there topics that were harder to discuss during the joint sessions? What topics were more difficult? Why was it difficult to discuss with the girls present? Were there sessions you found more useful or easier to understand when joining discussions with girls? 	<p>Enumerators can explain the term "experience" if necessary (i.e. situation, circumstance)</p> <p>Probe respondent for their experiences between boys only sessions and mixed gender sessions. (i.e. was one setup more comfortable than the other? Were some topics difficult to discuss in mixed sessions?)</p>

10	<p>Would you recommend this program to your friends in other schools or other boys of your age? Why or why not?</p> <ul style="list-style-type: none"> Do you think other boys that aren't part of the program would be interested in joining? Why or why not? 	<p>Probe respondent for interest in curriculum and relevance to their experience. Identify factors that the students think will make their friends or classmates want to join the program</p>
E. LSEP - Outcomes		
11	<p>Now I would like you to recall your interactions with your girl classmates before the program started. [Pause]</p> <ul style="list-style-type: none"> Would you say you are more comfortable with mixed-group communication or relationships/interactions, as compared to before? Why? What does it mean to show respect for your female classmates? Could you give an example of a belief you had before you joined the program that was changed? <ul style="list-style-type: none"> Examples (only ask following sub-bullets if students do not elaborate on above question): <ul style="list-style-type: none"> Do you think girls should be in the leadership position? Did you have a different belief before the program? Are there jobs that better suit women than men? Did you have a different belief before the program? Have you applied any of the lessons you've learned from the sessions in your everyday life? Could you give an example? 	<p>Assess how the knowledge and attitudes of the children have changed. If students give too many examples, focus on 1-2 examples and probe on what changed and what made them realize these changes.</p> <p>If the respondent cannot recall any beliefs, provide the examples on the left to probe for changes in attitude.</p>
12	<p>Thank you for sharing your learnings and experience. Now, have you noticed any similar or different changes in your male peers? In what ways? Who has changed and who has not? What are some examples?</p>	<p>Ask this question to confirm whether the self-reported outcomes are consistent with the boy's observations with his peers. Question 11 focuses on the respondent's experience, and question 12 focuses on the respondent's observation of their male classmates.</p>
13	<p>Let's say that your parents asked your sister to stay home and skip school so she can support household work, what would you do? Why?</p> <ul style="list-style-type: none"> Have you applied any of the lessons you've learned from the sessions in your everyday life? Could you give an example? 	<p>Ensure that the respondent understands this hypothetical scenario.</p> <p>When asking about the lessons they've applied, keep</p>

		note/probe in which environments they have applied the lessons (e.g., self, home/family, friends)
14	<p>What do you think are the biggest challenges for boys to help advocate for gender equality? Do you experience the same challenges?</p> <ul style="list-style-type: none"> • [If someone mentions talking to others] Do you think it is easier to talk about gender inequalities with your friends? How about with your family? Why or why not? 	<p>If students aren't able to understand or cannot answer how to advocate for or help gender equality, ask them:</p> <ul style="list-style-type: none"> • What the challenges are to discuss gender equality • What are the challenges to make change happen for gender equality <p>Probe for respondent motivation and skill to discuss gender inequality with friends, household, and community.</p>

KII Guide - Girls

#	Questions/Prompts	Enumerator Notes
	<p>Introduction</p> <p>My name is _____, and I work for Room to Read. We are holding this interview to better understand your experience with the Life Skills for Equality Project (LSEP) and your thoughts on gender-related topics and issues. You have been selected to participate in this interview since you participated in the LSEP program/sessions.</p> <p>Rest assured, your responses will be kept anonymous. This means that outside of the research team, your responses will not be shared with anyone that can be traced back to you, such as your teachers/facilitators, parents, or schools.</p> <p>We are here to learn from you, and your honest answers will help us learn best. There are no right or wrong answers to our questions. The goal is to understand your opinions and experiences.</p> <p>In order for us to document this conversation, we will be taking notes throughout the interview. In addition, we would also like to</p>	

	<p>record your responses. You can choose not to answer any or all questions, to stop the recording at any time, or to stop the interview at any time. You can also request to be removed from this study, and we will delete any information you provided us. This interview should last 1 hour.</p> <p>Do you have any questions?</p> <p>Do you agree to participate in this discussion?</p> <p>Do you agree to have your answers recorded?</p> <p>Thank you very much.</p> <p>[If participants agree] I will now start the recording.</p>	
<p>A. LSEP Sessions - Curriculum</p>		
	<p>For the first section of the discussion, we'll be discussing your experience with the program, what you've learned about gender inequality, and the sessions that you've attended.</p>	
<p>1</p>	<p>Icebreaker questions</p> <ul style="list-style-type: none"> • Can you tell me a bit about yourself? • How many joint sessions with boys have you had so far? When was the last joint session you joined? 	<p>The objective of these questions is to ease the respondents to participate in the discussion. No need to probe here; allot at most 3 minutes for this section.</p> <p>If necessary, you can include more questions to warm-up the students and have them relax more. The enumerator can also share about themselves and participate to ease the respondents and ensure they all participate:</p> <ul style="list-style-type: none"> • Can you share something about yourself (interests, favorite subject in school) • What is your age? • Can you draw a picture of your favorite animal?
<p>2</p>	<p>Looking back at all of the joint LSEP sessions you've attended:</p>	<p>You will be given a flip chart</p>

	<ul style="list-style-type: none"> • Which session did you enjoy the most? Why did you like that session? • Which session did you like the least? What did you not like about that session? • Which sessions did you find to be hard and challenging to understand? Why? What makes it difficult or challenging? 	<p>of each of the sessions list of each session as well as the session objectives, and the thematic areas they addressed. Students may not be able to recall the sessions by their title, but rather by their contents. If students are able to recall the sessions by titles, please use the flip chart to help them remember some of the specific LSEP lessons or topics. The students may not be able to recall the sessions by their title, but rather by their contents. Girls only attended 4 joint sessions under the LSEP (provided in a separate handout). Furthermore, the girls participated in another education program (GEP) so please specify that we are talking only about the 4 LSEP joint sessions that girls attended with boys.</p> <p>You can process/probe each session the girls attended (i.e. what did you like about the session that covered x)</p> <p>Focus probes on <u>why</u> they found the session fun, relevant, or challenging.</p> <p>When asking the third question, feel free to pause for a bit since the respondent will likely take a bit more time to think through this. If after some time, the respondent does not give an answer, move on to the next question.</p>
B. LSEP Sessions - Teachers and Facilitators		
3.1	Were you comfortable talking about or sharing your stories, problems, or circumstances/experiences to your	Take special notes of non-gender-related

	<p>teachers/facilitators about the topics during the sessions? Why or why not?</p>	<p>responses (e.g., talking to a teacher was awkward) to assess the quality of facilitation. Follow the sub-questions for gender-related probes.</p>
3.2	<p>Do you think you were more or less comfortable because your facilitator/teacher is/was a male? How about if they are/were a female? Why or why not?</p> <ul style="list-style-type: none"> • Do you think it was more awkward to talk about certain topics to a male/female facilitator/teacher? • [Only when there is no response] For example, do you think it's embarrassing to talk about menstruation to a male/female facilitator/teacher? Or harassment? <ul style="list-style-type: none"> ◦ <i>If yes, why do you think it's embarrassing?</i> 	<p>Probe the respondent for why they think certain situations were different (i.e., why do you think it was embarrassing to discuss puberty with a male facilitator/teacher?)</p> <p>For the second bulleted question, only ask if the respondent does not give or is hesitant to give an answer.</p>
4	<p>Were you happy with the way the sessions were taught/facilitated? Why or why not?</p> <ul style="list-style-type: none"> • [If answered not happy] What could your teacher/facilitator do differently? 	
5	<p>Did you interact with any other LSEP teachers/facilitators? Were they male or female?</p> <p>Were they different from your primary facilitator/teacher? [If yes] Why were they different? Which facilitator/teacher did you prefer and why?</p>	<p>Probe respondent for differences between their primary facilitator/teacher and the other ones they engaged with. How would they compare them?</p>
6	<p>During the joint sessions, boys were also present in the activities and discussions. What did you think about the mixed gender discussions? Why?</p> <ul style="list-style-type: none"> • How comfortable were you in sharing your stories/experience as a girl while boys were present in the session? What made you feel comfortable or uncomfortable? • Would you prefer a session with or without boys? Why? 	<p>If the respondent mentions topics that were uncomfortable to discuss with boys present, skip the first question in Q7 and ask the bulleted questions.</p>
7	<p>Were there topics or sessions that were harder to discuss with boys?</p> <ul style="list-style-type: none"> • What topics were more difficult to discuss? • Why was it difficult to discuss with the boys present? 	<p>If the respondent mentions topics that were uncomfortable to discuss with boys present in Q6, skip the first question and ask the</p>

