



THIS LIFE BEYOND BARS
SIEM REAP
YEAR 1 REPORT
FEBRUARY 2011 – JANUARY 2012

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TLBB FAST FACTS – YEAR 1

1. Number of Communes targeted: 3
2. Number of direct beneficiaries: 887
3. Number of indirect beneficiaries: 51,609
4. Number of students participating in vocational training: 12
5. Average age of vocational training students: 17
6. Average prison sentence for vocational training students: 3.9 years
7. Number of vocational training students released: 3
8. Average prison sentence for released vocational training students: 2.73 years
9. Average attendance for vocational training: 94%
10. Average attendance for personal development courses: 95%
11. Average examination score of vocational training students: 71.5%
12. Number of visitation trips provided for families of vocational training students: 64
13. Number of families supported in the Family Scholarship Project: 6
14. Total number of family members supported by Family Scholarship Project: 23
15. Total number of children reintegrated into school: 9
16. Number of children reintegrated into school who are passing: 9
17. Total number of people receiving health care: 23
18. Total cost of health care: 2,272,400 Riel (\$568.10 USD)
19. Number of visitation trips provided for Family Scholarship beneficiaries: 20
20. Total number of Human Rights workshops held: 3
21. Total number of people who attended Human Rights workshops: 475
22. Total number of Human Rights trainings held: 3
23. Total number of people who attended Human Rights trainings: 105
24. Total number of people who participated in Participatory Rural Appraisals: 225
25. Total number of TLBB staff making this all possible: 3

INTRODUCTION

The aim of This Life Beyond Bars (TLBB) is to address the educational rights of children affected by the legal justice system in Siem Reap and to promote and defend these rights. This includes juveniles inside Siem Reap prison and children in the community in Siem Reap and Oddar Meanchey provinces whose parent or caregiver is held in prison. In order to achieve this goal, TLBB has three objectives: (1) increase access to education for children in prison; (2) increase access to education for children whose parents are in prison; and (3) increase knowledge of and access to rights for children and families affected by the justice system. Taken together the objectives of TLBB are aimed at reducing the stigma families and children face in their community caused by having a child or caregiver incarcerated. An environment where discrimination and stigma are reduced will help children become productive members of society despite any setbacks caused by prison.

There are three projects in TLBB. This structure (see figure 1) broadly follows that of the objectives: (1) a Vocational Training Project aims at providing access to education for children in prison by offering either motor mechanics or electronic training, personal development classes, family visitation to the prison and one-on-one support with TLBB staff; (2) a Family Scholarship Project aims at increasing the educational opportunities for children whose parents are in prison by providing educational

scholarships, health insurance, family visitation to the prison and income generation activities to make families able to send their children back to school; and (3) a Community Development Project that provides workshops and trainings on human rights in the communes where the Family Scholarship Project families reside.



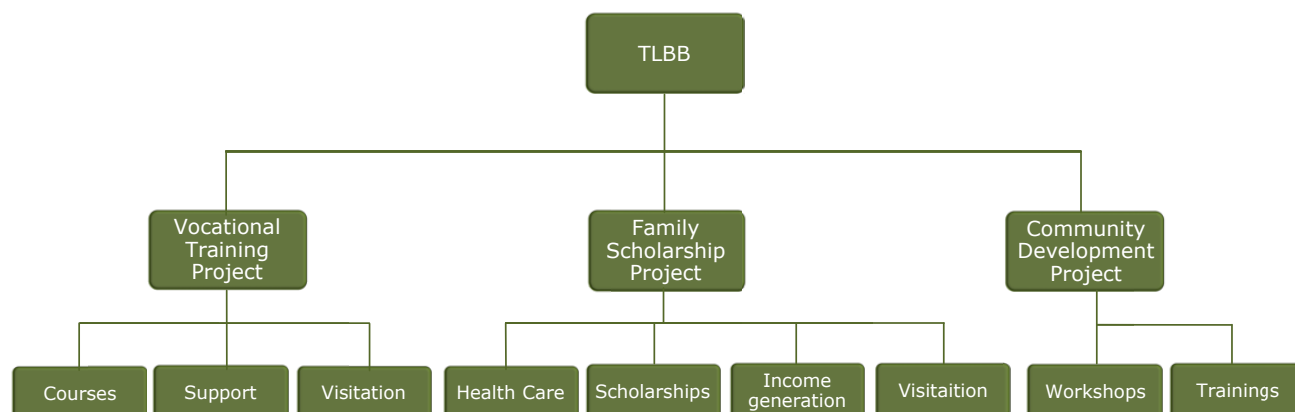


Figure 1: The structure of TLBB

SUMMARY OF PROGRESS

During 2011, all three projects began activities. The Vocational Training Project began with 14 students enrolled in the two courses; seven students attended motor mechanics and seven electronic repair. After two students were removed for bad behaviour in the prison, 12 students remained. Of the 12 students who attended the course for the majority of the year, 11 received visitation support. This included providing financial assistance to each child's family to visit the prison each month, which occurred a total of 64 times. The one student who did not receive visitation help did not require financial assistance. At the time of writing, three of the 12 students have been released. The number of students in the Vocational Training Project will increase in 2012 for the second intake of students.

The Family Scholarship Project works with a total of six families, which includes 23 total people (15 female) within three communes. TLBB provided health care to each member of the families. Additionally, TLC provides education scholarships (bikes, uniforms and private tuition fees) to 9 children within these families. Also, TLBB took the families that wished to see their father to the Siem Reap prison a total of 20 times. These trips are often long and arduous as the distance between the villages and prison can be far at times. Despite the challenges, all but one family who opted out of the visitation option have met their father in prison, typically in face-to-face meetings that are uncommon for visitors who do not have a good relationship with the prison authority.

The Community Development Project works with villagers, police officers and community authorities within the same three communes where the Family Scholarship Project families reside. The first step in the process was to conduct Participatory Rural Appraisals (PRA) within each identified commune to understand the issues and problems as related to security, safety and discrimination. The PRA workshops consisted of conducting 6 focus groups across the three communes. In total the Community Development

Project spoke with 247 people (137 women, 2 disabled) during the PRA process. Second, human rights trainings were conducted in each commune and reached a total of 105 people (18 women, 1 disabled), including police officers and the commune authority. Third, a human rights workshop was conducted within each commune and was open to the general public. In total, 475 people (301 women, 1 disabled) participated in this event. The total number of beneficiaries can be found in table 1.

Table 1: Unique Direct Beneficiaries		
Activity	Vocational Training	
	Total	Women
Vocational Training Students	12	0
Vocational Training Family visitations	19	17
	Family Scholarship	
Family members supported	23	15
Adult prisoners in Siem Reap Prison	6	0
	Community Development	
Human Rights Workshops	475	301
Human Rights Training	105	18
PRA Workshops	247	137
Total	887	488

In addition to the direct beneficiaries outlined above, the activities of TLBB spread across the whole prison and each commune. Within the prison, working with 12 children and 6 adult prisoners, TLBB has been able to advocate the rights of all prisoners confined inside Siem Reap Prison by raising awareness among all members

of the prison authority. Additionally, TLBB's work inside each commune not only impacted the 6 scholarship families or the participants in the human rights workshops and trainings, but also engenders the possibility of informal conversations and a greater awareness of issues related to human rights among all community

members. Therefore, it is estimated that the total number of indirect beneficiaries reaches over 50,000 people (see table 2).

