

The Role of Youth in Natural Resource Management

An Analysis for USAID/Cambodia's Environment Project
Design Process

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The views expressed in this document are those of the Consultant and do not necessarily reflect those of the United States Government.

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List of Abbreviations

| | |
|--------|--|
| ADB | Asian Development Bank |
| ASEAN | Association of Southeast Asia Nations |
| CCCA | Cambodia Climate Change Alliance |
| CFS | Child Friendly School |
| CFSS | Child Friendly Secondary School |
| CIP | Commune Investment Plan |
| CR | Cambodian Riel |
| CRC | Convention on the Rights of the Child |
| CRRT | Cambodians for Resource and Revenue Transparency |
| CRUMP | Cambodia Rural Urban Migration Project |
| CSES | Cambodia Socio-economic Survey |
| CVS | Cambodia Volunteer Service |
| CYN | Cambodia Youth Network |
| DANIDA | Danish International Development Agency |
| DOE | District Office of Education |
| EFA | Education for All |
| EMIS | Education Management Information System |
| ESP | Education Strategic Plan |
| EU | European Union |
| EYE | Education for Youth Empowerment |
| FDI | Foreign Direct Investment |
| FGD | Focus Group Discussion |
| IBEC | Improved Basic Education in Cambodia Project |
| ICC | International Cooperation in Cambodia |
| JICA | Japan International Cooperation Agency |
| KAFDOC | Khmer Association for Development of Countryside |
| KAPE | Kampuchean Action for Primary Education |
| KYA | Khmer Youth Association |
| KYSD | Khmer Youth for Social Development |
| LLSP | Local Life Skills Program |
| MARYP | Most At Risk Young People |
| MFI | Micro-finance Institution |
| MoA | Ministry of Agriculture |
| MoE | Ministry of Environment |

| | |
|---------|--|
| MoEYS | Ministry of Education, Youth, and Sport |
| NEP | NGO Education Partnership |
| NER | Net Enrollment Rate |
| NGO | Non-governmental Organization |
| NIS | National Institute of Statistics |
| NRM | Natural Resource Management |
| NTFP | Non-Timber Forest Products |
| NYC | National Youth Council |
| NYP-Net | National Youth Policy Network |
| PED | Primary Education Department |
| POEYS | Provincial Office of Education, Youth, and Sport |
| PTTC | Provincial Teacher Training Center (College) |
| RGC | Royal Government of Cambodia |
| SCI | Save the Children International |
| SED | Secondary Education Department |
| SFB | Supporting Forests and Biodiversity Project |
| Sida | Swedish International Development Agency |
| TTD | Teacher Training Department |
| TVET | Technical and Vocational Education and Training |
| UNDP | United Nations Development Program |
| UNICEF | United Nations International Children's Fund |
| USAID | United States Agency for International Development |
| USG | United States Government |
| UYFC | Union of Youth Federation of Cambodia |
| WEI | World Education, Inc. |
| YCC | Youth Council of Cambodia |
| YCUD | Youth Committee for Unity and Development |
| YRDP | Youth Resource Development Program |
| YSA | Youth Situation Analysis |

Map of Cambodia



EXECUTIVE SUMMARY

General Youth Profile: The current analysis was commissioned by USAID to facilitate an improved understanding of Cambodia's youth profile as this relates to Natural Resource Management issues, identify opportunities for meaningful engagement of youth in new possible NRM-focused programming, and determine lessons learned and constraints in previous programming. Cambodia has one of the most youthful populations in Southeast Asia with 59% to 65% of its population below 30 years of age, depending on the source of the estimate. Although more recent, conservative estimates of the youth population indicate that the size of the youth population crested at the end of the last decade, Cambodia will continue to have a very youthful population for years to come. Cambodian youth are currently being buffeted by major social transformations in Cambodian society that include accelerating migration, massive expansion of large-scale plantations, and increases in employment in both the Industry and Services Sector. Unemployment rates are very low and migrations have recently shifted in character from rural-to-urban to rural-to-rural with more than 50% of migrants now falling into the latter category. Much of this migration appears to be feeding expanded employment opportunities in the agricultural sector, particularly in the peripheral provinces where forest cover is endangered.

Relevant Education Issues: In spite of its size, Cambodia's youth population receives poor preparation from the national education system, which has been ranked as one of the worst in the region by private investors. This leads to poor acquisition of soft skills such as critical thinking and generally very low levels of awareness about environmental issues. More than half of the youth population between the ages of 12 and 17 is out of school due to a number of reasons including distance to school, direct and indirect costs of education, perceived irrelevance of the curriculum, and other reasons. A content analysis of the national curriculum on environment found that curricular coverage of environmental issues appears to be most intensive at the upper secondary school level with more patchy coverage at primary and lower secondary. Coverage of environment appears to be more consistent in the case of science at all grade levels. While coverage of environment is particularly intense at upper secondary school, it is important to remember that only about 18% of youth in this age group ever enroll at upper secondary so that about 80% of Cambodian youth do not benefit from this more intensive coverage. These findings may explain why general awareness levels about environmental issues appear to correlate positively with grade level as well as age.

Technology as an Information Source: Information Technology is clearly helping to connect youth to more information but this has mainly benefited urban youth; nevertheless, information technology is a two-edged sword and can also promote materialistic value sets, which depresses interest in both politics and environmental awareness. The most common sources of information on environment cited by youth reflect an important role for technology with Television (cited by 30% of youth) and Radio (20%) being key sources of information.

Efforts to Promote Youth Engagement: While many institutional actors such as civil society, government, political parties, and community groups have sought to engage youth in efforts to preserve the environment, these were frequently found to be patchy and fragmented. There are no real coordinating bodies to bring those organizations working with youth together with a common purpose focusing on environment. A similar situation exists on the government side with little coordination between ministries, particularly the Ministries of Environment and Education, Youth and Sport, which are each developing parallel engagement structures. The MoEYS, as the primary ministry in charge of youth issues, is only just getting started to create a national level institutional framework (to be known as the *National Youth Council*) that may have more success at bringing various actors together. While the Ministry has been effective in creating a youth policy framework

(2011), this framework is largely unknown at the subnational level and remains mostly unimplemented. In spite of the extensive efforts of civil society to engage youth in environment, this has been a difficult task because most of Cambodia's youth population not in school is either already engaged in employment or on the move in search of work; these conditions make accessing such youth very difficult.

Youth Perceptions of Environmental Activism: Many of the youth interviewed as part of this assignment seem to see environmental activism as overtly political and hence very dangerous. This often acts as a disincentive to engagement. Similarly, there are widely held perceptions among civil society groups that both youth mobilization and environmental activism are highly political activities that complicate cooperation with local authorities who are often deeply suspicious of civil society organizations working in the sector. These perceptions are likely to intensify as the next national elections approach in 2018, which may unfortunately coincide with a new development cycle funded by USAID. Civil society organizations seem to split on their approach to political confrontation with government with most mainstream organizations actively avoiding overt political action while more grassroots youth organizations are much bolder in their resolve to pursue confrontation when necessary.