	<ul style="list-style-type: none"> Were there topics that were easier to understand with boys being present? 	bulleted questions.
C. KAP on Gender Inequality		
	For the next set of questions, I'll be asking some questions about your perceptions and experiences with gender-related situations in your everyday life.	
8	<p>What advantages do you think girls have over boys? What disadvantages do you think girls have?</p> <ul style="list-style-type: none"> How do you think these advantages/disadvantages show in the school, household, community? Could you give some examples? What has been your personal experience [with the examples you gave]? How Do you relate to the examples you have told us? How do you feel about them? What are some examples that have happened to you or someone you know? Were the joint sessions that you joined relevant to the scenarios you mentioned? If yes, how were they relevant? 	<p>For the second bullet, the respondent is likely to say that the statements that they listed down are wrong/bad – probe for why they think these are wrong.</p> <p>Probe respondent for how they perceive gender inequalities in their community and for what changes in knowledge from the program contributed to this.</p>
9	<p>Do you think that boys also face gender inequality? If yes, could you give some examples of what challenges they might face?</p> <ul style="list-style-type: none"> [If yes] Were the sessions helpful in understanding these challenges? How so? 	Probe for how sessions helped their understanding of how gender inequalities adversely impacts boys.
10	<ul style="list-style-type: none"> Between boys and girls, who do you think are naturally more empathetic and caring? Why? 	<p>Make sure to understand the reasoning and nuances of the response for this question.</p> <ul style="list-style-type: none"> Some respondents may give a straight boys or girls answer. For this scenario, ask 'why' and probe for nuances with questions like 'do you think that x is <u>always</u> more empathetic or caring than y? When are instances where this is not true?' We expect respondents who

		<p>absorbed the lessons to want to give nuanced answers – encourage them by saying statements like ‘you can also say it depends,’ then probe further.</p>
11	<p>For this question, I'll be mentioning several topics that were covered during the program. For each topic, I'd like you to share what you learned about that topic and how it applies to your everyday life:</p> <ul style="list-style-type: none"> • Roles of girls and boys in the household • Relationships between girls and boys • What happens in puberty (for both girls and boys) and how this affects how they act in their relationships • Conflict and violence caused by gender inequality 	<p>For each statement, identify the extent to which the program was important in understanding these topics.</p>
12	<p>What does success look like for you? What do you think is needed to succeed?</p> <ul style="list-style-type: none"> • What would you say are the barriers and challenges that make it difficult to achieve success? • What is the role of boys in helping you achieve your aspirations? 	<p>Probe for respondent's perceptions of how they think about their own future, and whether or not they think boys are an agent of change in accessing these opportunities.</p>
13	<p>Having gone through the LSEP joint sessions with the boys, have you noticed any changes in behavior of the boys? In what ways? What are some examples?</p> <ul style="list-style-type: none"> • Do you feel that boys communicate/interact with girls differently after? • Do you feel that you communicate/interact with boys differently after? • Do you think boys understand the experience of girls differently after? Do you think their understanding of girls' experiences could be improved? • Do you feel supported by boys? In what ways? What could boys do to better support girls? • Do you feel safer in school? Why or why not? Do boys play a part in you feeling safer? 	<p>Probe for examples of support, harassment, violence, and support from boys.</p>
14	<p>Reflecting on all of the things that you've learned in the program, what do you think you can do to support equality for both boys and girls?</p>	<p>When asking about the lessons they've applied, keep note/probe in which</p>

	<ul style="list-style-type: none"> • Have you applied any of the lessons you've learned from the sessions in your everyday life? For example, how have you applied it at home, with your friends, or with yourself? Could you give an example? • [If someone mentions talking to others] Do you think it is easier to talk about topics such as gender roles, harassment, safe spaces, and relationships between boys and girls with your friends? How about with your family? Why or why not? 	environments they have applied the lessons (e.g., self, home/family, friends)
15	<p>Would you recommend this program to your friends in other schools or to other girls of your age? Why or why not?</p> <ul style="list-style-type: none"> • Do you think other girls that aren't part of the program would be interested in joining? Why or why not? • [If not] What do you think will make them want to join more? • Do you think more boys should be a part of this program? Why or why not? 	Probe for participant interest in curriculum and relevance to their experience. Identify factors that the students think will make their friends or classmates want to join the program

KII Guide - Teachers & Facilitators

#	Questions/Prompts	Enumerator Notes
	<p>Introduction</p> <p>My name is _____, and I work for Room to Read. We are holding this discussion to better understand your experience with the Life Skills for Equality Project (LSEP) and your thoughts on gender-related topics and issues. You have been selected to participate in this key informant interview since you participated in the LSEP program and facilitated sessions.</p> <p>Rest assured, your responses will be kept anonymous. This means that outside of the research team, your responses will not be shared with anyone that can be traced back to you, such as your students, parents, Room To Read staff, or schools.</p> <p>We are here to learn from you, and your honest answers will help us learn best. There are no right or wrong answers to our questions. The goal is to understand your opinions and experiences.</p> <p>In order for us to document this conversation, we will be</p>	Double-check and take note of the respondent's age and gender.

	<p>taking notes throughout the interview. In addition, we would also like to record your responses. You can choose not to answer any or all questions, to stop the recording at any time, or to stop the interview at any time. You can also request to be removed from this study, and we will delete any information you provided us. This interview should last 1 hour.</p> <p>Do you have any questions?</p> <p>Do you agree to participate in this discussion?</p> <p>Do you agree to have your answers recorded?</p> <p>Thank you very much.</p> <p>[If participants agree] I will now start the recording.</p>	
1	<p>Icebreaker questions</p> <ul style="list-style-type: none"> • Can you tell me a bit about yourself? • Are you from Banteay Meanchey province? • How many years of teaching/facilitating experiences do you have? • How many sessions of LSEP curriculum did you facilitate? 	<p>The objective of these questions is to ease the respondents to participate in the discussion, and get their background information. No need to probe here; allot at most 3 minutes for this section.</p>
A. Capacities and qualifications		
	<p>For the next set of questions, I'll be asking some questions about your background on gender as well as your perception of the gender context in Banteay Meanchey. .</p>	
2	<p>We understand that gender inequality is a complex topic and different people understand the term differently. What is gender inequality to you?</p> <p>How do you think gender inequality plays out in the school, household, or community here?</p> <p>Do you think gender inequality is a problem in this community? Why or why not?</p>	
3	<p>Have you taught gender-related contents to students prior to training and implementing the LSEP program?</p> <ul style="list-style-type: none"> • Has your understanding or views on these topics changed? How so? If yes, what do you think contributed to this? 	<p>Probe for changes in attitude and knowledge on gender inequalities attributed to participating in LSEP.</p> <p>Probe for why discussing and teaching about gender was/is</p>

		difficult or challenging.
4.1	<p>What challenges do girls face in terms of gender inequality in school, at home, and in the community? Can you provide any examples?</p> <ul style="list-style-type: none"> Do girls face barriers to meeting their educational or professional goals? Can you provide any examples? 	Probe respondent for how they perceive gender inequalities in their students' community and for how their participation in LSEP contributed to this perception.
4.2	<p>What challenges do boys face in terms of gender inequality in school, at home, and in the community? Can you provide any examples?</p>	Probe respondent for how they perceive gender inequalities in their students' community and for how their participation in LSEP contributed to this perception.
B. Program Implementation		
	For the next set of questions, I'll be asking some questions about your experience as a teacher / facilitator with LSEP and how the program went.	
5	Why did you decide to participate in the LSEP program as a facilitator / teacher?	Probe for teacher / facilitator attitude towards a gender-transformative program like LSEP. What did they want to learn or change about their understanding of gender?
6.1	<p>Were you able to follow the guidance given in the session plans? If not, why?</p> <p>In what format did you deliver the sessions (i.e. what setting? Were students sitting in a classroom? Did you divide them into small groups? Were students interacting in groups?)</p>	Probe for how interactive and participatory sessions were.
6.2	<p>How was your experience delivering the sessions? What went well and what could have been improved?</p> <ul style="list-style-type: none"> What sessions were most successful in your opinion? What contributed to this? Did you use various methods (example, role play, discussion, etc.)? Which were the most successful in your opinion? What contributed to this? 	Probe for examples of what contributed to high quality or successful sessions. What made the curriculum content more enjoyable to students?
7	<p>How was your experience with the curriculum content?</p> <ul style="list-style-type: none"> Were there any topics in the materials that you found challenging to understand? If so, what topics? Were there any topics that you found difficult to discuss with students (i.e. puberty, sexuality)? 	Probe for how teachers / facilitators interact with the curriculum and topics.