Table 2: Indirect Beneficiaries		
Who	Total	Women
Juvenile Prisoners in Siem Reap Prison	78	3
Children under 3 years old in Siem Reap Prison	9	4
Siem Reap Prison Authority	80	15
Adult Prisoners in Siem Reap Prison	1,309	91
Chi Kraeng Commune Community Members	12,160	6,194
Krabei Riel Commune Community Members	10,804	5,501
Trapeang Prasat Commune Community Members	27,169	13,491
Total	51,609	25,299

TLBB works within the Siem Reap Prison, which takes prisoners from both Siem Reap as well as Oddar Meanchey provinces. We also work within three communes that have high concentrations of prisoners. The exact locations are outlined in the table below.

Table 3: Location of work		
Project	Location	Activities
Vocational Training Project	Siem Reap Prison	<ol style="list-style-type: none"> 1. Provide vocational training courses to children in prison. 2. Provide personal development courses to children in prison 3. Provide financial support to families to visit their child in prison.
Family Scholarship Project	Chi Kraeng commune (Siem Reap province), Krabei Riel commune (Siem Reap province), TrapeangPrasat commune (OddarMeanchey province)	<ol style="list-style-type: none"> 1. Work with families to enhance income generation activities. 2. Provide families health insurance. 3. Provide families school scholarships (when needed). 4. Either provide financial support to families to visit their child in prison or drive them using the TLC car.

Community Development Project	Chi Kraeng commune (Siem Reap province), Krabei Riel commune (Siem Reap province), TrapeangPrasat commune (OddarMeanchey province)	<ol style="list-style-type: none"> 1. Conduct PRA in all communes. 2. Conduct human rights workshops and trainings in each commune. 3. Conduct other workshops as committees within each commune council.
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The total cost of TLBB for year 1 was \$US 56,447. Donated money came from many organisations and donors, including AusAID, Aussie For Orphans, Humaneity, GDG and individual donors (see figure 2). The cost of TLBB per direct beneficiary was \$64. The administrative costs of TLBB for year 1 accounted for 17 percent of the total TLBB budget. This figure was calculated by weighting the staff salaries for the percentage of time they worked on administration and the percentage of time they worked on programmatic activities.

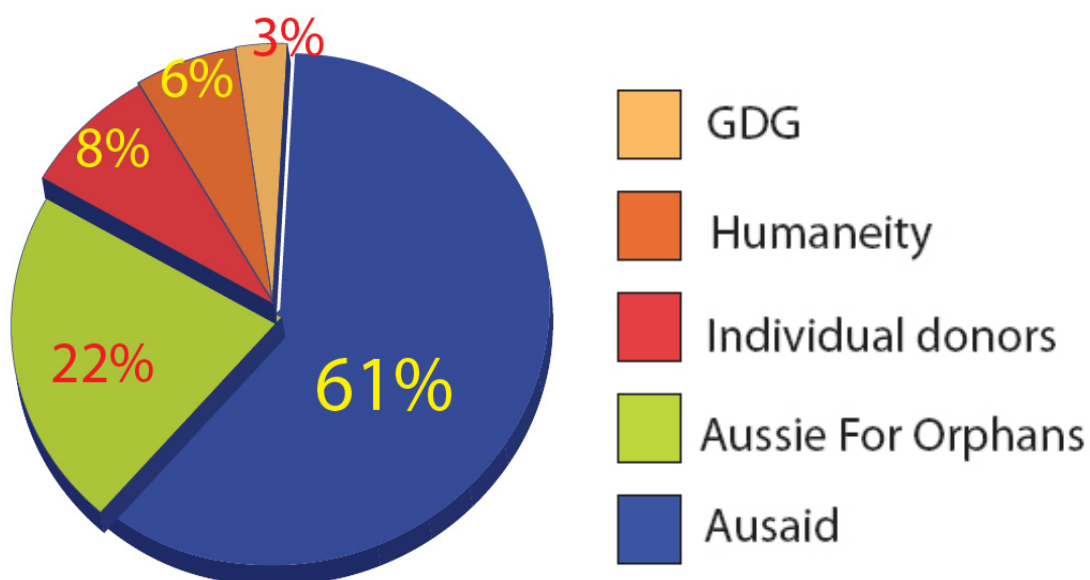


Figure 2: TLBB Donations, 2011

This year the worst floods in over 50 years wreaked havoc throughout Cambodia, particularly in the north. Over 300 people died and thousands were displaced from flooding that began in September 2011 and lasted through November in some areas. TLBB could not escape the high water. In the Siem Reap Prison, the outer wall collapsed in some areas and the road to the prison was completely submerged by water. At times, TLBB staff members had to take a boat to enter the prison, which looked like an island from above. Because of the severe flooding, the prison authority shut down the vocational training course during the month of October. This delayed the original plan to complete the course for the first in-take of students in November 2011 and begin the second in-take in December 2011. Instead, the first intake ended in January 2012.

Some TLBB activities outside of the prison were also affected by the floodwaters. One activity of the Family Scholarship Project is to provide bicycles to children of families who have one caregiver in prison to help them re-integrate into school and/or ease the burdens that limit access to school. Since some schools closed because of the floods, the scheduled bicycle delivery was delayed. Additionally, the damage to the roads caused by the flood prevented TLBB from delivering some of the bicycles for the start of school in October. Nevertheless, at present every child in need of a bicycle (a total of 9 children)

received one. A second activity that stopped because of the flood was visitation. During the month of October, no family visitation was provided by TLBB to the Family Scholarship Project beneficiaries because the decision was made that it was unsafe for young children to drive over bumpy roads on the way to the prison. As of December visitation activities had resumed.

Another delay in the program has been the booklet TLBB hopes to design and print for distribution to police, prison authorities, prison guards and community members that details various Cambodian laws and rights that affect prisoners. The booklet was delayed because one staff member within TLBB left the program to begin a new job. The transition month of finding a new employee and getting that employee up to speed meant the booklet was left while more essential tasks, like continued visitation, were completed to move the project forward. The booklet will be completed in year 2.

There was one activity completed ahead of schedule. All of the human rights workshops and trainings were completed by December 2011 although they were scheduled to be completed by January 2012. This is the result of the good relationship TLBB has with the various communes where we work.

MONITORING AND EVALUATION

The tools developed to monitor the program are both qualitative and quantitative. The aim is to provide data that is both substantive and rich in their findings. Monitoring is done weekly (reporting attendance rates, etc.), quarterly (observations), half-yearly (student classroom evaluations, etc.), and yearly (PRA). The original monitoring schedule can be found in appendix A. In this report, many tools were used, such as:

- Vocational training and personal development class observations by TLC staff members.
- Interviews with Family Scholarship Project families.
- Exam scores for vocational training students.
- Student classroom evaluation by students.
- Weekly teacher observations and attendance of vocational training students.
- Visitation record: number of visits and reactions after the visit.
- Cost of health care and number of health incidents each month.
- Monthly attendance and grades of scholarship students.
- Tracking income and expenditures of the six families.
- Interviews with all TLBB staff members.
- Survey with vocational training students about flood.
- Post-survey with four children released from prison.
- Attendance record of human rights training and workshop.