Gender Differences in Youth Perceptions of Environment: In general, this study found that males and females seemed to demonstrate many similar attitudes with respect to environment including the degree to which they expressed understanding of environmental issues (generally very low), the degree to which they saw environmental degradation as a serious problem for society (most agreed it is a serious problem), and the importance of environmental issues to them personally (most placed high importance on this issue). Males and females also seemed to express similar levels of hopefulness (or despair) that Cambodian society could solve environmental problems in the future. However, some important differences were also perceived. For example, boys were more inclined to state that environmental degradation had affected their family's livelihood than were girls while girls were more likely to be involved in activities to protect the environment. Girls were also more likely to be a member of a youth network or group to advocate for environmental protection. Although girls believed that government had the biggest role to play in protecting the environment, they had somewhat less faith in government to make a difference than did boys. Nevertheless, boys expressed the belief that environmental and political issues were very closely connected by a larger margin girls.

Best Practices in Youth Engagement: Interviews with key informants identified about 33 best practices relating to youth mobilization and outreach for USAID to consider in future NRM programming. Not all of these practices deal specifically with environmental issues but are generic enough so that they can easily be adapted to such purposes. The 33 best practices identified have many overlapping features, which makes it difficult to come up with an airtight typology; nevertheless, the researchers have identified some common themes that include the following:

1. **Youth Groupings** involving clubs, networks, and associations (linked in many cases with local government)
2. **Curricular Materials** designed to promote youth education both in the formal and non-formal education system
3. **Cross-generational Outreach**, particularly in indigenous communities
4. **Action Research** for well-informed youth programming
5. **Political Action Methodologies** involving civil disobedience
6. **Intensive Grassroots Capacity-building** involving agricultural practices, literacy education, internships and outreach to indigenous groups
7. **Youth Outreach linked to Livelihoods and Eco-tourism**
8. **Use of Coalitions of Youth Organizations** to promote outreach and improved capacity
9. **Strategic Use of Diverse Communication Channels** including SMS messaging, radio, and social media

10. **Integrated Advocacy** requiring the bundling together of related issues related to NRM, indigenous culture, and local languages

Constraints that Limit Efforts to Engage Youth in Preserving the Environment: Key informant interviews identified 11 major constraints that have historically undermined efforts to engage youth in NRM programming. These constraints include the following:

1. **Migration:** Accelerating migration impedes access to out-of-school youth
2. **Accessing Out-of-school Youth:** Working youth are difficult to access because they are not free during the day
3. **Political Nature of Activism:** Youth mobilization and environmental activism are both perceived as political in nature, which is problematic for NGOs whose charters require being 'neutral.'
4. **Low Political Awareness:** Many youth have low interest in politics due to its inherent dangers as well as encroachment of materialist value sets
5. **Low Youth Awareness Levels:** The national curriculum in its current form does not promote high levels of environmental awareness at the basic education level.
6. **Low Policy Awareness Levels:** Many key stakeholders such as communes have never heard of key policies like the Youth Development Policy
7. **Low Priority on Youth Investment at Commune Level:** Most commune councils put a low priority on youth investment
8. **Short Programming Cycles Do Not Facilitate Attitude Change:** Many NGOs feel that funding cycles are too short to create sustained change in attitudes among youth
9. **Poor Communication/Coordination between Ministries:** Key Ministries like MoEYS and MoE have little communication together on either environment or youth issues
10. **Poor Coordination among Youth-Oriented Environmental Programs:** Action in environment suffers from fragmentation
11. **Low Penetration of Social Media in Rural Areas:** Although it is increasing rapidly, social media access is still highly limited in rural areas

At the top of this list of constraints are factors that impede the ability of projects to access youth. This obstacle in access stems in part from accelerating migration and the fact that many out-of-school youth work during the daytime. This makes it very difficult to meet with such youth during working hours. Another key set of constraints relates to the low interest and awareness levels expressed by many youth where these concern environmental issues. This is partly due to the encroachment of materialistic values according to many informants. Other factors that depress interest and awareness levels for environment also include the limited coverage of environmental issues in the basic education curriculum and the observation that environmental activism is both political and dangerous, which are major disincentives for youth mobilization.

Recommendations: Based on the above analysis and observations, the following recommendations are suggested for future environmental program design that seeks to increase the engagement of Cambodian youth in environmental protection. These recommendations can be summarized as follows:

1. Increase the Formal Links between MoE and MoEYS
2. Use an Intensive Outreach Approach When Working with Out-of-school Youth
3. Consider Siting Some Interventions in the Formal Education System
4. Include Grassroots Youth Networks in Implementation
5. Build a Secretariat of Civil Society Organizations that Can Better Coordinate Youth Engagement for Environment
6. Utilize Mentoring Arrangements in Building Youth Capacity to Protect the Environment:
7. Use Social Media and Mobile Technology in Rural Areas:
8. Use an Integrated Advocacy Approach When Working with Youth in Indigenous Communities
9. Build Youth Group Networks linked with Livelihoods

1. INTRODUCTION

1.1 Background

The current youth analysis has been undertaken to facilitate efforts by USAID/Cambodia's *Office of Food Security and Environment* to design new environmental programming that will include broad inclusion of Cambodian youth in implementation. Specifically, the analysis seeks to address three objectives: 1) to facilitate a better understanding of the country's youth profile and needs to inform the focus of future programming; 2) to identify opportunities for meaningful youth engagement that will be incorporated into the project design process; and 3) to identify challenges, opportunities, lessons learned and best practices for project interventions that benefit youth and result in improved outcomes for natural resource management (NRM), climate change adaptation and mitigation, land security, governance, and forestry and biodiversity conservation activities. The findings from this analysis seek to enable USAID/Cambodia to identify practical and strategic recommendations to improve youth engagement in future environmental project design.

1.2 Factors Examined and Brief Description of Methodology

In undertaking this analysis, the researchers compiled a list of 23 investigative factors to guide the development of data collection tools. These factors take in a range of issues such as the level of awareness of environmental issues among youth, civic engagement, the role of technology in facilitating youth networking and outreach, perceptions of stakeholders most relevant in protecting the environment, and other issues (see **Annex 1** for a complete list of factors). One cluster of data collection activities focused on interviews with institutional key informants to determine best practices, constraints in reaching youth, and opportunities for future outreach. Key informant interviews focused heavily on the myriad of local youth organizations operating in Cambodia as well as government counterparts in both the Ministry of Environment (MoE) as well as the Ministry of Education, Youth, and Sport (MoEYS), and some international organizations working on environment and youth issues. Some key informant interviews also involved discussions with environmental activists not directly affiliated with any institutional organization but whose work is characterized by strong outreach to youth. In all, a total of 21 key informants were interviewed as part of this analysis (see **Annex 3**). Separate to this, the researchers also carried out a literature review of relevant youth situation analyses, migration trends, policy frameworks, social and political trends affecting youth, as well as a review of the national curriculum as this relates to environmental issues.