	<ul style="list-style-type: none"> Were the materials culturally relevant? Were there any inappropriate topics or images? 	
8	<p>Did you co-facilitate any sessions with other teachers / facilitators? Why? How did you divide tasks? Were there differences between you and other teachers / facilitators in how you ran the sessions?</p>	<p>Probe for respondent perception of differences between teachers / facilitators and student preference for certain teachers / facilitators characteristics or pedagogy, etc.</p>
9.1	<p>From your perspective, how would you describe the nature of student engagement with the LSEP curriculum? [ALT, if the teacher/facilitators find the question hard to answer] How actively did students participate?</p> <ul style="list-style-type: none"> Were there some students who were more actively engaged than others? What do you think contributed to this (i.e. gender, topic area, facilitator/teacher role) Did students find some topics (i.e. puberty, sexuality) difficult to discuss? [If yes] What do you think would make them more comfortable discussing these topics? How did students react to What were students' experiences with the examples and pictures in the curriculum? Were there lessons they enjoyed over others? 	<p>Probe for respondent perception of what made curriculum most interesting and relevant to students and why.</p> <p>If the respondent is having trouble answering the last probe (3rd bullet point), you can ask what their thoughts or feelings were towards the examples or pictures in the curriculum. We want to capture the perceptions of students towards the curriculum content/structure.</p>
9.2	<p>Did students prefer certain sessions over others? Did students prefer certain content over others? Did students prefer a certain style of content delivery or pedagogy? Did students show preference for a teacher / facilitator of a certain gender?</p>	<p>Probe for teacher / facilitator perception of why students enjoyed certain sessions or found them useful or relevant. Also probe for why teacher / facilitator perceive certain sessions as high quality or not (i.e. it was more interactive and students were more engaged, it was a complicated/sensitive topic area and students were shy with a male/female teacher, etc.)</p>
9.3	<p>Were there any differences in teaching the boys versus the mixed group? Why do you think so? Can you provide any examples?</p> <ul style="list-style-type: none"> Did students behave differently if it was a boys-only session versus a mixed session? Were some students more challenged than others by the curriculum content? Who and why do you think so? 	<p>Probe for differences in background characteristics (socio-economic conditions) of the students behavior in a mixed group vs a boys-only group.</p>
10	<p>Throughout the LSEP sessions, or after the completion, do you feel that boys are more supportive towards girls?</p> <ul style="list-style-type: none"> Have you noticed any changes in your male students? 	<p>Probe for changes in boys behavior towards and relationship with girls.</p>

	<p>In what ways? What are some examples?</p> <ul style="list-style-type: none"> • Have you noticed any changes in your female students? In what ways? What are some examples? 	
C. Capacity Building		
	<p>For the next set of questions, I'll be asking some questions about your experiences preparing to be a teacher / facilitator for the LSEP program.</p>	
11	<p>What was your impression of the gender and curriculum training you went through to facilitate the LSEP sessions?</p> <ul style="list-style-type: none"> • Did you feel prepared to facilitate the program after the training? Why or why not? [If no] How could the training be improved? • Were there any gender concepts that were new to you? What did you learn? 	<p>Probe for respondent's views on their training and whether or not it was sufficient for them to implement LSEP or not and why. Probe for any changes in their knowledge on gender inequality.</p>
12	<p>How did you handle preparing for a session on a sensitive subject such as menstruation? Can you provide any examples?</p> <ul style="list-style-type: none"> • If a lesson did not go according to plan, what did you do? Did you have the resources/support to improve the next one? • Did you feel supported by the RtR Program Officer to implement the sessions? Can you provide any examples? 	<p>Probe for whether respondents felt supported, and coached by RtR staff.</p>
13	<p>Do you think there were an adequate number of facilitators and teachers to run the program?</p>	<p>Probe for capacity of the program to run smoothly.</p>
14	<p>Do you feel that the school you implemented LSEP equipped you with the resources (i.e. space, time to prepare, classroom resources, logistical support) to successfully carry out the program? Why or why not? What could have been improved?</p>	<p>Probe for how the logistics (i.e. classroom space, time allotment, classroom resources) contributed to a higher or lower quality session.</p>
15	<p>What were some challenges you encountered during your experience with LSEP?</p> <ul style="list-style-type: none"> • [If no response or hesitation from respondent] Were there any logistical challenges you faced? Did you have adequate support and preparation time? Were there any challenges with your students? Was your training sufficient to grasp complex gender topics? Was the workload manageable? • [FOR TEACHERS] how did your workload impact your participation in LSEP? 	<p>In the second bullet, probe for how the additional workload that teachers are responsible for impacts their ability to participate in LSEP. Does it give them less time to prepare for lessons? Does it make them stressed? Is it not an issue at all?</p>
16	<p>Do you think LSEP should be implemented in other schools?</p> <ul style="list-style-type: none"> • Can you think of a particular group of students 	<p>Identify factors that would make this program useful/relevant to</p>

	<p>(younger boys, more mature girls, parents, etc.) that could benefit from the LSEP?</p> <ul style="list-style-type: none"> • Would you teach the curriculum again? Why or why not? • What would you change? 	<p>other students.</p>
--	---	------------------------

FGD Guide (All Boys)

#	Questions/Prompts	Enumerator Notes
	<p>Introduction</p> <p>My name is ____, and I work for Room to Read. We are holding this discussion to better understand your experience with the Life Skills for Equality Project (LSEP) and your thoughts on gender-related topics and issues. You have been selected to participate in this focus group discussion since you participated in the LSEP program/sessions.</p> <p>Rest assured, your responses will be kept anonymous. This means that outside of the research team, your responses will not be shared with anyone that can be traced back to you, such as your teachers/facilitators, parents, or schools. We request that you please do not share the discussions outside of this group.</p> <p>We are here to learn from you, and your honest answers will help us learn best. There are no right or wrong answers to our questions. The goal is to understand your opinions and experiences.</p> <p>In order for us to document this conversation, we will be taking notes throughout the discussion. In addition, we would also like to record your responses. You can choose not to answer any or all questions, to stop the recording at any time, or to stop the discussion at any time. You can also request to be removed from this study, and we will delete any information you provided us. This discussion should last 1 hour.</p> <p>Does anyone have any questions?</p> <p>Do you all agree to participate in this discussion?</p> <p>Do you all agree to have your answers recorded?</p> <p>Thank you very much.</p>	<p>Enumerators can explain the term “experience” if necessary</p> <p>Encourage participants to openly discuss broad questions. Ensure to probe for specific points listed in enumerator notes if they don't come up in conversation naturally. Additional questions in bullets are provided to support this questioning if it is necessary.</p>

	[If participants agree] I will now start the recording.	
A. LSEP Sessions		
	For the first section of the discussion, we'll be discussing your experience with the program and the sessions that you've attended.	Enumerators can explain the term "experience" if necessary
1	<p>Icebreaker questions</p> <ul style="list-style-type: none"> • Can we go around the group and have everyone share how many sessions you've had so far? 	<p>The objective of these questions is to ease the respondents to participate in the discussion. No need to probe here; allot at most 3 minutes for this section.</p> <p>If necessary, you can include more questions to warm-up the students and have them relax more. The enumerator can also share about themselves and participate to ease the respondents and ensure they all participate:</p> <ul style="list-style-type: none"> • Can you share something about yourself (interests, favorite subject in school) • What is your age? • Can you draw a picture of your favorite animal?
2	<p>Looking back at all of the sessions you've attended:</p> <ul style="list-style-type: none"> • Which session would you say is your favorite? [For each session] Who else liked that session? Why did you like that session? • Which session did you learn a lot from? Could you share what you learned from that session? • Which sessions did you find to be hard and challenging to understand? Why? What makes it difficult or challenging? 	<p>You will be given a flip chart of each of the sessions list of each session as well as the session objectives, and the thematic areas they addressed. Students may not be able to recall the sessions by their title, but rather by their contents. If students are able to recall the sessions by titles, please use the flip chart to help them remember some of the specific LSEP lessons or topics. You can process/probe each session individually this way. (i.e., who</p>

		<p>else liked session x? Besides the ones mentioned by student y, are there other reasons why you liked session x?)</p> <p>Focus probes on <u>why</u> they found the session fun, relevant, or challenging.</p> <p>When asking the third question, feel free to pause for a bit since respondents will likely take a bit more time to think through this. If after some time, no one gives an answer, move on to the next question.</p> <p>Please ensure that 1-2 students do not dominate the conversation and that all students are given an opportunity to express their opinions.</p>
3	<p>Were you comfortable talking about all of the topics with your instructor? Were there some topics that were awkward to discuss? Why?</p>	<p>Note whether the participants had a teacher or facilitator as their primary LSEP instructor.</p> <p>Take special notes of non-gender-related responses (e.g., talking to a teacher was awkward) to assess the quality of facilitation.</p> <p>Allow participants to discuss the question first and ensure to probe on:</p> <ul style="list-style-type: none"> ● General comfort level due to the gender of the facilitator/teacher ● Comfort level discussing sensitive issues. You can provide examples if participants are hesitating (i.e. menstruation,

		harassment)
4	<p>Throughout the program, there were some sessions where both boys and girls were present, and there were some sessions where only boys were present.</p> <p>How would you compare your experience during the boys only sessions versus the sessions with the girls?</p> <ul style="list-style-type: none"> • Were there topics that were harder to discuss during the joint sessions? What topics were more difficult? Why was it difficult to discuss with the girls present? • Were there sessions you found more useful or easier to understand when joining discussions with girls? 	<p>Enumerators can explain the term “experience”if necessary</p> <p>Probe participants on the following areas:</p> <ul style="list-style-type: none"> • their experiences, perception of, and preferences between boys only sessions and mixed gender sessions. • Their comfort level discussing sensitive topics (i.e. harassment) between boys only sessions and mixed gender sessions • The usefulness (i.e. advantages, disadvantages) between boys only sessions and mixed gender sessions
5	<p>Would you recommend this program to your friends in other schools or other boys of your age? Why or why not?</p> <ul style="list-style-type: none"> • Do you think other boys that aren’t part of the program would be interested in joining? Why or why not? 	<p>Identify factors that the students think will make their friends or classmates want to join the program.</p>
B. Gender Context and Outcomes		
	<p>For the next set of questions, I’ll be asking some questions about your perceptions and experiences with gender-related situations in your everyday life.</p>	<p>Enumerators can explain the term “experience”if necessary</p>
6.1	<p>What advantages do boys have over girls? What disadvantages do boys have?</p> <ul style="list-style-type: none"> • How do you think these advantages/disadvantages play out in the school, household, community? 	