- Case studies of families living within target communes to find out knowledge of human rights and how the increased training has impacted their lives.

All names have been removed in this document to protect the stakeholders participating in the program.

FINDINGS

VOCATIONAL TRAINING PROJECT

The Vocational Training Project is the longest running project within TLBB. It began in November 2010 and has been monitored since January 2011. Therefore, there is a lot of data detailing the Vocational Training Project. To begin, the total cost of vocational training per student was \$1,400. This number was calculated by adding all of the direct project costs, the teachers' salaries, and 1/3 of the total administrative costs of TLBB (assuming the three projects shared the same portion of administrative costs). Since the program coordinator worked as a project officer for the vocational training project, only 20 percent of his salary was included in the administrative costs. Although the number seems high, it is worthwhile

to remember (1) the number of students (12) was far less than originally planned (18); and (2) the material costs for providing education are limited because of in-kind donations and the relatively cheap costs of material. In year 2, it is expected to see the percentage of administrative costs decrease because more students will be added to the course. Additionally, the expansion of TLBB to a second prison¹ will maximise administrative costs (i.e., the administrative costs will stay constant while the cost of programmatic activities will increase).

CHANGES IN BEHAVIOUR

Students have changed since the course began. Both their relatives and their teachers have noticed a change in behaviour. Students are now willing to *sampeah* (Khmer traditional greeting) older people, which is considered

morally good in Cambodian culture. A student said that his family was surprised when he *sampeah* them during the visitation. Also, as a result of the training students are perceived to have changed their attitude. They have become more thoughtful. A student said he pitied his mother because she did not have much money, and he was worried about her travel to visit him. Another student liked that child rights are included in the training. He said, "They [child rights] help us understand our rights and know what we can do and what we cannot." One student who is already released has committed to act politely so as not to be insulting and to be a peer educator about the offences he knows. In addition, vocational training and personal development teachers have provided on average, an above average score on daily observation sheets that cover a range of attitudes and behaviours (see figure 3).

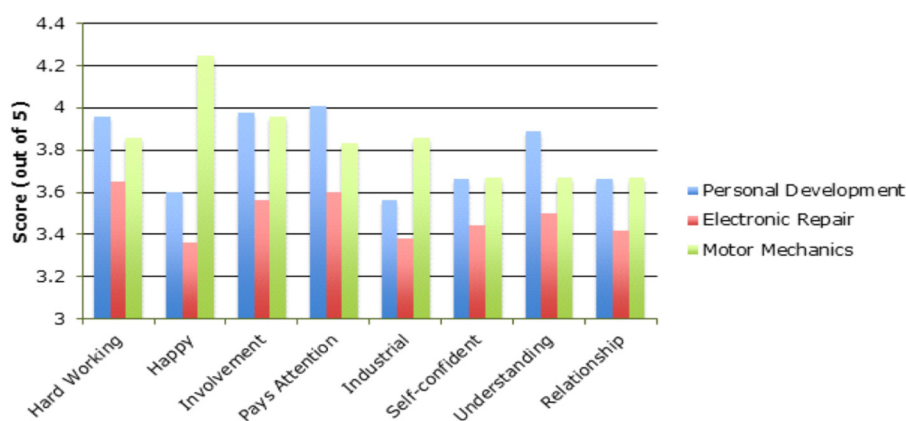


Figure 3: Average overall student behaviour, Feb. 2011 – Jan. 2011

¹TLBB was granted a second AusAID CDF grant to expand the program to a second prison. The program activities began February 2012.

When these teacher observations are disaggregated by month, mostly positive trends are noticed over time (see figures 4, 5, and 6). It is interesting to notice the decrease among all indicators beginning in August 2011. This coincides with the rising floodwaters in Siem Reap. By October 2011, there was so much water that the prison—and by extension the TLBB vocational training centre—was closed. For the most part, indicators increased beginning in

November when classes resumed.

The exception to this finding is within the motor mechanics course, which experienced a slight increase followed by another decrease in December. It is hypothesised that this occurred because students were relatively upset that the course was coming to an end as well as the lack of data in January (the trainer could not work in January).