In addition to the above data collection activities, researchers also carried out a number of focus group discussions with in-school youth (at secondary school level) in two provinces including Mondulki and Kampong Cham Provinces. Both provinces are subject to a great deal of in-migration and have issues relating to environmental degradation, burgeoning agro-businesses, and minority population issues. These focus group discussions involved meetings with youth ranging in age from 14 to 20 years (average age was 15.5) and examined their general levels of environmental awareness, civic engagement, access to information, and other investigative factors mentioned earlier. While the short time frame for the analysis did not allow this sampling of youth opinion to be scientific, the 64 youth participating in the analysis included a varied mix of young people from urban, rural, and remote backgrounds, boys and girls, and a large number of minority youth from Mondulki (mainly Phnong)(see Box 1). At the conclusion of the focus group discussion, the youth participating in the analysis also completed a short questionnaire summarizing some of their opinions and perceptions. All data collection tools are included in **Annex 6** of this document while a summary of the various responses

Box 1: Demographic Characteristics of Youth Sample (N=64)

- Urban: 28%
- Rural: 58%
- Remote: 14%
- Female: 52%
- Male: 48%
- Minority: 34%
- Mean Age: 15.5

provided to questions as well as the background of those surveyed can be found in **Annex 5**.

Because preliminary findings regarding youth awareness of environmental issues seemed in general to be very low, the researchers also carried out a rapid content analysis of the state curriculum to determine to what level of detail environmental issues are covered.

2. SITUATIONAL CONTEXT FOR CAMBODIAN YOUTH

2.1 Demographic and Social Trends Involving Youth

Demographic Trends: Over the last 15 years, Cambodia’s population has grown by about 17.6% from 13.099 million (1998) to an estimated 15.677 million in 2015 (see Table 2.1). Annual population growth stands at about 1.5% currently. However, the proportion of the population aged between 15 and 29 years of age has increased dramatically from 21% of the total population in 2000 to 28% today, due largely to the recovery in the birth rate after the Pol Pot years. The proportion of the population estimated to be under 30 varies from more conservative estimates of 59% to as high as 65.2%.¹ However, an examination of Population Pyramid projections for Cambodia indicates that the number of children being born is now contracting, as people are having smaller families and that this will eventually rein in the expansion of the youth population in future decades (see **Annex 2**). Nevertheless, Cambodia will continue to have a youthful population, for many years to come.

The UN reports that the expansion of Cambodia’s youth population (i.e., those aged 15 and 29) already peaked at the end of the last decade at 33%, but that this age group will continue to make up about a quarter of the population well into the next decade. These trends suggest that youth will continue to play a major role in Cambodian society for the foreseeable future.

Table 2.1: Demographic Projections for National and Youth Population, 2000 to 2025

| Year | Total Population | Population 29 Years Old or Less | Percentage | Population between 15-29 | Percentage |
|------|------------------|---------------------------------|------------|--------------------------|------------|
| 2000 | 12,222,000 | 8,310,960 | 68% | 2,566,620 | 21% |
| 2005 | 13,356,000 | 8,814,960 | 66% | 4,006,800 | 30% |
| 2010 | 14,364,000 | 9,336,600 | 65% | 4,740,120 | 33% |
| 2015 | 15,677,000 | 9,249,430 | 59% | 4,389,560 | 28% |
| 2020 | 16,946,000 | 9,489,760 | 56% | 4,236,500 | 25% |
| 2025 | 18,119,000 | 9,421,880 | 52% | 4,167,370 | 23% |

Source: United Nations, Department of Economic & Social Affairs, Population Division, *World Population Prospects: The 2012 Revision*; also see <http://populationpyramid.net/cambodia/2020/>

Economic Trends and Participation Rates: Economic data on Cambodian youth is somewhat dated and often inconsistent due to varying definitions of economic participation and seasonal fluctuations. Historical reports on youth employment indicate a very low level of unemployment of only 1.5%, using a strict definition, defined as those actively seeking employment (see Table 2.2). However, in terms of all those available for employment but not yet seeking work, the rate rises to 7.2% overall and 8.0% among females. While rural unemployment among youth has historically been relatively low at 5.7%, this figure balloons to 20.1% among those in Phnom Penh, reflecting growing trends for youth to seek employment in the nation’s capital and other urban areas. More

¹ The National Institute of Statistics (NIS) in the RGC states that the population under 30 is 65.2% while recent revisions in population trends by the United Nations Department of Economic and Social Affairs gives a more conservative estimate of 59%. Nevertheless, both figures indicate a very high proportion of youth in the Cambodian population.

recent trend analyses of youth unemployment among those aged 15 to 24 indicate a tightening labor market with unemployment rates hovering at an historical low that is slightly below 4% since the end of the financial crisis (see Figure 2.1).

Because the majority of youth are employed in the countryside where wage labor is rare, underemployment is a better construct for gauging job-seeking behavior. Underemployment is defined as employed persons who express the desire to have more hours in their present job or in another job. However, little data is available on underemployment in Cambodia; the last figure reported by government was in 2001, when 38% of the work force was said to be underemployed. The most current rates (2009) are believed to be over 40% and increasing though such estimates are speculative only (World Bank, 2009).

Table 2.2: Youth Unemployment Rate by Sex & Region, 2009

| Age Range | Total | Male | Female | Phnom Penh | Other Urban | Rural |
|---|-------|------|--------|------------|-------------|-------|
| <i>Strict Definition: Those seeking employment</i> | | | | | | |
| 15-19 | 1.4 | 1.3 | 1.4 | 6.2 | 2.7 | 0.9 |
| 20-24 | 1.6 | 1.9 | 1.2 | 7.8 | 1.4 | 0.8 |
| 15-24 | 1.5 | 1.6 | 1.3 | 7.2 | 2.1 | 0.9 |
| <i>Relaxed Definition: Not seeking employment but available</i> | | | | | | |
| 15-19 | 7.9 | 7.3 | 8.5 | 24.8 | 10.1 | 6.2 |
| 20-24 | 6.5 | 5.4 | 7.6 | 16.6 | 7.1 | 5.1 |
| 15-24 | 7.2 | 6.4 | 8.0 | 20.1 | 8.6 | 5.7 |

Source: UNDP, 2009

In spite of the relatively low unemployment rates among youth nationally, there is concern that the economy will find it difficult to employ the growing number of youth entering the work force each year. In this respect, it is estimated that the number of youth entering the workforce annually is about 300,000 with current trends suggesting that this figure could increase to 400,000 in the near future (KYA, 2012).