6.2	<p>Can you tell us about some challenges you have faced as boys? Can you give us some examples?</p> <ul style="list-style-type: none"> • What are some challenges that girls' your age face in school, at home, and in the community? • How do these challenges impact the experience of girls at school? How about their decisions about the future? • Were the sessions helpful in dealing with understanding these challenges? How so? 	<p>Enumerators can explain the term "experience" if necessary</p> <p>Probe participants on challenges related to power, distribution of work, and violence (physical, mental, sexual) and the effects of these challenges.</p>
7	<p>Do you think boys are naturally less empathetic and caring than girls? Why do you think so?</p>	<p>Probe participants on their perception of empathy as it relates to gender.</p>
8	<p>For this question, I'll be mentioning several topics that were covered during the program. For each topic, I'd like at least one person to share what they've learned about that topic and how it applies to their everyday life.</p> <ul style="list-style-type: none"> • Roles of boys and girls in the household • Relationships between boys and girls • What success looks like and how to succeed in life 	<p>For each statement, encourage participants to discuss freely. Make sure to identify the extent to which the program was important in understanding these topics.</p>
9	<p>After going through LSEP, have you noticed any changes in your male peers? In what ways? What are some examples?</p> <ul style="list-style-type: none"> • Do you think you interact with girls differently after? If yes, how? • Do you think girls interact with you differently after? If yes, how? 	<p>Enumerators can explain the term, "interact" or "interaction" if necessary (i.e. communicate, relationship)</p> <p>Probe participants for specific examples of changes in the relationship between boys and girls.</p>
10	<p>Let's say that your parents asked your sister to stay home and skip school so she can support household work, what would you do? Why?</p> <ul style="list-style-type: none"> • Have you applied any of the lessons you've learned from the sessions in your everyday life? Could you give an example? 	<p>Ensure that participants understand this hypothetical scenario.</p> <p>When asking about the lessons they've applied, keep note/probe in which environments they have applied the lessons (e.g., self, home/family, friends)</p>

FGD Guide (All Girls)

#	Questions/Prompts	Enumerator Notes
---	-------------------	------------------

	<p>Introduction</p> <p>My name is _____, and I work for Room to Read. We are holding this discussion to better understand your experience with the Life Skills for Equality Project (LSEP). We'll also be asking you for your thoughts on gender-related topics and issues. You have been selected to participate in this focused group discussion since you have participated in joint sessions with boys for the LSEP.</p> <p>Rest assured, your responses will be kept anonymous. This means that outside of the research team, your responses will not be shared with anyone that can be traced back to you, such as your teachers/facilitators, parents, or schools. We also request that you respect the privacy of the other focus group members by not disclosing any content said during the discussion.</p> <p>We are here to learn from you, and your honest answers will help us learn best. There are no right or wrong answers to our questions. The goal is to understand your opinions and experiences.</p> <p>In order for me to document this conversation, we will be taking notes throughout. In addition, we would also like to record your responses. You can choose not to answer any or all questions, to stop the recording at any time, or to stop the discussion at any time. You can also request to be removed from this study, and we will delete any information you provided us. This discussion should last 1 hour.</p> <p>Does anyone have any questions?</p> <p>Do you all agree to participate in this discussion?</p> <p>Do you all agree to have your answers recorded?</p> <p>Thank you very much.</p> <p>[If participants agree] I will now start the recording.</p>	<p>Enumerators can explain the term "experience" if necessary</p> <p>Encourage participants to openly discuss broad questions. Ensure to probe for specific points listed in enumerator notes if they don't come up in conversation naturally. Additional questions in bullets are provided to support this questioning if it is necessary.</p>
<p>A. LSEP Sessions</p>		
	<p>For the first section of the discussion, we'll be discussing your experience with the LSEP and the joint sessions that you've attended with the boys.</p>	
<p>1</p>	<p>Icebreaker questions</p> <ul style="list-style-type: none"> • Can you share how many joint LSEP sessions with the boys you've had so far? 	<p>The objective of these questions is to ease the respondents to participate in the discussion. No need to</p>

		<p>probe here; allot at most 3 minutes for this section.</p> <p>If necessary, you can include more questions to warm-up the students and have them relax more. The enumerator can also share about themselves and participate to ease the respondents and ensure they all participate:</p> <ul style="list-style-type: none"> • Can you share something about yourself (interests, favorite subject in school) • What is your age? • Can you draw a picture of your favorite animal?
2	<p>Looking back at all of the joint LSEP sessions you've attended:</p> <ul style="list-style-type: none"> • Which session would you say is your favorite? [For each session] Who else liked that session? Why did you like that session? • Which session did you learn a lot from? Could you share what you learned from that session? • Which session/s did you find to be hard and challenging to understand? Why? What makes it difficult or challenging? 	<p>You will be given a flip chart of each of the sessions as well as the session objectives, and the thematic areas they addressed. Students may not be able to recall the sessions by their title, but rather by their contents. If students are able to recall the sessions by titles, please use the flip chart to help them remember some of the specific LSEP lessons or topics. You will be given a list of each session as well as the session objectives, and the thematic areas they addressed. Girls only attended 4 sessions with the session objectives outlined to your left. The students may not be able to recall the sessions by their title, but rather by their contents.</p> <p>Furthermore, the girls participated in another education program (GEP) so it is important to specify that we</p>

		<p>are talking only about the 4 LSEP sessions that girls attended with boys.</p> <p>You can process/probe each session the girls attended individually (i.e., who else liked session x? Besides the ones mentioned by student y, are there other reasons why you liked session x?)</p> <p>Focus probes on <u>why</u> they found the session fun, relevant, or useful.</p> <p>When asking the third question, feel free to pause for a bit since respondents will likely take a bit more time to think through this. If after some time, no one gives an answer, move on to the next question.</p> <p>Please ensure that 1-2 students do not dominate the conversation and that all students are given an opportunity to express their opinions.</p>
3	<p>Were you comfortable talking or sharing your experiences to your instructor about the topics during the joint sessions? Were there any moments of awkwardness?</p>	<p>Enumerators can explain the term "experience" if necessary (can be replaced by stories, problems, circumstances, etc.)</p> <p>Note down if this student had an RtR facilitator or a teacher as their main LSEP instructor.</p> <p>For the main question, take special notes of non-gender-related responses (e.g., talking to a teacher was awkward) to assess the quality of facilitation. Follow the sub-questions for</p>

		<p>gender-related probes.</p> <p>After participants have done some initial sharing, probe on the following dimensions:</p> <ul style="list-style-type: none"> • Comfort/awkwardness due to the instructor's gender • Comfort/awkwardness discussing certain topics; list possible topics if girls don't have immediate answers (e.g., menstruation or harassment) <p>Probe respondents for why they think certain situations were different (i.e., why do you think it was embarrassing to discuss puberty with a male teacher/facilitator?)</p>
4	<p>During the joint sessions, boys were also present in the activities and discussion. What did you think about the mixed gender discussions? Did you like these sessions? What did you find challenging?</p> <ul style="list-style-type: none"> • How comfortable were you in sharing your experience while boys were present in the session? Why? • Were there topics that were harder to discuss with boys? What topics were more difficult? Why? • Would you prefer a session with or without boys? Why? 	<p>Enumerators can explain the term "experience" if necessary (can be replaced by stories, problems, circumstances, etc.)</p> <p>When asking about the attitudes of the girls with the joint sessions, identify what they liked and found difficult (challenges).</p> <p>After participants have done some initial sharing, probe on the following dimensions:</p> <ul style="list-style-type: none"> • General comfort/awkwardness to share experiences with boys present • Comfort/awkwardness discussing certain topics; list possible topics if girls don't have immediate answers (e.g.,