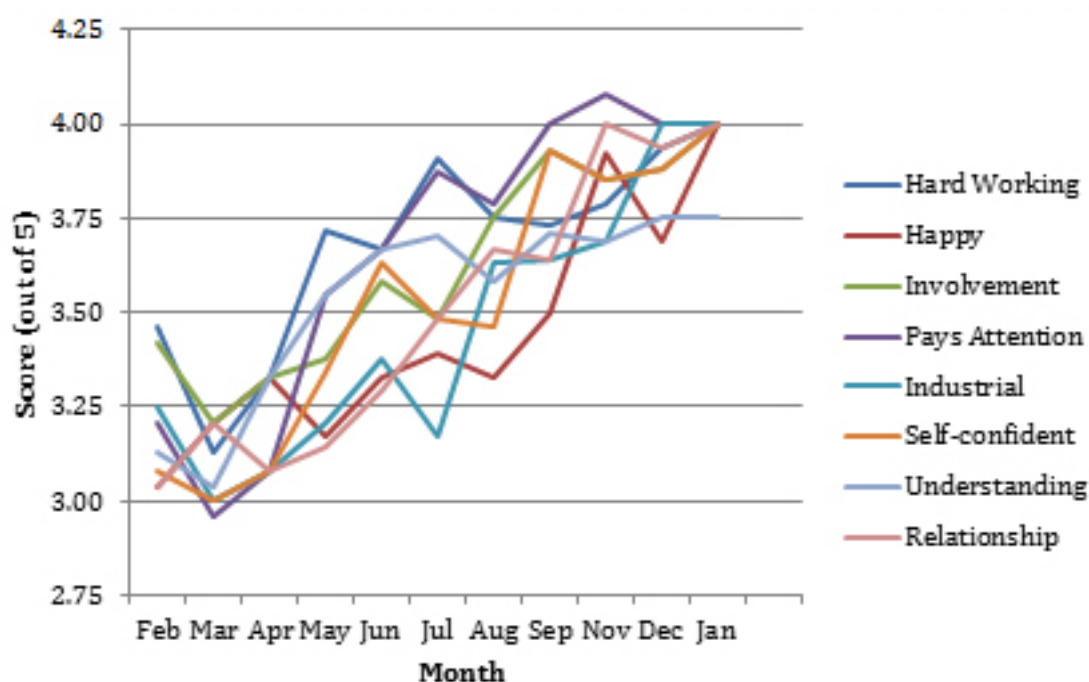


Figure 4: Average student behaviour by month, electronic repair

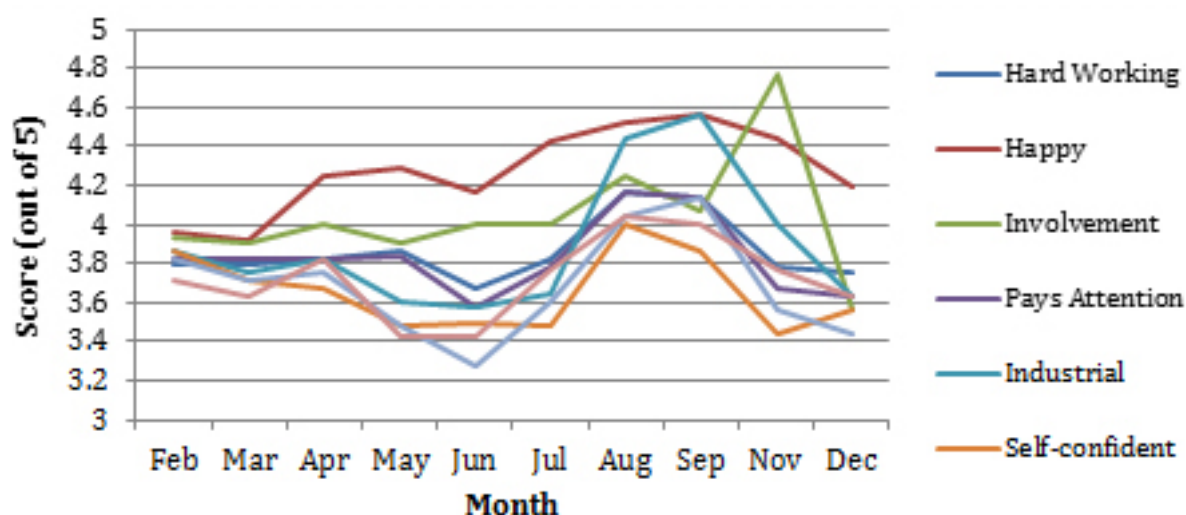


Figure5 Average student by month, montor machanic

The flood was a major set back for the vocational training operations, closing down all operations inside the prison for the month of October. When TLBB was able to re-enter the prison, not only did we assess the damage to the Vocational Training Building but also conducted a survey of the vocational training students to determine the impact the flood had on their health and livelihoods. The survey results indicate that life inside the prison during the flood was unpleasant. Prisoners were given a reduced amount of time to use restrooms and water consumed came from a well that had a broken filter for many months prior. Without attending vocational training three days a week where clean water was provided, all of the students consumed poor quality water. Additionally, the prison was damp and cold for the duration of the floods, which negatively impacted

the students for over one month. This resulted in various illnesses such as fevers, headaches and colds. Over 63 percent of the students said they experienced a health problem during the flood, most of which lasted over 3 days at a time. Moreover, there was limited access to medicine because, as one student explained, the adult prisoners receive priority from the nurse. Most students said they were scared during the flooded period because of the limited time outside of their cell, access to poor quality water, cold and damp living situations and reduced visitation by family.

Despite the health and welfare challenges inside the prison, the survey found that students continued to practice and think about vocational training. Over 87 percent of students said they studied vocational training course materials by



themselves during the flood. Additionally, 63 percent of students said they studied with other classmates. This suggests that the vocational training material was a way for students to pass the time while in prison while not allowed out of their cell because of the flood. It also indicates that the vocational training is building relationships between the children because they are working together outside of the vocational training building.

EMOTIONS, VISITATION, AND EDUCATION

It is found that the feeling of the students varies depending on the visitation from their family. One of the vocational trainers said, "My teaching cannot run smoothly unless students have good feelings." One student said that he is happy if his family is happy, but he is unhappy if his family is unhappy. Many students feel happy due to the visitation. One student said, "I was so happy that [I] forgot to eat rice." However, a few students were not happy after the visitation because the visitation makes them realise the issues happening in their home. One student felt depressed in prison and was worried about his father's sickness. This feeling negatively impacted his study. As one of the trainers said, "I notice that some students are, after the visitation, absent, cannot focus, [because they are] thinking of the problems happening at home." The trainer

said that TLC staff members' visitation contributes to making his course better since they motivate students to study the course and talked about funny things.

Illiteracy is another issue that causes difficulty to the course's process. For example, the electronic course uses English and technical terms which make it difficult for students to understand the lessons. However, the trainers have used some methods to help students understand lessons better, including simplifying terminology, using pictures and diagrams on the board, reviewing lessons before starting and encouraging students. Trainers should receive trainings in effectively transferring knowledge to students. And if possible, one of the trainers wants to be involved in the student selection process. He said that he would be happy if all the students are truly willing to attend his course.

Despite the various emotions caused by visitation and the difficulty with language, the students still had a high attendance rate and scored well on their examinations. The attendance rate for the vocational training courses was, on average, 94 percent. Likewise, it was 95 percent for the 17 personal development classes. The average overall score for the first intake of vocational training students was 71.5 percent (see figure 7 and 8).

THINKING OF THE FUTURE

After being released, students want to do various things such as go back to school, study English, attend driving class, and help parents farm; but most of them are looking forward to opening an electronic or moto repair shop using the skills they are learning in prison. However, the knowledge they gain in the prison training is perceived not to be high enough to open the shop right away after they are released. It would require them to do a practicum in a real repair shop where they would adopt themselves to the real situation. A vocational trainer said, "[After

being released,] they need to do practicum." The practicum would last one month or four or five months, depending on each student's knowledge.

The practicum would provide students three main benefits: how to deal with service charge, communication with clients and knowledge reinforcement. In prison, students just learn how to repair the motorbike. They have no idea about how much they would charge for their service provision. Also, they never meet with real clients and therefore, they might have difficulty in dealing with different types of client. Moreover, they could just practice their knowledge on broken parts donated by TLC with which they feel comfortable because they can make a mistake. But outside the prison, they would experience real broken parts that will require

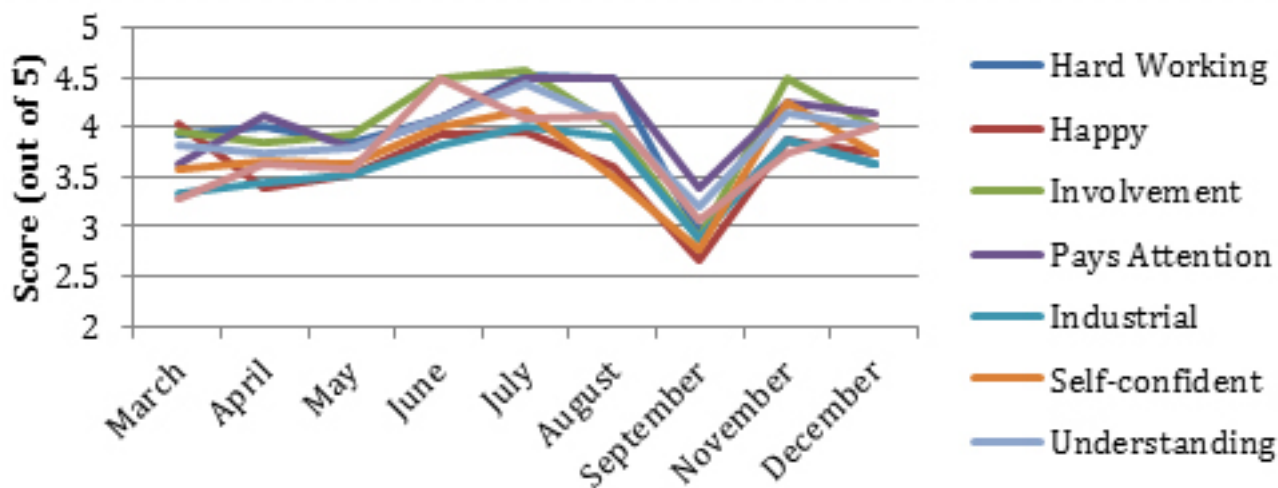


Figure6: Average student behaviour by month, personal development

students to be more careful with the repair. In efforts to reduce the need of a long practicum, students have asked for an expansion of the training days. For example, students asked that there be two days for personal development and five days for vocational trainings because this would allow them to do more practice so they feel more confident in their skill.