Figure 2.1: Change in Youth Unemployment Rate 15-24



Source: The Global Economy, 2012 (see also http://www.theglobaleconomy.com/indicators_data_export.php)²

² Female Unemployment Rate is indicated in Annex 2b.

Recently reported trends in the level of education of the youth labor force also indicate that there have been improvements when comparing older and younger cohorts entering the workforce. For example, younger workers (15-19 years old) have a much lower proportion of those with no prior education (13.4%) when compared to older cohorts such as those who are 20-24 years old (18.9%) and those 25-29 (23.7%). At the same time, younger cohorts exhibit a much higher proportion of individuals with lower secondary school level education (34.5%) whereas those over 20 have a much lower proportion. Nevertheless, employer surveys indicate that soft skills are often lacking among their employees. For example, 52% of employers have noted that their unskilled employees lack proper work attitudes; 45% cited poor decision-making skills among their semi-skilled employees, and 64% reported deficiencies in analytical skills among skilled employees. Thus, access to higher levels of education has not been an assurance that new workers come with the necessary soft skills to work efficiently (World Bank, 2012a).

According to socio-economic surveys conducted during the last decade, the distribution of youth by service sector is also changing rapidly. In this regard, the proportion of youth working in the agricultural sector has declined from 83.5% in 1999 to 68.8% in 2012, a change of 18% (SNEC, 2012). The sectors gaining youth workers included Industry, which nearly doubled its proportion to 15.7% and the Service Trade sector (mainly tourism), which nearly tripled to 13.6% in the same time period. These changes reflect the rapid expansion in the garment industry and tourism sectors (UNDP, 2009).

Migration Patterns: A recent study by the Ministry of Planning reported that about 80% of recent migrants are under 30 years of age and that their mean age is about 26.5 years old (MoP-CRUMP, 2012 p. 48). The main destination of most rural-to-urban migrants appears to be Phnom Penh with 70% of the population living there reporting that they were born elsewhere. Of course, this astronomically high figure needs to be considered in the historical context of the forced migrations that occurred during the Khmer Rouge years in the 1970s. Nevertheless, 47% of the migrant population living in the city reported arriving there within the last five years.

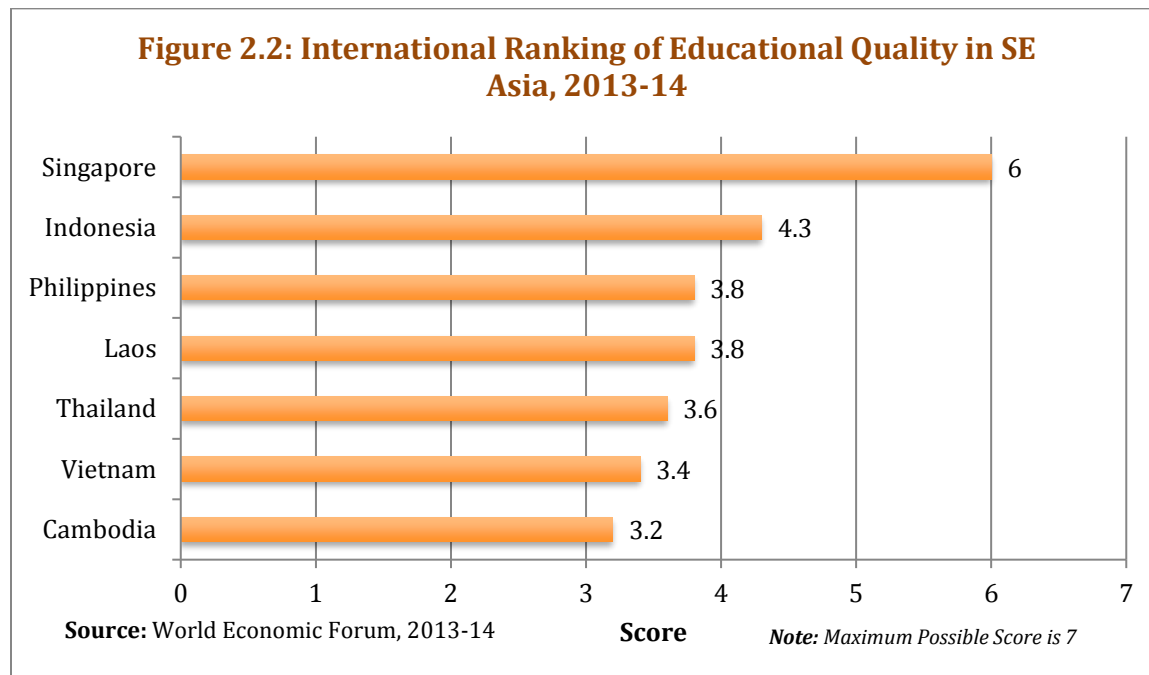
Village surveys indicate a very high rate of out-migration in Cambodia that is estimated to be about 4.81% (MoP-CRUMP, 2012). This means that villages in rural areas are losing on average nearly 5% of their population a year, a very high rate that is not sustainable in the long-run. Not all of this migration is moving to Phnom Penh; some of it is occurring to other rural and urban areas besides Phnom Penh. Indeed, the most recent census in 2008 has indicated a shift from *rural-to-urban* migration to *rural-to-rural* migration in which 51% of all migrants are now of the rural-to-rural variety. Mostly this rural migration is occurring from less developed rural areas to those where more advanced agricultural techniques and agro-businesses are escalating. For example, Kampong Cham Province is seeing a huge migration from its western districts to the more fertile eastern districts (as well as to the town) where large plantations are proliferating. Migration to the more peripheral provinces such as Ratanakiri, Monduliri, and Pailin has historically been suppressed due to poor roads and infrastructure as well as land concessions³ but as infrastructure investment changes this situation, migration to the periphery is now accelerating (Supreme National Economic Council, 2012). These patterns can be seen clearly in a map provided in **Annex 2b**.

The overriding reason for migration across all demographic categories appears to be the search for work (pull factors), particularly for those between the ages of 25 and 34; 84.3% of this grouping cited work as the main reason for migration (MoP-CRUMP, 2012). Among youth who are 15 to 24 years old, 65.5% of those migrating cited work reasons for migration; the other major reason cited

³ Land concessions are thought to discourage migration because the private companies receiving the land are not accommodative of any economic activities other than those directly serving their own commercial interests, often precluding the economic activities of in-coming migrants.

was education with nearly 30% of the 15-24 age group falling into this category but only 9.8% among females.