		<p>menstruation or harassment)</p> <ul style="list-style-type: none"> • Preferences
5	<p>Would you recommend this program to your friends in other schools or other girls of your age? Why or why not?</p> <ul style="list-style-type: none"> • Do you think other girls that aren't part of the program will be interested in joining? Why or why not? • Do you think more boys should be a part of this program? 	<p>Identify factors that the students think will make their friends or classmates want to join the program.</p>
<p>B. Gender Context and Outcomes</p>		
	<p>For the next set of questions, I'll be asking some questions about your perceptions and experiences with gender-related situations in your everyday life.</p>	<p>Enumerators can explain the term "experience" if necessary</p>
6.1	<p>What advantages do you think girls have over boys? What disadvantages do you think girls have?</p> <ul style="list-style-type: none"> • How do you think these advantages/disadvantages play out in the school, household, community? 	
6.2	<p>What are some challenges that girls' your age face in school, at home, and in the community?</p> <ul style="list-style-type: none"> • How do these challenges impact your school experience? How about your decisions about the future? • Were the sessions helpful for you to face these challenges? How so? 	<p>Enumerators can explain the term "experience" if necessary</p> <p>Probe respondents on challenges related to power, distribution of work, and violence (physical, mental, sexual) and the effects of these challenges.</p>
7	<p>Do you think girls are naturally more empathetic and caring than boys? Why or why not?</p>	<p>Note down how many students raise their hand to agree or disagree for each statement.</p> <p>For each statement, probe why they agree or disagree. If appropriate, ask if they have any experience with the particular statement in their life (e.g., is the expectation/statement relatable to them).</p>

		If there is a divergence within the group on who agrees or disagrees, probe why?
8	<p>Having gone through the LSEP joint sessions with the boys, have you noticed any changes in the boys? In what ways? What are some examples?</p> <ul style="list-style-type: none"> • Do you feel that boys interact with girls differently after? • Do you feel that you interact with boys differently after? • Do you feel supported by boys? In what ways? What could boys do to better support girls? 	<p>Enumerators can explain the term, “interact” or “interaction” if necessary (i.e. communicate, relationship)</p> <p>Probe for concrete examples on how boys have changed in terms of supporting girls and each other, harassment or teasing, and violence (Violence here indicates any threat or acts of causing physical, sexual and psychosocial harm)</p>
10	<p>For this question, I'll be mentioning several topics that were covered during the program. For each topic, I'd like at least one person to share what they've learned about that topic and how it applies to their everyday life.</p> <ul style="list-style-type: none"> • Roles of girls and boys in the household • Relationships between girls and boys • What success looks like and how to succeed in life 	<p>For each statement, identify the extent to which the program was important in understanding these topics.</p>

FGD Guide (Boys + Girls)

#	Questions/Prompts	Enumerator Notes
	<p>Introduction</p> <p>My name is _____, and I work for Room to Read. We are holding this discussion to better understand your experience with the Life Skills for Equality Project (LSEP) and your thoughts on gender-related topics and issues. You have been selected to participate in this focused group discussion since you have participated in the LSEP program/sessions.</p> <p>Rest assured, your responses will be kept anonymous. This means that outside of the research team, your responses will not be shared with anyone that can be traced back to you, such as your teachers/facilitators, parents, or schools. We request that you please do not share the discussions outside of this group.</p> <p>We are here to learn from you, and your honest answers will help us learn best. There are no right or wrong answers to our questions. The goal is to understand your opinions and experiences.</p> <p>In order for me to document this conversation, we will be taking notes throughout. In addition, we would also like to record your responses. You can choose not to answer any or all questions, to stop the recording at any time, or to stop the discussion at any time. You can also request to be removed from this study, and we will delete any information you provided us. This discussion should last 1 hour.</p> <p>Does anyone have any questions?</p> <p>Do you all agree to participate in this discussion?</p> <p>Do you all agree to have your answers recorded?</p> <p>Thank you very much.</p> <p>[If participants agree] I will now start the recording.</p>	<p>Enumerators can explain the term “experience” if necessary</p> <p>Note that it will be important for one of the two enumerators to focus on notetaking to capture interactions between girls and boys during this mixed FGD. It is also important to note where girls and boys diverge in their participation or their experiences and perceptions.</p> <p>Who is speaking to who? Who is speaking first? Who is not speaking? Note how the session is going overall, not just on what is being said. Are there disagreements? Why?</p> <p>Encourage participants to openly discuss broad questions. Ensure to probe for specific points listed in enumerator notes if they don’t come up in conversation naturally. Additional questions in bullets are provided to support this questioning if it is necessary.</p> <p>If some students are dominating the conversation, try to encourage or give a chance for the quieter students to participate first so that we have good representation in the discussion.</p>
A. LSEP Sessions		
	<p>For the first section of the discussion, we’ll be discussing your experience with the program and the sessions that you’ve</p>	<p>Enumerators can explain the term “experience” if necessary</p>

	<p>attended. As a reminder, the joint sessions were: 1) Gender and Societal Expectations, 2) Keeping Myself and Others Safe, 3) Making My School Safe, and 4) New Emotions, Changing Relationships.</p>	
<p>1</p>	<p>Icebreaker questions</p> <ul style="list-style-type: none"> • Can you share how many sessions you've attended for the LSEP together as boys and girls so far? 	<p>The objective of these questions is to ease the respondents to participate in the discussion. No need to probe here; allot at most 3 minutes for this section.</p> <p>If necessary, you can include more questions to warm-up the students and have them relax more. The enumerator can also share about themselves and participate to ease the respondents and ensure they all participate:</p> <ul style="list-style-type: none"> • Can you share something about yourself (interests, favorite subject in school) • What is your age? • Can you draw a picture of your favorite animal?
<p>3</p>	<p>Were you comfortable talking about all of the topics with your instructor? Were there some topics that were awkward to discuss? Why?</p>	<p>Note whether the participants had a teacher or facilitator as their primary LSEP instructor.</p> <p>For the main question, take special notes of non-gender-related responses (e.g., talking to a teacher was awkward) to assess the quality of facilitation. Follow the sub-questions for gender-related probes.</p> <p>Allow participants to discuss the question and ensure to probe on:</p> <ul style="list-style-type: none"> • General comfort level due to the gender of

		<p>the facilitator/teacher</p> <ul style="list-style-type: none"> • Comfort level discussing sensitive issues. You can provide examples if participants are hesitating (i.e. menstruation, harassment) • Differences between girls and boys in their comfort level and perceptions <p>You will be given a flip chart of each of the sessions as well as the session objectives, and the thematic areas they addressed. Students may not be able to recall the sessions by their title, but rather by their contents. If students are able to recall the sessions by titles, please use the flip chart to help them remember some of the specific LSEP lessons or topics</p>
4	<p>Throughout the program, you were sometimes in mixed gender sessions. Can you share your thoughts and experiences being in a mixed gender group?</p> <ul style="list-style-type: none"> • Do you think having both boys and girls in the session affects the discussion or the topics? • Did it affect your learning and understanding of the lessons? • How comfortable were you in sharing your experiences during the joint discussion? Why? • Were there other challenges that you encountered while participating in joint sessions? 	<p>Enumerators can explain the term “experience” if necessary (i.e. thoughts, beliefs, stories, problems)</p> <p>Allow participants to discuss the question and ensure to probe on the following topics, using the bulleted questions as needed:</p> <ul style="list-style-type: none"> • Experiences and perceptions of mixed gender sessions (i.e. advantages, challenges) • Communication between boys and girls in mixed sessions • General comfort level in mixed gender learning environment

		<ul style="list-style-type: none"> • Comfort level discussing sensitive issues. You can provide examples if participants are hesitating (i.e. menstruation, harassment) • Participant preferences and <i>why</i>
5	<p>Would you recommend this program to other boys and girls your age in other schools? Why or why not?</p> <ul style="list-style-type: none"> • Do you think other girls and boys that aren't part of the program would be interested in joining? Why or why not? 	<p>Allow discussion of the question and probe for participant interest in curriculum and relevance to their experience. Identify factors that the students think will make their friends or classmates want to join the program.</p>
6	<p>What topics do you think would be helpful for the opposite gender to learn about? Why?</p>	
B. Gender Context and Outcomes		
	<p>For the next set of questions, I'll be asking some questions about your perceptions and experiences with gender-related situations in your everyday life.</p>	<p>Enumerators can explain the term "experience" if necessary</p> <p>For the succeeding questions, ensure that boys and girls are given relatively equal time to share their experiences.</p>
8	<p>For the next question, I'll be sharing a few statements about gender expectations and roles. For each statement, I'll be asking each of you to raise your hand if you agree with the statement or not and discuss why you agree or disagree.</p> <ul style="list-style-type: none"> • Men should be the one providing for the family and women should be the main caretaker of children (Thematic Area 1) • Boys are naturally more aggressive and get into fights (Thematic Area 2) • When girls hit puberty, they should only go to school and home but adolescent boys can play with their friends freely. (Thematic area 3) • Girls should avoid being bullied or harassed by changing 	<p>For each statement, probe why they agree or disagree. If appropriate, ask if they have any experience with the particular statement in their life (e.g., is the expectation/statement relatable to them).</p> <p>For statements that involve the phrase "Men are naturally..." (bullet 2 and 3), ask why they think so.</p>