FAMILY SCHOLARSHIP PROJECT

The Family Scholarship Project began in October 2011. Since that time, health insurance has been purchased through December 2012, scholarships have been given to children and monthly visitation has begun. The income generation activities are in progress and we expect them to be the focus in 2012.

The project currently supports 6 families who have a father in prison by providing visitation trips (20 between October 2011 and January 2012), health care (for 23 people) and student scholarships (9). By supporting families who have a father in prison, families are able to manage their lives while facing the difficulties—both emotionally and financially—from having a family member away from home. Children are

able to go to school, families are reconnected with their fathers and the worry of catastrophic health care costs is alleviated. Families are then able to focus on re-building their lives together and inside the community.

Although it is too early to provide data on the operations of the Family Scholarship Project since it has only recently begun, there is one area of concern that can be mentioned and monitored in the future. There were a total of 5 health incidents between October 2011 and February 2012. Of the 5 incidents, only 2 required visiting a health centre and paying a fee. In both cases, the families chose to visit a local, private clinic instead of going to the provincial hospital. They explained their reasoning by saying they trusted the local clinics more because they knew the doctors and nurses. This meant, however, that the insurance provided to them through SKY Insurance would not work, because it only works at the provincial hospital. The total cost spent at the clinics was 121,000 Riel (\$30.25 USD). Although it is too early to tell if it is more effective to purchase insurance (a total cost of 2,272,400 Riel or \$568.10 USD for 23 people for 15 months) than pay for individual incidents, this will be monitored over the year. At the time of writing, there is a small amount of evidence that suggests the cost per individual incidents was less than the monthly cost of insurance (on average 60,500 Riel/individual incident compared to 151,493 Riel/month for insurance for 23 people). This will be



monitored over the coming year by tracking how much money both individuals pay for health care at private clinics and the cost covered by SKY insurance.

COMMUNITY DEVELOPMENT PROJECT

The Community Development Project began in May 2011 with Participatory Rural Appraisals (PRA) in communes with high rates of community member imprisonment. The PRA workshops provided space for community members to voice their concerns and problems about human rights and high rates of imprisonment inside each commune. The findings from these PRAs were then used to design specific training and workshops for each commune.

Human Rights workshops increased the knowledge of commune villagers where high rates of imprisonment are found. Participants now understand the rights of the child, constitutional law in Cambodia and the impact of domestic violence on families and children. Moreover, the participants also know whom to contact when there is a violation of human rights. These outcomes have been shared commune wide, and therefore indirectly impact the total population of

each commune.

Human rights training provides the history of human rights, defines human rights, covers the laws related to human rights and gives an overview of domestic violence, rape and sexual trafficking. Also, the marriage law and marriage certificate are explained. This knowledge impacts the lives of participants by becoming more aware of the laws and human rights everyone has, even prisoners. Moreover, what participants learned in these trainings is informally advanced throughout the whole commune through discussion and other activities by the commune council. The total number of participants in these workshops, trainings, and the PRA within each commune are found in figure 9.

TLBB POSITIVELY AFFECTS WOMEN

We have directly worked with 488 women. This represents 51 percent of our total direct beneficiaries. Most of these women (456) participated in either the human rights workshops and trainings or the participatory rural appraisals. The other women were either beneficiaries of the Vocational Training Project (17 mothers or sisters of child prisoners) or the Family Scholarship Project (15 wives or daughters of an adult prisoner). The monitoring of TLBB has revealed interesting outcomes for these women.

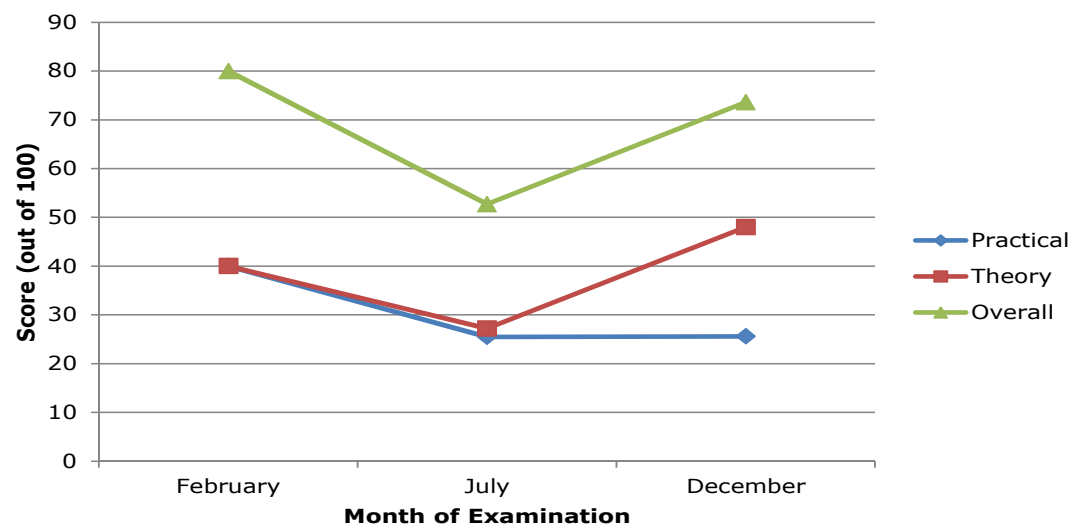


Figure 7: Motor mechanics Vocational Training Examination Scores

First, we realised that it is difficult to visit a child in prison after being apart for so long and for various issues within each family. For instance, one mother whose son is in prison stated the mixed feelings about visiting: "I am happy to see my son at prison [but] it is not easy for me to come here because I worry about my house, husband and my business place." A sister of a child prisoner stated another example of the difficulty of visiting prison: "I'm so happy to see my brother. However it's very difficult to earn money to feed my family because my mother has died and my father never supports me; he always drinks everyday." These realities offer a window into the difficulties faced by each family who has a son or brother in prison.