Education: Although MoEYS has developed a sophisticated body of national policies designed to improve educational access, quality, and management, expectations for educational quality are still running far ahead of the reality. It is generally accepted by many educators that efforts to improve educational quality have shown the most disappointing results (e.g., Wheeler, 1998; Bredenberg, 2004; Bernard, 2005). It is frequently reported that children at the upper primary school grade levels cannot read and recent World Bank testing at the beginning of the decade has confirmed very low levels of reading proficiency (World Bank, 2012b). Because Cambodia does not participate in any international student assessment programs like the *Program for International Student Assessment* (PISA), it is difficult to make comparative statements about the quality of education in the Kingdom vis a vis other ASEAN nations. However, a review of more subjective assessments of educational quality at primary level by business leaders and investors conducted annually by the *World Economic Forum* puts Cambodia at the bottom of the list when compared with other ASEAN nations (see Figure 2.2). In addition, renewed efforts to root out cheating during the *Bac II Examination* in 2014 indicated that most students could not demonstrate basic mastery of subject matter with only 26% of students passing compared to 87% in the previous year when cheating was rampant (The Guardian, 2014).⁴ These disturbing results demonstrate that most Cambodian youth have woefully low levels of subject matter competence.



While official statistics report that the Net Enrolment Rate (NER) has reached 97.0% at primary level (and over 100% for rural populations), there is concern that these figures may not be accurate due to irregularities in reporting by schools.⁵ Nevertheless, the government’s pro-poor policies inaugurated at the beginning of the last decade have clearly had a dramatic impact on overall enrolment at primary level, especially for girls where the gender gap has virtually disappeared. While net enrolment rates at secondary school level have also improved dramatically since the start of the

⁴ <http://www.theguardian.com/global-development/2014/sep/02/cambodia-corruption-crackdown-exam-cheats>

⁵ Net enrolment cannot exceed 100% if calculated properly. MoEYS is currently investigating irregularities in EMIS reporting.

century, further improvements have generally stalled out over the last several years and currently hover around the mid-30% range; MoEYS most recently reported secondary school level NER to be 37.8% (ESP, 2014). However, educational quality is an area where concern still continues, as noted above. Public dissatisfaction with educational quality in the state schools is best reflected by plummeting NER levels in urban areas where middle class families are increasingly abandoning the public schools to enroll in proliferating private schools (e.g., KAPE, 2013). Enrolment rates in rural areas have remained higher because there are no educational alternatives and families would likely not have the financial means to enroll their children in private schools even if they were available.

2.2 Policy Context

Cambodia is not without a legal framework to ensure that all children and youth get a basic education, participate in local development, gain access to skills training, and receive basic protections. In terms of key rights to education, the legal framework for addressing equity issues in the education sector was first laid out in the Cambodian Constitution proclaimed in 1993. *Article 68* of the constitution states that the “state shall provide free primary and secondary education to all citizens in public schools.” Similarly, the RGC has also ratified the *UN Convention on the Rights of the Child (UNCRC)* as stipulated under *Article 48* of the constitution. The most recent developments in education policy have seen the promulgation of *Child Friendly School (CFS) frameworks* at both primary and secondary school level as an official element in all future national investment plans (2008) as well as a *Life Skills Education Policy* aimed at both primary and secondary school level (2006). In each of these policies, there are explicit mentions of the environment. For example, the Life Skills Education Policy includes extensive curricula on helping youth to understand environmental themes

In 2011, the RGC also developed a comprehensive *National Policy on Cambodia Youth Development* that includes a statement of specific strategies for youth development as well as the role of youth in protecting the environment (See *Article 5.9* of the Policy in Box 2) (RGC, 2011). The key Ministry responsible for implementing this policy is the *Youth Department* of the Ministry of Education, Youth, and Sport though other Ministries have developed policies that echo the same themes. For obvious reasons, the *National Policy on Youth Development* is a key policy for all youth-focused projects because it deals explicitly with youth. The policy includes 6 key policy goals focusing on the adolescent’s rights to access educational services (both formal and non-formal), skills training, social equity (especially with regards to gender), opportunities for personal development, and political/social expression. These goals dovetail with the rights framework set out in the CRC and are based on an intensive review of similar policies adopted by other countries in the region. The policy, however, differs in its

Box 2: Article 5.9 of the Youth Policy: Promotion of awareness of environment, agriculture, tourism and businesses

- Raise youth’s awareness of the environment and the need for its preservation and care;
- Raise youth’s awareness of the need for a balance between sustainable development and environment preservation;
- Promote dissemination of information on environment, agriculture, and tourism through school curricula and media by focusing on individual and collective actions;
- Promote collaboration between youth and specialized institutions to improve capacity of youth for environmental protection and preservation;
- Promote the protection of natural environments and cultural assets, particularly temples and coastal areas;
- Participate in the documentation of tourism in a sustainable and responsible manner; and
- Promote awareness among youth of business and other sectors.

Source: MoEYS, 2011

Box 3: Examples of Youth Networks Used for Mobilization

- School-based Youth Councils (MoEYS)
- National Youth Council (MoEYS)
- Commune-based youth groups affiliated with NGOs (e.g., KAFDOC, KYA, etc)
- Grassroots networks animated by autonomous youth groups (e.g., CYN)
- Eco-clubs organized by NGOs (e.g., Mlub Baithong)
- Youth groups within Forest Community Associations
- Youth wings of political parties (e.g., UYFC)

definition of youth as those aged 15 to 30 whereas most definitions based on the UN standard define children as those under 18 and youth as those between 10 and 24. In addition, it should be pointed out that there is very limited awareness of the youth policy among stakeholders, which is a major limitation. A recent youth analysis found that only 55% of teachers interviewed in a sample across three provinces had ever heard of the youth policy while only 45% of commune council members had ever done so (KAPE-SCI, 2014).

2.3 Youth Networks Promoting Engagement in Environmental Issues

Youth mobilization activities in Cambodia occur through numerous networks that are orchestrated by government, political parties, civil society groups, grassroots networks, and/or community associations. Some common examples of these networks are summarized in Box 3. Many of these networks have diverse mandates that often include environmental issues, prevention of domestic violence, watchdog activities, or extracurricular activities, among others.

While school-based youth councils are extensive and include an environmental component, these are generally non-operational in most schools due mostly to a lack of leadership; in cases where they are active, they are often very teacher-directed as opposed to student-led (CRF-KAPE, 2009). The Youth Department of the MoEYS is currently trying to organize a formalized *National Youth Council* with chapters throughout the country but these efforts are only just now getting under way. It is anticipated that the Council will be headed by the Prime Minister, which may or may not portend a more political orientation for the Council even though it will ostensibly be a government body.