	<p>their behavior (Thematic Area 4)</p> <ul style="list-style-type: none"> Boys should figure out their personal problems on their own without asking for help (Thematic Area 6) 	
9.1	<p>Do you think the ways boys and girls interact in school have changed since the program has started? What are some examples?</p> <ul style="list-style-type: none"> How do you think the program influenced the changes that were mentioned? [If the group answers no change] Why do you say so? How do you think the relationship or dynamic between boys and girls can be improved? 	<p>Enumerators can explain the term, “interact” or “interaction” if necessary (i.e. communicate, relationships, play)</p> <p>This discussion question will be asked generally, but keep in mind the following dimensions for probing:</p> <ul style="list-style-type: none"> Roles of boys and girls in the household Relationships between boys and girls What happens in puberty (for both boys and girls) and how this affects how they act in their relationships Sharing your feelings and being vulnerable Conflict and violence (i.e. bullying, harassment, teasing) caused by gender inequality What success looks like and how to succeed in life
9.2	<p>For the next questions, I'll be sharing some hypothetical scenarios. For each scenario please comment on how you might react:</p> <ul style="list-style-type: none"> You see a male classmate teasing a female classmate at school. What's your reaction? You are starting a school group project and can choose a group of all girls, all boys, or a mixed group. What would you choose and why? 	<p>If the respondents have difficulty answering, please offer following questions How do you feel about the situation? Do you want to take any action? Why?</p>

KII Guide (Program Officer)

#	[Mia] Questions/Prompts	Enumerator Notes
	<p>Introduction</p> <p>My name is _____, and I work for IDinsight. We are holding this discussion to better understand the Life Skills for Equality Project (LSEP) as well as the context and implementation surrounding the project. We requested to have an interview with you to gain a better understanding of the project from an implementation point of view. Your inputs in the interview will be used to ground and contextualize the inputs from other data collection activities.</p> <p>We are here to learn from you, and your honest answers will help us learn best. There are no right or wrong answers to our questions.</p> <p>Your inputs will be attributed to you and will be used by Room to Read leadership to improve the future plans for the LSEP, so we're requesting that you answer the questions as candidly as you can.</p> <p>In order for us to document this conversation, we will be taking notes throughout the interview. In addition, we would also like to record your responses. You can choose not to answer any or all questions, to stop the recording at any time, or to stop the interview at any time. You can also request to be removed from this study, and we will delete any information you provided us. This interview should last 90 minutes.</p> <p>Do you have any questions?</p> <p>Do you agree to participate in this interview?</p> <p>Do you agree to have your answers recorded?</p> <p>Thank you very much.</p> <p>[If participants agree] I will now start the recording. Start Zoom recording.</p>	<ul style="list-style-type: none"> • Senior PO, responsible for managing LSEP and partnership

0	<p>Icebreaker questions</p> <ul style="list-style-type: none"> • Where are you from in Cambodia? How long have you spent in Banteay Meanchey? • How long have you been working on gender related issues? 	<p>The objective of these questions is to ease the respondents to participate in the discussion. No need to probe here; allot at most 3 minutes for this section.</p> <ul style="list-style-type: none"> • From Siem Reap Province where Angkor Wat province is, next to Banteay Meanchey about 120 km between provinces • Based in Banteay Meanchey • Spent 1 year in Banteay Meanchey in July 2021 (14 months) • Working in gender, it's been 4 years – so far as a PO, main responsibilities on program operation, GEP in Siem Reap, new pilot in Banteay Meanchey
<p>A. [Abhi] Gender Context in Cambodia</p>		
1	<p>How would you assess the challenges regarding gender inequality in Cambodia?</p> <ul style="list-style-type: none"> • What are some examples of traditional gender roles or gender norms in Cambodia? What can men and women do and what are they not allowed to do? • How do you think children learn and develop an understanding of gender norms? What do you think are the main channels or sources of influence? • How does gender inequality manifest in the school environment in Banteay Meanchey? What factors differ between boys and girls? (e.g., access, expectations) • What particular challenges do girls face in schools in Banteay Meanchey province? 	<p>Proposed Priority: Medium</p> <ul style="list-style-type: none"> • Mostly, girls have less opportunity than boys (in job opportunities, high ranking officials, • Rarely see women in high ranking officials • Enrollment is the same initially, but later on G10-G12, more girls have higher dropout rate than boys • Violence in the family – boys usually perpetuate violence towards girls than the other way around • Roles in the family: cultural norm/gender norm in community that is harmful for boys and girls, don't allow girls to attend school, if girls go to school so they can not listen to the family, family motivates boys to access schooling/higher education more than girls • Boys are stronger, faster, and leader of family so there is stronger familial emphasis on motivating boys • However, boys have their challenges – they have to marry, they have to gain support of whole family, many boys may move to Thailand or go to city to get • Learning of gender roles comes from family (cultural education) it's the norm that the parents transfer the

		<p>knowledge to their children, boys and girls are expected to do certain things per their parents</p> <ul style="list-style-type: none"> • They learn from the community, including social media; some of them do not respect gender sensitization, some learn from the school as well • Specific challenges in BM: poverty. Community affected by pandemic (many children couldn't access school and turned to work in city, Thailand, or elsewhere), academic challenges – many cannot read or write despite graduating from primary school so they cannot access higher education • Many parents do not see importance of education, so they stop their children from attending school and prioritize marriage (especially for girls), for boys, during puberty, they are expected to support work since they are strong enough • There aren't so many role models in the family or community, especially for girls this is harmful. Many people in the family think that girls can do more family work to support the family.
2	<p>How well adapted is the LSEP curriculum to the gender context of Cambodia? What makes you say so?</p> <p>How well do you think the curriculum respects Cambodian culture and experiences?</p> <ul style="list-style-type: none"> • Were any changes made to the program design and curriculum to better fit the Cambodian context? Could you give me examples of the most major changes and why they were incorporated? • NOTE: possible areas for change include curriculum, school selection, activities and modules, facilitators/teachers" 	<p>Proposed Priority: High</p> <ul style="list-style-type: none"> • Thinks it's supportive to respond to the challenges in Cambodia • Feedback from implementers and students (including community), it's the right time, many of the sessions respond to their specific issues (role models, main man in the family, type of harmful gender norms affecting boys/girls and how to respond, understanding violence and how to overcome it, puberty, how to help each other to support themselves and girls, relationships/intimacy between boys/girls) • Understand gender norms/stereotypes, understand roles for boys/girls to support each other • Positive feedback from families

		<ul style="list-style-type: none"> • Doesn't think there's anything that's not a good fit for Cambodian context, however, some session delivered to boys there were challenges (emotional relationships and what are harmful or not in loving/intimate relationships – teachers/schools were not clear about the instruction) • Curriculum design for only 2 years is not enough to meet the expectations (only G7 and G8) – should be extended to at least 3 years, compared to GEP there is 8 years of support • There isn't as much mentoring in LSEP compared to GEP
B. [Mia] Program Implementation		
<p>3</p>	<p>We would like to understand the challenges you faced in implementing LSEP in different components of the program and with different stakeholders.</p> <p>Could you tell us about the challenges you experienced with:</p> <ul style="list-style-type: none"> • The curriculum, content, or activities and modules? • The partnered schools? • The facilitators or teachers? • The parents of boys and girls enrolled in the program? • The implementation specific to the Cambodian context? 	<p>Proposed Priority: High</p> <ul style="list-style-type: none"> • Challenge about timing- In the design, one session is 45 mins, but in the school it's 50 mins. So should be able to deliver the full session, but students take a long time during the break. They leave early and come back late so are not fully present for 50 mins. • Challenge with space- allow 20 students in open space in the design. • Teachers/facilitators ability to understand themselves/gender concepts is limited • Facilitation style <ul style="list-style-type: none"> ○ Teacher uses teaching technique in school (teacher centered methodology) versus facilitation style/participatory approach • Challenges with school - shortages of teachers at the schools, no life skills (not compulsory subject), no technically trained teachers so they had to be trained by RtR • There aren't enough teachers volunteering • Challenge with parents – Main challenge of program, parents do not value the program; there are 2