Despite the difficulties faced by the mothers, sisters, daughters and wives of prisoners, we have noticed a great level of happiness because of the visitation trips. Often times the happiness stems from seeing changes in their son or brother. One mother told us she was happy because, "I noticed that he started to change his attitude more and more and he looks healthier than before." A sister compared her brother's actions before and now: "I think my brother is so different now, if I compared his attitude before being imprisoned. He was not a good boy: he always used bad language and did bad activities. Recently, he know the way good way of speaking with me and my mother and he wants to have work to

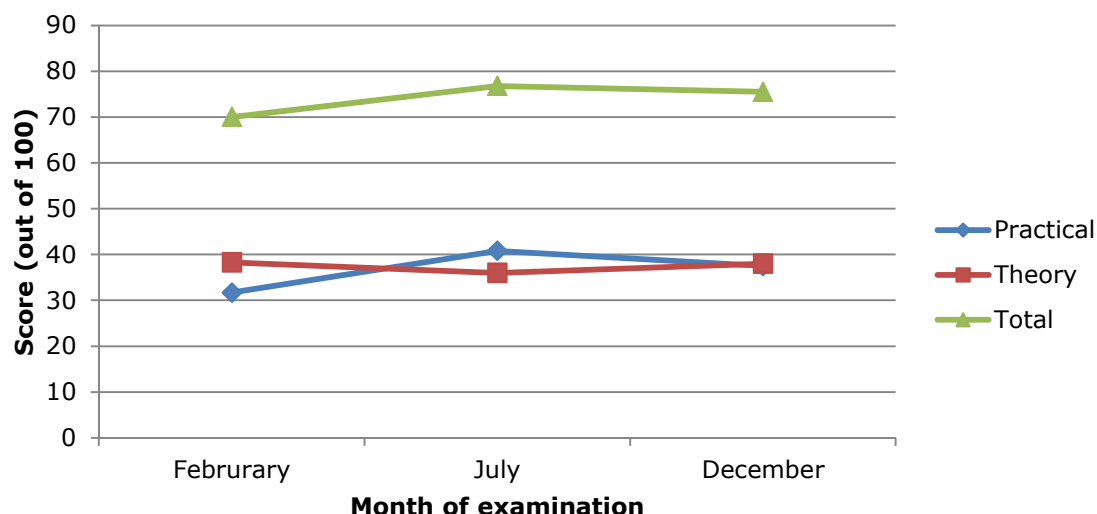


Figure 8: Electronic repair vocational training examination scores

earn money for feeding himself and family once he is released.” One daughter, who accompanied her mother on a visitation trip to see her father, noticed that her mother was very happy after visiting their father in prison. She was smiling the whole way back.

Some of this happiness has been enhanced by the good relationship TLBB has with the prison authority. In many cases, the visitation supported by TLBB gives the additional opportunity to meet loved ones face-to-face, not behind bars which is the normal procedure, and for a longer period of time. As one TLBB staff member explained, “One family told us that never before had they met their father in a place with no bars. Before they

met each other for ten or fifteen minutes only. But right now they can meet their loved one with no bars, sit close together, and talk for over one hour!”

This new happiness creates better relationships and the possibility for a better future. As one sister said, “Now the relationship between [my brother] and my family is closer than before. “Improved relationships allow families to think about their future. One mother expressed, “when [her son] is released from prison, he will go back to live at home.” She believed that the skill learned in vocational training would allow him to earn a living and be a productive member of society.



Girls have also benefited from being re-integrated back into school through the Family Scholarship Project. This re-integration has had noticeable effects on achievement. One girl in grade 4 experienced a rapid increase in scores since she received the student scholarship as part of the Family Scholarship Project. In November 2011 she was ranked number 21 in her class. By December she was number 3, and stayed in the top ten in January (number 7). A second fourth grade, female student also experienced a dramatic increase in scores since the program's interventions. She was originally ranked 42 in her class but by December she was ranked 29 and by January she was ranked 26.

On the community level, we found that women

who attended the human rights workshops or trainings have been empowered to talk about their rights. We found that after the human rights workshops women, who mostly experienced domestic violence in the past, asked TLC staff members for more information and material they could share with their husbands. Moreover, the commune chiefs told us that more couples were filling out marriage certificates as a result of the workshops. The new knowledge has empowered community members to speak up when they see domestic violence or human rights violations. For instance, TLC learned that neighbours of one family who recently experienced domestic violence asked the commune council and TLC staff members to help solve the problem. Informed citizens are empowered citizens.

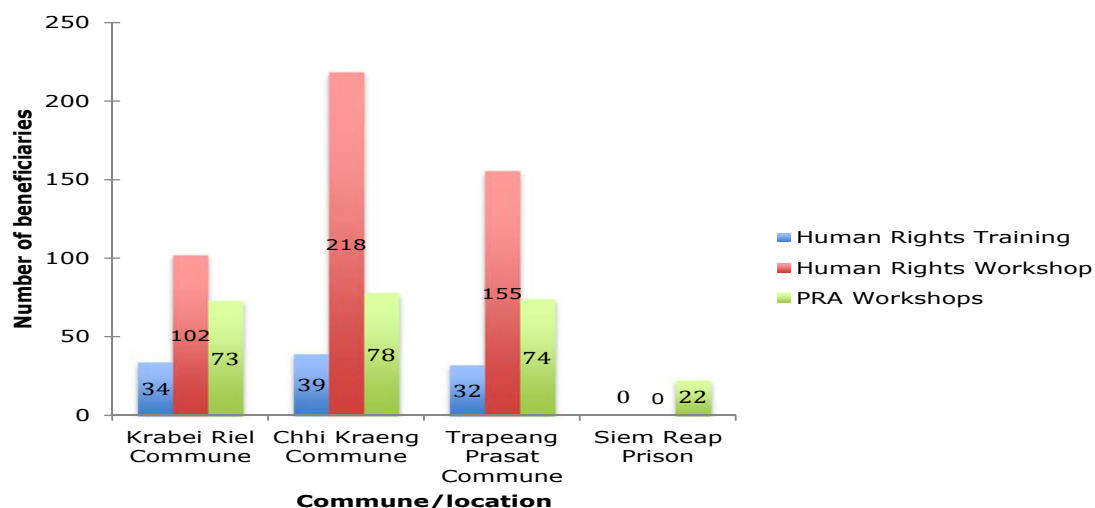


Figure 9: Community development direct beneficiaries by commune



OTHER FINDINGS

During the year, the various stakeholders of TLBB raised other issues. They will be outlined in no particular order below. The purpose here is not to endorse any one issue or idea but rather provide a space for all of the voices of TLBB stakeholders to be heard.

First, transportation for TLC work has been an issue routinely mentioned by TLC staff. The TLC car often has problems, especially in the rainy season. One of TLC staff members complained, "In the rainy season, it takes almost five hours to drive 20 kilometres." Sometimes the schedule of car use overlaps with other TLC programs. Therefore, only one of the programs can use the car and the other program has to use motorbikes. Another staff member suggests that TLC buy another car or motorbikes for TLC staff.