Many of the Kingdom's local NGOs have done extensive work in organizing youth networks with an environmental focus across many provinces but these are often project-based and frequently contract or even disappear when funding runs out. Some efforts have been made by *Mlub Baithong* to build youth groupings into *Forest Community Associations*, which are supported by the Ministry of Agriculture, as a means to mute the problem of project dependency, though these are not youth-focused bodies per se. Grassroots networks operated by such groups as *Cambodia Youth Network (CYN)* are supported through membership fees, donations, and income generation activities and, therefore, seem to have more longevity and staying power. However, these groups are often dependent for their vitality on charismatic leadership, which may be subject to arrest, deportation (in the case of foreigners), and even murder. The researchers also found that the political wing of certain political parties also support active youth group networks; in particular, the *Union of Youth Federations of Cambodia (CYFC)* has a very active branch within the Ministry of Environment, and engages in capacity-building and outreach activities, though these often have a political agenda underlying them.

3. PROGRAMMING CONSIDERATIONS TO PROMOTE YOUTH ENGAGEMENT

The following section draws heavily from focus group discussions that were carried out with 64 secondary school students as well as key informant interviews with government and civil society. While inferences should be made with caution due to the non-scientific nature of the sample, there are consistent patterns in responding that suggest the views expressed may generally be true.

3.1 Levels of Youth Awareness and Understanding of Environmental Issues

Discussions with youth for purposes of this analysis indicated that the majority have a very basic understanding of environmental issues, which focuses mainly on the problem of deforestation. Students had difficulty explaining the links between deforestation, water availability, carbon emissions, climate change and other key concepts in understanding environment. Most (75%) described

their own knowledge of environmental issues as rather rudimentary (see Table 3.1). Similarly, students and key informants indicated that the national curriculum only covers environmental issues

Table 3.1: Awareness Levels & Understanding about Environmental Issues by Youth (N=64)

| Question | A lot | A little bit | Not much | Hard to say |
|--|-------|--------------|----------|-------------|
| <i>How much do you know about environmental issues such as deforestation, pollution, etc.?</i> | 8% | 75% | 13% | 5% |
| <i>How much have you learned about environmental issues from your school textbooks?</i> | 16% | 77% | 6% | 2% |

lightly, particularly at the basic education grade levels where the majority of students are enrolled. Thus, 77% of those surveyed indicated that they had only learned a ‘little bit’ about environmental issues in their textbooks. These findings prompted a quick content analysis of the national curriculum to determine the precise amount of coverage of environmental issues (see Section 3.8 below).

Key informants suggested that the problem of limited understanding of the environment among youth is not only one of availability of information but also of motivation and actual interest. The complex and abstract nature of many environmental issues certainly does not help the problem of low awareness levels. Not surprisingly, the degree to which students expressed greater understanding of the environment was significantly correlated to age⁶ suggesting that the longer students stayed in school, the more likely their understanding of environment would increase. Unfortunately, dropout rates at lower secondary school level are 20.0%, which means that many youth probably leave school before their understanding ever reaches this point (EMIS, 2013).

3.2 Civic Engagement of Cambodian Youth in Environmental Issues

Investigations of civic engagement of youth in environmental issues were somewhat contradictory. While the vast majority of those surveyed indicated that environmental issues were ‘very’ important to them personally (84%), only about 16% expressed a high degree of civic engagement in

Table 3.2: Youth Participation in Environmental Protection Issues (N=64)

| Question | Very important | Somewhat important | Not very important | Hard to say |
|--|-------------------|-----------------------|-----------------------|--------------------|
| <i>How important would you say the environmental issues are to you personally?</i> | 84% | 13% | 0% | 5% |
| <i>Have you ever attended any meetings at your local commune council about the environment?</i> | Yes, a lot 6% | Yes, sometimes 38% | Never 47% | Hard to say 9% |
| <i>Have you ever participated in any activities to protect the environment such as commune level meetings, discussion groups, demonstrations, NGO programs to plant trees, etc.?</i> | Yes, a lot 16% | Yes, a little 44% | No, not at all 30% | Hard to say 11% |

terms of participating in discussions, attending special meetings on environment, demonstrations, etc. (see Table 3.2). In this respect, it was found that girls were more likely to be engaged than boys. Subsequent focus group discussions indicated that this engagement mostly pertained to activities that they undertook at their school such as cleaning the schoolyard, planting trees, or activities organized by the student council. Nevertheless, nearly 40% of those surveyed indicated that they had at least occasionally attended a commune council meeting on environmental issues though 47% indicated that they had never done so.

Public perceptions of Cambodian youth suggest a very high degree of environmental activism and awareness but the reality is probably one of a population that is highly sympathetic to environmental activism but not so actively engaged or even aware of key issues. Focus group queries about the

⁶ $r=0.31$ ($p=.05$)

dramatic death of environmental activist Chut Wutty or the recent deportation of Alex Gonzalez-Davidson indicated that only a very small handful of four or five students out of the 64 surveyed had ever heard of these individuals, though they have been covered extensively in social media networks and the local press. Interestingly, one student indicated that she had learned about Chut Wutty in a book she had read called, *Cambodian Heroes*.

Table 3.3: Youth Perceptions of Environmental Impact (N=64)

| Question | A very big problem | A medium-sized problem | Not such a big problem | Hard to say |
|---|------------------------|-------------------------|--------------------------|-------------|
| <i>How big of a problem would you say destruction of the natural environment is for Cambodia in general?</i> | 58% | 20% | 5% | 17% |
| <i>Does the destruction of the environment affect your or your family's ability to make a living?</i> | Yes, a lot | Yes, a little | No, not at all | Hard to say |
| | 31% | 48% | 8% | 13% |
| <i>If you think about the physical environment that you live in now and 5 years ago, how do you think it has changed in terms of quality?</i> | Much worse than before | Much better than before | About the same as before | Hard to say |
| | 63% | 19% | 6% | 11% |

3.3 Youth Perceptions of the Impact of Environmental Issues

Not surprisingly, large majorities of Cambodian youth appear to think that environmental problems are very serious for Cambodian society. This was a recurrent theme both in key informant interviews and among the youth who were surveyed. In this respect, nearly 60% of those youth surveyed considered environmental problems to be a 'very big' problem while 31% indicated that such problems had greatly impacted the livelihoods of their families (see Table 3.3). It was also interesting to note that about two-thirds of those responding indicated that they thought environmental quality had declined from five years ago while 19% felt that things had gotten better. About 14% of the sample on average reverted to a no opinion/hard to say mode of responding, suggesting a very low level of self-awareness about environmental issues. Strangely, none of these responses showed any significant relationships with either demographic residence (e.g., urban, rural, or remote) or the socio-economic status of respondents.