		<p>meetings per year, only 60% joined the meeting in 1st meeting, only 43% joined the 2nd meeting</p> <ul style="list-style-type: none"> • Bc of migration (to Thailand) there are less willing to join • Related to the norms, they believe their sons are doing something wrong if they are invited to school • Many of them are pleased to hear that the LSEP meeting isn't the same a school meeting (something that their boy is doing wrong)
4	<p>Did you have sufficient resources (e.g., budget, time, manpower, technical assistance) to implement the LSEP as initially planned? If not, what resources did you need more of? What adjustments had to be made?</p>	<p>Proposed Priority: Medium</p> <ul style="list-style-type: none"> • Enough budget, technical support, participation, partnership • Delays in technical support (changes in curriculum, ideas)
5	<p>What would be some ways in which the global Room to Read could provide additional support in the implementation of the LSEP? (i.e. financially, resources, technical support)</p>	<p>Proposed Priority: Medium</p> <ul style="list-style-type: none"> •
C. [Abhi] Project Staffing		
6	<p>What factors were considered while hiring LSEP facilitators? How did these factors contribute to the implementation of LSEP?</p> <ul style="list-style-type: none"> • Is it tougher to find male/female facilitators? • Were many candidates interested in applying for and participating in LSEP? If not, was it hard to find qualified candidates? • Do you consider facilitators' attitudes about gender equality in the hiring process? • Were similar factors and considerations used in selecting the teachers to facilitate the LSEP sessions? How were they different? • Were there any challenges with recruitment? 	<p>Proposed Priority: High</p> <ul style="list-style-type: none"> • When hiring, they are able to deliver curriculum to boys • They are able to work with the school/teacher and support teachers • They are able to work in a team (with PO, training to teacher, to students, develop success stories/reports/documentation to supervisors) • Hiring was difficult – technically, many candidates did not have experience working with schools, or with trainings • Number of candidates not a challenge for recruitment • It wasn't difficult to find male/female facilitators bc there were enough candidates – many males over females applied for the position over females • They do consider their attitude/understanding on gender in

		<p>the writing test</p> <ul style="list-style-type: none"> • For selecting teachers – it was very different; there is a shortage of teachers, so they were selected based on their willingness/commitment to join the program and learn about the project; passion for education; passion for life skill activities • Many of the teacher understandings are the same regarding gender, so the criteria is different • Overall, challenges – competitive candidates is enough, but wanted many more candidates to compete who have high understanding of gender concepts/facilitation skills, working with training delivery • Location: difficult to find candidates located in BM, 5 facilitators, but 3 are from other provinces
7	<p>Were there any differences between the performance of facilitators and teachers? What were the differences between each? How did these affect the conduct of the sessions?</p>	<p>Proposed Priority: Medium</p> <ul style="list-style-type: none"> • Facilitators are better in performance because they're focused on program delivery and have higher benefit from RtR and are RtR staff; they have more time and support from technical team (i.e. coaching, training, meeting) more than teachers • Teachers receive less support, because life skills is just their part time job • Teachers aren't allowed to lead as many classes as facilitators, they observe facilitators and then can repeat if necessary
8	<p>Do you systematically assign male facilitators for boys? What about mixed sessions for boys and girls? Do you have female facilitators?</p>	<ul style="list-style-type: none"> • For mixed sessions, we draw support from male/female facilitators • Specific assignment of gender in mixed sessions • Male to conduct emotional relationships for boys, Female to conduct for girls before coming together
9	<p>Staffing and managing the team is a crucial component of LSEP implementation. What</p>	<p>Proposed Priority: High</p>

	<p>challenges did you encounter with staffing?</p> <ul style="list-style-type: none"> • Were there any challenges with training? Do you think that the staff needs additional efforts to retain the knowledge from training? • Were there any challenges with manpower (insufficient staff) or teaching capacity (knowledge of the content)? • Were there any challenges with the performance or quality of facilitation? Did you have difficulty in monitoring the performance of teachers/facilitators? • Were the challenges different for facilitators and teachers? • Do you think the staffing challenges you experienced are specific to Cambodia or to Banteay Meanchey? 	<p>We don't necessarily need to ask the bullet points one-by-one.</p> <p>When the program officer starts listing challenges, make sure that they mention at least one challenge per phase. Use the prompts only if they don't mention a challenge for a specific phase.</p> <ul style="list-style-type: none"> • Participants need to separate into two groups, needed support from technical team for trainings by sharing the groups • Difficulty operationally, Sonty alone, so he has to work on budgeting/logistics etc, and has to lead technically by supporting technically, coaching, observing – not enough time for coaching or for observing at school bc of time constraint • Additional training is needed, in the planning end of Oct they are required to attend 1 day refresher training on gender • Include them in joining training for facilitation/communication • For facilitation, many can do it better though observation, some need further support through coaching, and through HR to identify any causes • In education sector it's another challenge – many candidates have challenges but they work in private sector with community and not school • Challenge with benefits/salary. We have competitive rates compared to many NGOs but we see higher cost of living and the salaries stay the same.
10	<p>Can you describe the familiarity of teachers/facilitators with gender, gender inequality, and other curriculum content prior to training and implementing the LSEP program?</p> <ul style="list-style-type: none"> • Were there any topics that you found teachers/facilitators had a difficult time 	<p>Proposed Priority: Medium</p> <ul style="list-style-type: none"> • Very limited understanding on gender, gender norms, gender equality. <ul style="list-style-type: none"> ◦ For teachers, facilitators and PO • Difficult topics for teachers/facilitators to understand

	<p>understanding (i.e. puberty, sexuality)?</p> <ul style="list-style-type: none"> • Were there any topics that teacher/facilitators needed more support with to facilitate during the sessions? • Were there differences between teachers and facilitators in grasping or facilitating sensitive topics? • In your opinion, has their understanding or views on these topics changed? How so? If yes, what do you think contributed to this? 	<ul style="list-style-type: none"> ○ Masculinity, gender stereotype - still discuss the definition, and difficult to answer students' question ○ Session about power ○ Menstruation - female facilitators clearly understood but male needed to learn more • Difficult topics to facilitate <ul style="list-style-type: none"> ○ Violence – difficult to differentiate between violence, harassment, bullying – student asked many questions so it was difficult for teachers to answer questions • Facilitators still perform better than teachers with sensitive topics •
11	<p>Did you observe any other changes in teachers or facilitators' knowledge towards gender inequalities? Could you give us examples? What about their attitude?</p>	<ul style="list-style-type: none"> • Noticed upgraded understanding on gender • Teachers/Facilitators in program reflection show appreciation for learning about gender, and changes in themselves, how to work more effectively with their family/children • I think the facilitators changed more, more opportunity to learn from project than teachers – teachers are older and are a bit slower to change • [for students] They give more respect with each other, and have more participation in school, boys take on more housework
<p>D. [Mia] Student Engagement</p>		
12	<p>From your perspective, what was the student engagement like? Did students engage with certain topics better than others? Did students find some topics (i.e. puberty, sexuality) difficult to discuss?</p> <ul style="list-style-type: none"> • [If yes] What do you think would make them more comfortable discussing these topics? 	<p>Proposed Priority: Medium</p> <ul style="list-style-type: none"> • We observed that boys were not paying attention during the sessions. After learning the topics and building good relationships with T/Fs, the participation improved. More active participation. • Difficult sessions: emotional relationship because the session required them to share their

		<p>experiences of building relationships between boys and girls, but they were shy to share culturally and kept quiet.</p> <ul style="list-style-type: none"> We reviewed our session delivery and T/Fs gave their own examples clearly to build the relationship and alerted them on the ground rules (e.g. not to laugh at each other and have to participate). Students pretend/role play.
13	<p>Did you get any feedback from your staff on whether student engagement varied between boys-only or mixed (boys and girls) sessions? How did it vary? What advantages and disadvantages were there for each setup?</p>	<p>Proposed Priority: Low ASK IF WE HAVE TIME</p> <ul style="list-style-type: none">
14	<p>Did student engagement vary depending on whether sessions were conducted by their teacher or a facilitator?</p> <ul style="list-style-type: none"> Did the gender of the teacher/facilitator matter? 	<p>Proposed Priority: Low ASK IF WE HAVE TIME</p> <ul style="list-style-type: none">
15	<p>For the next year's implementation, or in a new school setting, is there anything you'd like to do differently to better engage students?</p>	<ul style="list-style-type: none"> Regarding time constraints, T/F want to speed it up and it makes it difficult for them to adjust. Asking questions in curriculum design.
E. [Abhi] Stakeholders and Partnerships		
16	<p>How is the relationship of Room to Read with the partner schools in Cambodia?</p> <ul style="list-style-type: none"> What support do you receive from schools in the implementation of the program? Have you received feedback from the school administrators based on the sessions so far? If yes, what did they say? 	<p>Proposed Priority: Medium</p> <ul style="list-style-type: none"> The relationship is good, the schools partnerships has been since 2018 because GEP started there – mutually supportive They allow family meetings to take place at school, they contribute teachers and the rooms, and time for life skills delivery into the school time table Teachers are willing to join any meetings (quarterly, training, urgent anything related to the program) We have not received feedback from school administrators Expanding the program to G9 and