Second, motorbikes are also needed for TLC staff to travel when doing TLC work. Due to overlapping schedules, some staff members who do not have their own motorbikes have to force themselves to borrow their colleagues' motorbikes to go to community. One staff member said he is not happy to do so because he thinks that his colleague might not be happy to lend the motorbike to him, as the motorbike may be damaged while he is using it and TLC does not

pay for any repairs. On the one hand he thinks about work. On the other hand he thinks about the feeling of the motorbike owner. Another staff member said that he wants a motorbike for TLC work because his salary is small. He uses his own motorbike. If it is broken (including engine oil change, tire erosion, etc.), he has to repair it using the money from his salary.

Third, although TLBB provides plenty of materials upon request, there are some other materials still needed by the vocational training course. These items include: two additional motor bikes (automatic gear) for training; better quality tools (spanners etc.); gasoline for testing repaired engine; and detergent/soap and cloth for cleaning hands. Both the trainers and students also want an air pump compressor so students can learn how to use it. Additionally, the wall of the training centre should be completely closed so water does not splash into the building when it rains.

There is also a problem with noise and interruptions. Since other prisoners work close to the training centre and make a lot of noise, the vocational training students are disturbed. Also, sometimes a prison official comes and talks with the trainer, which interrupts the teaching process.

Fourth, some stakeholders suggested TLBB should add other skills relevant to the job market because students have different favourites. Training in emotional and mental development should also be provided before the

students are released since students are less confident, weak, fearful and lack effective decision-making skills. This would help them have a better livelihood in the future. Students also requested an additional prison outfit because they have only one. When they wash it they do not have clothes to replace and cannot come out to study.

Fifth, it was found that TLBB should re-enforce its connection with the prison authority because recently the program could not keep pace with the policy changes. For example, previously visitation was allowed to take place in VIP rooms but now visitors are not allowed to meet in VIP rooms any more. Bars now divide meetings between families and prisoners.

LESSONS LEARNED

This Life Beyond Bars (TLBB) has learned many lessons in 2011. Some of the lessons have been small while others have been large, requiring structural changes to the program. Some of the lessons have been learned through exposure in the field while others have been learned through extensive research. For instance, TLBB planned to select families to work with for the Family Scholarship Project by targeting geographic areas with a high density of incarceration. TLBB hoped that once it identified these areas they could then find 10 women currently imprisoned that had

families living in those areas identified. Although there are over 60 women currently living in Siem Reap Prison, not one came from the three communes with the highest concentration of incarcerated community members. Instead of changing locations, TLBB made the decision to work with families who had a father in prison. This does not mean TLBB does not have affected women. As of December 2011, TLBB works with a total of 6 mothers and 9 girls in the Family Scholarship Project.

Also related to selection of beneficiaries, the process by which juvenile prisoners are selected to join the vocational training course is done through the prison director. This arrangement left TLBB unable to fill the original 18 student spots for the course; instead the prison director only selected 14 students at the beginning of the course. Additionally, the prison director removed two students for stealing and lying, respectively. TLBB learned through this process that it would need to be more involved with the selection of students in the future. With TLBB's good relationship with the prison director, it hopes to be involved in the selection of the second in-take. This will allow TLBB to include a criteria in the process that will help select children who live in locations where motor mechanics and electronic repair will be of use upon the child's release.

There have also been unexpected lessons learned. First, the sentences of children in prison may be

extended. This happens for different reasons such as a second or third charge that is finally levied on the child. Some of the children who are in the vocational training course have received extra sentences, delaying their release date. This complicates TLBB's intention to work with students for one year before they are released. This year, four students have had sentence increases, so the Vocational Training Project will create "peer assistants" as a new group of beneficiaries. The peer assistants will be the four students who have completed the course the previous year but have had their sentences extended, thus preventing them from returning to their community.

Second, health issues continuously appear as a major factor affecting the learning of students. Health affects vocational training students because as their health deteriorates due to poor living conditions inside prison, their ability to perform well in class decreases. After a strategic meeting to determine the extent to which TLBB could address issues of health, TLBB deemed it necessary to build a relationship with the prison health clinic as well as stock the TLBB building with some medicine and clean water. Prison nurses now give medicine to the students quickly, and the TLBB building is stocked with Panadol and clean drinking water.

Third, the unexpected floods of September through November in 2011 delayed some parts of

the program. These delays were outlined above, and have caused TLBB to consider the environment as a serious risk in need of consideration for future years.

Last, TLBB realised some of the vocational training students might not go back to their original homes. This year one child moved to Phnom Penh with his father instead of Siem Reap with his mother. In these cases TLBB will work in partnership with other NGOs in the new location if that location is too far from TLCs office. Currently TLBB is working with Plan International in Phnom Penh to manage the student's case.

There have also been lessons learned that required more of a structural change to the program. For instance, TLBB realised that the Community Development Project would be better designed to integrate with established committees instead of creating a new one. This will ensure greater sustainability of addressing issues of discrimination caused by high rates of imprisonment. To this end, TLBB has now established connections with three commune councils and will soon begin working with the security committee to build their capacity to better address the issues of discrimination and stigma in their communities.

IDENTIFIED RISK

POLITICAL AND SECTORAL RISK

Working in public prisons and sub-national government structures is inherently political, and therefore has risk to the program. First, the sub-national arrangement creating a commune council committee on security may change. This will require TLBB to change its strategy for integration into existing decentralised structures. Being abreast of all changes at the national and sub-national level in regards to law, justice and commune councils will help TLBB be flexible when it comes to capacity building sub-national structures on issues of stigma, stress and human rights as related to prisons. Second, policies within prisons or by the Department of Justice may change in ways that could hinder TLBB from completing operations. To minimise this risk, TLBB will be in full agreement between relevant ministries and the prison director before commencing work. Moreover, TLBB staff will be vigilant to obtain revised prison regulations before implementation so as to revise TLBB activities accordingly. Third, relationships at sub-national level will be important to our success. TLC or TLBB may not have a good relationship with the prison director, the commune council or Department of Justice. Fourth, a NGO law could change the program funding structure/program activities. Regular meetings, open communication

and support letters for all activities will be standard operating procedure between TLBB and the appropriate government officials/offices. We will monitor the developments of the NGO law and hold a strategic planning meeting once the final law is passed.

CULTURAL AND SOCIETAL RISK

As an Australian NGO working in Cambodian communities, TLC naturally faces cultural and societal risks because of some of the assumptions made. First, TLC may assume incorrectly about appropriate vocational skills TLBB should teach. Children who receive vocational training may not use the skill upon release because it is not possible where they will live. Alternatively, the skills children receive through vocational training may encourage the child to move away from his family or village for employment opportunities. TLBB will work to make sure the skills taught in the vocational training course are geographically relevant to the most number of students by checking their homelands before the selection process concludes. Moreover, TLBB will work with families post-release to ensure to the best of our ability that reintegration is possible and sustainable.