Table 3.4: Primary Source of Information about Environment Cited by Youth N=64

| Primary Source | Percentage |
|-----------------------|------------|
| TV | 30% |
| Radio | 20% |
| Books & Text-books | 19% |
| Friends/Family | 16% |
| Social Media/Internet | 9% |
| Hard to say | 5% |
| Newspapers | 2% |

3.4 The Relevance of Technology in Promoting Networking & Communication

| | |
|-----------|----|
| Magazines | 0% |
|-----------|----|

Youth respondents participating in this survey were asked what ‘primary’ source of information they had relied upon to learn about the environment. While there are clearly multiple sources of information available, respondents were asked to pick the most important one. An analysis of responding patterns indicated that TV is the most commonly used source of information for youth in this sample (30%) followed by Radio (20%) and Books/Textbooks (19%)(see Table 3.4). Given the rural nature of the sample (72% of respondents described themselves as coming from a rural or remote setting), it is not surprising that social media and the internet did not figure prominently as a key source of information for most respondents. However, there was a significant relationship between those indicating that they had acquired a great deal of information about the environment via their phones and/or a computer and urban status.⁷

Interviews with key informants acknowledge that while the depth of penetration of the Cambodian market by smartphone technology has been accelerating in recent years, there is still very limited access to this technology in rural areas. For example, *Indochina Research* has recently reported that ownership of smartphones by 15 to 24 year-olds had increased from 24% to 33% in only one year (from 2013 to 2014) but that internet usage in rural areas was still only 4% compared to 40% in urban areas (Indochina Research, 2014). Nevertheless, it is clear that the population under 30 is far more likely to own a smart phone than any other age demographic and that these tendencies can be expected to accelerate in the future as GDP continues to expand and the cost of mobile technology continues to decline. In addition, key informants who operate programming to protect the environment point out the strategic uses of social media and smart phone technology in communicating information, mobilizing local networks, and expanding the breadth of news coverage beyond what might normally be covered in mainstream media. Many agencies reported that providing a single smart phone to a group leader in a network can greatly amplify communication, sharing of ideas, and overall work efficiency in any given program.

3.5 Political Overtones of Youth Engagement and Environmental Protection

Key informant interviews have suggested that many of the national level efforts to create a formalized youth network have been slow to take shape or have much impact. Rather, most of the youth participation in the country’s social and political life has taken place at the most local level through volunteerism with support from civil society organizations such as KYA, YRDP, KYC, and others. In this respect, small-scale studies have indicated a very high level of volunteerism among Cambodia’s youth with as much as a third or more reporting some form of voluntary activity with an NGO, community organization, savings group, or public/private sector groups (e.g., Mysliwicz, 2005; Brown, 2008). The last several years have seen several major initiatives to tap into the proclivity of youth to volunteer with the establishment of several formalized volunteer organizations such as *Youth Star*, which has a far flung network of postings of 187 young university graduates throughout Cambodia (Youth Star, 2014). Recent developments in the evolution of Cambodia’s *Organic Law* also provide useful opportunities for youth social participation with its strong emphasis on *decentralization* and *deconcentration* (UNDP, 2009). Nevertheless, qualitative data from several studies suggests that youth participation in decision-making at local level has historically been constrained by the hierarchical nature of Cambodian society and cultural attitudes about the primacy of age (UNDP, 2009).

⁷ $r=-0.34$ ($p=.05$)

In terms of youth participation in the political process, participation rates have until recently been quite low (COMFREL, 2008). Youth understanding of such basic concepts as ‘democracy,’ ‘human rights,’ and ‘civic engagement’ is also understood to be quite low, according to several sources. For example, recent surveys have indicated that a majority of those youth interviewed could not define what ‘democracy’ is though they had heard the word used many times (KYA, 2012). Similarly, concepts about political pluralism are poorly understood and the same surveys found that only half of those interviewed agreed with the statement that elective bodies should represent ‘all’ citizens including minorities. Youth participation in the political life of the country is generally not supported by basic nation-building institutions such as the state-schools, since such spaces are seen to be strictly ‘neutral.’ Political discussions in schools are not generally allowed even as a matter of academic study. The only forums where political discussion appears to be tolerated is in the youth wings of the various political parties (UNDP, 2009).

The above state of affairs provides a rather negative backdrop to promote youth engagement in environmental protection should such engagement be perceived to be political in nature. Focus group discussions confirmed that this is indeed the perception of most youth with 77% of those surveyed indicating that they saw some connection between politics and environmental activism; indeed, 41% expressed the view that the two were ‘very closely connected’ (see Table 3.5). In a follow-up question, 19% saw engagement in environmental activism to be ‘very dangerous’ while another 14% thought it was somewhat dangerous. These perceptions provide a powerful constraint in mobilizing youth when environmental activism and the concept of youth mobilization itself are both highly politicized. Nevertheless, a large proportion of the youth surveyed expressed some optimism in working effectively through the political system with over 70% of the sample expressing some degree of faith in the ability of their local government to protect the local environment (see Table 3.5).

3.6 Youth Perceptions of Problem Causality and Key Stakeholders in Protecting the Environment

In trying to assess youth understanding of why the environment is being degraded, there seemed to be no particular lightning rod issue towards which a majority of those responding gravitated. There was a relatively equal spread of responses across several different causes. Nevertheless, the two leading causes most frequently cited by youth seemed to be the lack of corporate social responsibility toward the environment (23%) and weak law enforcement (20%). Once again, there was a sizable minority of individuals who appear either not to know or who have no opinion (20%) (see Table 3.6).

Table 3.5: Youth Perceptions of Politics & Environmental Activism (N=64)

| Question | Yes, very dangerous | Only a little dangerous | Not at all | Hard to say |
|--|------------------------------------|-----------------------------------|---------------------------|--------------------|
| <i>Do you think that it is dangerous for young people to take action to protect the local environment such as speaking out, joining peaceful demonstrations, etc.?</i> | 19% | 14% | 34% | 33% |
| <i>In your opinion, are environmental issues and political issues closely connected?</i> | Yes, very closely connected 41% | Somewhat closely connected 36% | Completely separate 0% | Hard to say 23% |
| <i>How much faith do you have in your local government to protect the local environment?</i> | A lot 33% | Some faith 38% | No faith at all 11% | Hard to say 19% |

In terms of youth perceptions of the stakeholder with the most important role to play in protecting the environment, most of those surveyed indicated that the government (55%) and local communities (30%) had the biggest roles to play. However, among minority groups, faith in government was lower with only 41% expressing a major role for government and 27% for local communities.

Table 3.6: Youth Perceptions of Causality of Environmental Destruction and Key Stakeholders to Foster Prevention (N=64)

| | | | | |
|---|--------------------------------|----------------|---|-----------------------------|
| <i>In your opinion, what is the biggest factor that causes the destruction of the environment? There may be many causes but which ONE do you think is the most important?</i> | People's ignorance | People's greed | Powerful companies don't care about environment | Weak laws about environment |
| | 17% | 14% | 23% | 20% |
| | Foreigners exploiting Cambodia | Other | Hard to say | |
| | 5% | 0% | 20% | |
| <i>Who do you think has the BIGGEST role to play in protecting the natural environment?</i> | Government | NGOs | Local communities | Youth Groups |
| | 55% | 0% | 30% | 5% |
| | Donors | Private Sector | Hard to say | |
| | 3% | 0% | 23% | |

The next biggest response was 'hard to say' with 23% of youth choosing this response. Other stakeholder groups garnered only a small fraction of those responding with no one choosing NGOs/civil society or the Private Sector.