		<p>extending to other schools is interim feedback</p> <ul style="list-style-type: none"> Anything more to support – it would be good if there were more teachers that have opportunity to join program, and inform other teachers in the school – many teachers unaware of program activity
17	<p>Besides the schools, are there other stakeholders or partners involved with the implementation of the LSEP? (e.g., local government)</p> <ul style="list-style-type: none"> What have been your experiences working with local and national partners to implement this program? Are they supportive? What are the challenges of building support from local and national stakeholders? What are the messages that you use to build buy-in from groups? Do you frame the program differently for different audiences? 	<p>Proposed Priority: Low ASK IF WE HAVE TIME</p> <ul style="list-style-type: none">
18	<p>How are the parents/guardians of the participating students currently involved with the program? Are they interested in or supportive of the program?</p> <ul style="list-style-type: none"> How do you think parents/guardians should be involved in the LSEP? Have you noticed any differences in family background that affects the student participation/involvement/reaction to the program? Is there any demand from the parents/guardians of students who are not in the program? Is there a particular group of students who can benefit more from the program? 	<p>Proposed Priority: Low ASK IF WE HAVE TIME</p> <ul style="list-style-type: none"> Particular group that can benefit more <ul style="list-style-type: none"> All of them. Most of them are not well educated and poor. We haven't noticed significant community difference (all buddhists and not muslims)
<p>D. [Mia] Scaling and Sustainability</p>		
19	<p>I would like to discuss scaling this program to other provinces or countries.</p> <ul style="list-style-type: none"> What are some lessons you have learned from implementing LSEP in this province that would help to scale this program 	<p>Proposed Priority: High</p> <ul style="list-style-type: none"> School selection is the most important first step – willing to cooperate and commit to the program, assign teachers to join,

	<p>nationally? How about globally?</p> <ul style="list-style-type: none"> ● What do you think are some of the challenges in scaling this program nationally? How about globally? ● Which groups of stakeholders (probe: local authorities, regional education authorities, national education authorities, parents) would need to build buy-in from to scale this program? ● What messages on the benefits of LSEP resonate most with stakeholders (probe: local authorities, regional education authorities, national education authorities, parents)? ● What advice would you give a Program Officer implementing LSEP in another country/region? 	<p>supportive of life skills in their time table, having space/time for implementation</p> <ul style="list-style-type: none"> ● Is there staff (facilitators and school staff) – do they have the background to understand gender concepts, knowledge on facilitation and partnerships between organizations and the community, passion for education and know how to work with the community ● Curriculum design – must be contextualized or adapted to each country’s culture, higher impact if implemented in 3 years rather than 2 years ● LSEP shouldn’t only provide life skills education, parent meeting, but should include mentoring for boys (as the girls receive during GEP) ● Scaling challenges – lack of teacher in the school, only RtR alone to implement would be difficult to find sustainability once they phase out; in order to be successful, there needs to be more teachers to join the trainings <ul style="list-style-type: none"> ○ Life skills curriculum should be a main subject for national curriculum not just an extra one (must be compulsory) ● Buy-in <ul style="list-style-type: none"> ○ Parents: <ul style="list-style-type: none"> ■ learning performance in other subjects is improved ■ job opportunities improved when students develop life skills ■ increase income – planning, success in school, supporting one another, may support increasing income for family and stop harassment/violence in community
--	---	--

		<ul style="list-style-type: none"> ○ Local authorities: <ul style="list-style-type: none"> ■ Decreasing dropout but increased promotion in school ■ Better support of family in community (rather than leaving country, or community) ■ Opportunity to grow in school
20	<p>Are there any other points you'd like to discuss or any other details to add?</p> <p>Are you aware of any referral pathways for child protection issues?</p>	<ul style="list-style-type: none"> ● No child protection issues in the schools ● Violence between students (bullying or harassment) take place, but violence from teachers to students are banned ● If there are incidents reported, T/Fs have limited understanding on how to respond to them. They just invite parents but don't seek for professional support ● Lots of domestic violence cases by girls in the school through the mentoring system. ● Partnership with CP organizations? There might be but Sonty is unaware of them. Maybe talk to HR unit or Tonin

C. SAMPLE DEMOGRAPHICS

BOYS SAMPLE

No.	Grade	Class	Instructor Type	Instructor's Sex	School	Age	Household Size	House Ownership	Has a sibling with high literacy?
1	7	B	Teacher	Male	Chub Vary	14	2	Own	No
2	7	A	Social Facilitator	Female	Chub Vary	14	2	Own	No
3	7	C	Social Facilitator & Teacher	Male	O Snugot	13	2	Own	No
4	7	D	Social Facilitator	Male	O Snugot	13	2	Relatives	Yes
5	7	E	Teacher	Male	Raung Kor	15	2	Own	No
6	7	B	Teacher	Male	Chub Vary	13	3	Own	Yes
7	7	A	Social Facilitator	Female	Chub Vary	13	3	Relatives	No
8	7	D	Teacher	Female	Preah Net Preah	13	3	Relatives	Yes
9	7	E	Teacher	Male	Raung Kor	13	3	Own	Yes
10	7	A	Social Facilitator	Female	Chub Vary	13	4	Relatives	Yes
11	7	D	Social Facilitator	Female	Chub Vary	13	4	Own	No
12	7	B	Social Facilitator	Male	O Snugot	13	4	Relatives	Yes
13	7	B	Social Facilitator	Male	Preah Net Preah	13	4	Own	No
14	7	E	Teacher	Male	Raung Kor	14	4	Relatives	Yes
15	7	A	Social Facilitator	Female	Chub Vary	13	5	Own	No

16	7	C	Social Facilitator	Female	Chub Vary	13	5	Own	Yes
17	7	B	Teacher	Male	Chub Vary	14	5	Relatives	Yes
18	7	B	Social Facilitator	Male	O Snugot	12	5	Own	Yes
19	7	D	Social Facilitator	Male	O Snugot	13	5	Relatives	Yes
20	7	C	Teacher	Male	Preah Net Preah	14	5	Relatives	Yes
21	7	D	Teacher	Female	Preah Net Preah	13	5	Relatives	Yes
22	7	E	Teacher	Male	Raung Kor	14	5	Own	Yes
23	7	A	Social Facilitator	Female	Raung Kor	13	5	Own	Yes
24	7	A	Social Facilitator	Male	Preah Net Preah	15	6	Relatives	Yes
25	7	E	Teacher	Male	Raung Kor	13	6	Own	No
26	7	D	Social Facilitator	Male	Raung Kor	13	6	Relatives	Yes
27	7	C	Social Facilitator	Male	Raung Kor	14	6	Relatives	No
28	7	E	Social Facilitator	Female	Chub Vary	14	7	Own	No
29	7	A	Social Facilitator & Teacher	Male	O Snugot	14	7	Own	Yes
30	7	A	Social Facilitator	Male	Preah Net Preah	15	7	Own	No
31	7	B	Social Facilitator	Male	Preah Net Preah	14	8	Own	Yes
32	7	B	Social Facilitator	Female	Raung Kor	14	8	Relatives	Yes

33	7	B	Social Facilitator	Male	O Snugot	13	9	Own	Yes
34	7	E	Teacher	Male	Raung Kor	13	10	Relatives	Yes

GIRLS SAMPLE

No.	Grade	Class	Instructor's Type	Instructor's Sex	School	Final Household Category
1	7	B	Teacher	M	Chub Vary	Poor
2	7	A	Social Facilitator	F	Chub Vary	Poorest
3	7	A	Social Facilitator	F	Chub Vary	Medium
4	7	B	Teacher	M	Chub Vary	Medium
5	7	C	Social Facilitator	F	Chub Vary	Medium
6	7	D	Social Facilitator	F	Chub Vary	Poor
7	7	C	Social Facilitator	F	Chub Vary	Poorest
8	7	D	Social Facilitator	F	Chub Vary	Poorest
9	7	C	Social Facilitator	F	Chub Vary	Medium
10	7	B	Teacher	M	Chub Vary	Medium
11	7	B	Social Facilitator	M	O Snugot	Poorest
12	7	A	Social Facilitator & Teacher	M & M	O Snugot	Poorest
13	7	D	Social Facilitator	M	O Snugot	Medium
14	7	D	Social Facilitator	M	O Snugot	Poor
15	7	D	Social Facilitator	M	O Snugot	Poor
16	7	B	Social	M	O Snugot	Medium

			Facilitator			
17	7	B	Social Facilitator	M	O Snugot	Poor
18	7	C	Teacher	M	Preah Net Preah Lower Secondary School	Medium
19	7	B	Social Facilitator	M	Preah Net Preah	Poorest
20	7	A	Social Facilitator	M	Preah Net Preah	Medium
21	7	D	Teacher	F	Preah Net Preah	Poor
22	7	B	Social Facilitator	M	Preah Net Preah	Medium
23	7	C	Teacher	M	Preah Net Preah	Medium
24	7	D	Teacher	F	Preah Net Preah	Poorest
25	7	E	Teacher	M	Raung Kor	Poor
26	7	B	Social Facilitator	F	Raung Kor	Medium
27	7	C	Social Facilitator	M	Raung Kor	Poorest
28	7	A	Social Facilitator	F	Raung Kor	Poorest
29	7	C	Social Facilitator	M	Raung Kor	Poorest
30	7	E	Teacher	M	Raung Kor	Poorest
31	7	D	Social Facilitator	M	Raung Kor	Poor
32	7	D	Social Facilitator	M	Raung Kor	Medium
33	7	E	Teacher	M	Raung Kor	Medium
34	7	A	Social Facilitator	F	Raung Kor	Poor

IDinsight

www.IDinsight.org

@IDinsight