Second, TLC assumes the TLBB activities will make reintegration possible for all types of



families with various dynamics. It is likely, however, that many minors will not be able to reconcile with their family or community, and this will not just be due to domestic violence but due to discrimination, stigma or risk of revenge. Success relating to belongingness in family reconciliation is vital to the effectiveness of the project activities. In the event family reconciliation is not possible, TLBB must first address the reasons why a family cannot reconcile and see if these issues can be addressed in a safe or appropriate way. The presence of violence should not be a negotiable issue. If it is not possible to advocate for the child or if it is not safe or appropriate for that child to reconcile, TLC will work with the individual, partner organisations and authorities to look for other community based alternatives for a safe place to live, eat and have a sense of belongingness in the community. As a last resort we will turn to partner NGOs who are able to provide safe accommodation, etc. on a short-term basis while community based options are sought out. We will work with NGOs such as Green Gecko project that foster a sense of belonging and have a solid understanding of child rights, which are put into practice.

Third, at a broader level, the strategies for managing social stigma through families and commune councils may be culturally inappropriate. To ensure TLC is culturally appropriate as well as sensitive to the realities of

a country saturated with NGOs, TLC should (1) cross-check all information about families with the relevant government officials/offices (the prison, the commune chief, etc.) and (2) use the methods of Rapid Participatory Rural Appraisals to include the voices of community members before designing the projects aimed at capacity building the commune councils.

ENVIRONMENTAL RISK

The floods in late 2011 throughout Cambodia have taught TLBB that adverse weather can dramatically impact its work. TLC assumed TLBB could work through the flood, only to realise it must take into consideration the safety of TLC staff and the families with whom TLBB benefits. In the case of future environmental risks, TLBB should suspend all activities if it is deemed unsafe. In place of normal activities, TLBB should communicate with all beneficiaries via cell phone to update them about the floods, particularly the condition at prison. This way TLBB can provide information to each family about their child or loved one in prison.

LOOKING TOWARDS YEAR 2

In year 2, TLBB will reach more direct beneficiaries. It is estimated that TLBB will reach nearly 1,000 direct beneficiaries because of the increases in vocational training students from 12 to 18 and family scholarship families from 6 to 10.

Table 4: Results and Indicators, Year 2		
Results aimed for year 2	Indicators	Time and method to be achieved
Outcome 1: increase knowledge of and access to rights for children and families affected by the justice system.	Decreased discrimination and stigma in communities stemming from the imprisonment of juveniles. Increased community awareness of human and legal rights.	End of year 2 and 3 survey
Output 1 for outcome 1: Increased community awareness of human and legal rights in 3 communes	A total of 6 human and legal rights workshops/trainings held in 3 communes (2/commune).	Month 3, 4, 8, 9, 11, 12
	500 TLBB booklets on human and legal rights and TLBB services distributed in 3 communes.	Month 1
Villagers understand human and legal rights.	An estimated 600 villagers attend the workshops & trainings.	Attendance record of trainings
	At least 70% of the villagers are able to satisfactorily complete a post-test on human and legal rights.	Post-test of knowledge
Output 2 for outcome 1: Improved capacity of 3 security committees to define solutions to the problems identified using the PRA in year 1	Monthly meetings are held by the security committee and design work plans to reduce discrimination in commune.	Monthly meetings Month 11

Security Committee leads development within commune	Community members are aware of the impact of the security committee towards reducing discrimination and stigma.	Observations of monthly meetings conducted Month 3, 6, and 9. Survey of community attitudes near end of year.
Outcome 2: Increase access to education for children whose parents are in prison	Improved living condition and quality of life for family with one caregiver in prison. More families can cope financially. More families have health insurance. More families can visit prison. Less children drop out of school. More children are reintegrated into school.	End of year interviews
Output 1 for outcome 2: increase financial stability for 10 families	After training, all families begin earning money using a new skill set for a geographically appropriate job.	Monthly
Families are able to increase their income.	Families increase monthly income by 50% of pre-intervention levels by the end of year 2	Monthly financial records
Output 2 for outcome 2: increased investment in health insurance, education and visitation by 10 families	All families begin to use disposable income on social goods and stay reconnected with their caregiver in prison.	Monthly financial records Monthly prison visitation record
Families will contribute to the cost of their health insurance	50 percent of monthly health care costs will be paid by family by the end of year 2.	Monthly financial records
Families will travel to the prison in addition to the monthly visitation provided by TLBB.	10 families will travel to the prison 5 additional times without TLBB support.	Monthly visitation record

Children of the families will re-enter and stay in school.	Students will maintain an 80% attendance rate.	Monthly education card
	Students will maintain a 50% overall grade.	Monthly education card
Outcome 3: Increase access to education for children in prison	Minors have better access to educational/training. More minors value education. Minors have more options and choices upon release. Minors are less likely to reoffend.	Survey with each student 6 months after released from prison
	Minors are more able to meet their basic needs in the community upon release.	
Output 1 for Outcome 3: 20 juvenile prisoners receive vocational training	Vocational training students learn a new skill.	Monthly Month 5, 11 Month 5, 11
Students attend the class regularly	Attendance rates will be at minimum 80%.	Daily attendance record
Students will pass tests on the new subject	Students will maintain a 50% overall grade.	Tri-monthly exams
Students enjoy learning a new skill	Students will be happier because of the class. Vocational trainers will provide positive feedback for each students' performance.	Focus groups Interviews
Output 2 for outcome 3: 4 juvenile prisoners from year 1 become peer assistants during vocational training.	Former vocation training students who are not released immediately continue to practice their skills by becoming a peer assistant.	Monthly Month 5, 11

Peer assistants enjoy practicing their vocational skills and are engaged with their peers	Attendance rates will be minimum 80%. Peer assistants will visibly like their new role in the vocational training course.	Attendance record Interviews
Output 3 for outcome 3: 20 juvenile prisoners receive personal development training	Juvenile prisoners received bi-monthly personal development trainings.	Month 5, 11
Juvenile prisoners will become happier and less stressed	Vocational trainers will notice a difference in their students Parents will notice a difference in their child.	Interviews
Output 4 for outcome 3: 24 juvenile prisoners receive visitation	The families of juvenile prisoners will receive monthly visitation trips supported by TLBB.	Monthly Monthly reactions
Families will be reconnected even while a juvenile is imprisoned	Families will have positive experiences with their child.	Visitation record Family interviews
Output 5 for outcome 3: 11 former juvenile prisoners receive post-release support	Released students will receive immediate support upon release to move back to their home and then support 6-months later.	On-going because release dates are scattered
Students will move back with their family	Students will use the post-release TLBB packet to begin their new life beyond bars.	Interview before release
Students will use their newly learned skill to positively benefit their lives	Students will either be employed or known to use their new skill within the community.	Survey
Former students will not have committed a crime.	There will be no crimes committed by former prisoners.	Survey

CONCLUSION

TLBB has shown success in meeting its goals and objects over year 1. Students are happy, changing and receiving limited health benefits. Reconnecting students with their families has created a noticeable change in attitude and behavior in the children as well as increased the happiness of the families by relieving the difficult financial burden on visiting the Siem Reap Prison. Families are being re-connected with their

loved ones in prison, as well as being provided an essential safety net that will allow them to focus on income generation activities. Moreover, communities are becoming aware of issues related to human rights, empowering citizens to address human rights abuses. TLBB is on its way to achieving its stated goals, but has the opportunity to consider revising and expanding the program in the coming months and years to meet needs such as health as well as expand the program to reach more children in and out of the prison.





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