3.7 Key Attitudinal Differences between Male and Female Respondents

One of the requirements of this study was to determine significant differences between males and females with respect to their attitudes and beliefs about the environment. In general, males and females seemed to demonstrate many similar attitudes in this respect including the degree to which they expressed understanding of environmental issues, the degree to which they saw environmental degradation as a serious problem for society, and the importance of environmental issues to them personally. Males and females also seemed to express similar levels of hopefulness (or despair) that Cambodian society could solve environmental problems in the future. However, some differences were also perceived. For example, boys were more inclined to state that environmental degradation had affected their family's livelihood than were girls (39% versus 24%) while girls were more likely to be involved in activities to protect the environment (27% versus 3%). Girls were also more likely to be a member of a youth network or group to advocate for environmental protection (58% versus 42%). Although girls believed that government had the biggest role to play in protecting the environment (61% versus 48%), they had somewhat less faith in government to make a difference than did boys (only 27% of girls expressed strong faith in government versus 39% among boys). Nevertheless, boys expressed the belief that environmental and political issues were very closely connected by a larger margin girls (48% versus 33%). Because these findings are based on a very small sample of adolescents, it is difficult to generalize these findings to the general population of youth. Nevertheless, they do give some indication of possible areas of attitudinal difference between boys and girls. A fuller accounting of different responding patterns by gender in the survey administered can be found in **Annex 5**.

3.8 Coverage of Environmental Issues in the National Curriculum

One surprising observation from the data presented above relates to the relatively large proportions of youth who appear to have no opinion about particular issues or who simply don't know or understand what is being asked. It is not uncommon to see responding rates of several percent who opt for 'don't know' in most surveys; however, many of the questions in this environmental youth survey often generated responding rates in the double digits for 'hard to say.' This suggests that many youth are simply not getting a proper understanding of environmental issues from their studies in school.

A review of the national curriculum indicated that environmental issues (e.g., deforestation, habitat loss, pollution, climate change, etc) are primarily taught in the subjects of Social Studies, General Science, and Earth Science (secondary school level only). More intensive coverage starts at Grade 4 and extends all the way up to Grade 12 (see Table 3.7). At primary level, students receive no instruction about environment in their social studies textbooks but encounter more intensive coverage in General Science, especially in Grade 4. The number of lessons on environment in General Science reaches 42% coverage in Grade 4 (27% of the total pages in the textbook) but then drops to about the low 20% range in Grades 5 and 6. At lower secondary school level (Grade 7-9), the social studies curriculum starts to include environmental issues in Grade 7 (about 22% of lessons) though this is followed by very little in Grades 8 and 9. There is once again more intensive coverage of environment in science with 24% lesson coverage at Grade 7, 10% in Grade 8, and 26% in Grade 9. The most intensive coverage of environmental issues occurs at upper secondary school level (Grades 10-12) with 36% and 71% lesson coverage in social studies texts in Grades 10 and 11, respectively; comparable coverage in science textbooks is even more intensive at 56%, 100%, and 56% for Grades 10, 11, and 12, respectively.⁸

Overall, curricular coverage of environmental issues appears to be most intensive at the upper secondary school level with more patchy coverage at primary and lower secondary, especially in the case of social studies. Coverage of environment appears to be more consistent in the case of science at all grade levels. However, it is also important to note that Social Studies and Science instruction only occurs for 3 to 6 hours per week at primary level and 4 to 6 hours per week at secondary school level. In addition, one 'hour' in the Cambodian education system is defined as only 40 minutes so these hourly allocations are only slightly more than half of what they appear. And while coverage of environment is particularly intense at upper secondary school level, it is important to remember that only about 18.1% of youth in this age group ever enroll at upper secondary school so that about 80% of Cambodian youth do not benefit from this more intensive coverage (ESP, 2014). This may also explain why general awareness levels about environmental issues appear to correlate positively with grade level as well as age.⁹

There have been efforts to increase coverage of environmental issues in the national curriculum through life skills education. Accordingly, *World Education*, with USAID support, produced a 20-hour module on Environmental Studies lasting 10 weeks in collaboration with *Live and Learn*. The module was approved as part of the official life skills education curriculum by MoEYS in 2014 and is now an elective subject at lower secondary school level. During the pilot, this elective was chosen by 31% of 96 schools, demonstrating that the module had some attraction to many schools (IBEC, 2012). More recently, *Mlub Baithong* is working with the Department of Curriculum Development to create a series of modules on climate change, which is being funded by *Cambodia Climate Change Alliance (CCCA)*, with backing from UNDP, Sida, and the EU. The modules will be integrated into the national curriculum at both upper and lower secondary school level.

Table 3.7: Content Analysis of National Curriculum on Environmental Coverage

| Grade Level | Social Studies/ Geography | | General Science/ Earth Science | |
|--------------|---------------------------|------------|--------------------------------|------------|
| | Lessons | Pages | Lessons | Pages |
| 4 | 0% | 0% | 42% | 27% |
| 5 | 0% | 0% | 21% | 18% |
| 6 | 0% | 0% | 21% | 14% |
| 7 | 22% | 20% | 24% | 26% |
| 8 | 0% | 0% | 10% | 11% |
| 9 | 5% | 3% | 26% | 22% |
| 10 | 36% | 23% | 56% | 11% |
| 11 | 71% | 67% | 100% | 100% |
| 12 | 0% | 0% | 56% | 47% |
| Total | 14% | 14% | 35% | 32% |

⁸ A more detailed presentation of this content analysis can be found in **Annex 2c** including raw data and hourly subject timetables for the national curriculum.

⁹ $r=0.31$ ($p<.05$)

4. YOUTH-CENTERED PROGRAMMING OPTIONS

4.1 Summary of Best Practices

Interviews with key informants during the course of this research identified about 33 best practices relating to youth mobilization and outreach for USAID to consider in future NRM programming. Not all of these practices deal specifically with environmental issues but are generic enough so that they can easily be adapted to such purposes. These practices are summarized in Box 4 with a more detailed explanation of each provided in **Annex 4**.

The best practices listed in Box 4 have many overlapping features, which makes it difficult to come up with an airtight typology; nevertheless, the researchers have identified some common themes that include the following:

- i. **Youth Groupings** involving clubs, networks, and associations (linked in many cases with local government)
- ii. **Curricular Materials** designed to promote youth education both in the formal and non-formal education system
- iii. **Cross-generational Outreach**, particularly in indigenous communities
- iv. **Action Research** for well-informed youth programming
- v. **Political Action Methodologies** involving civil disobedience
- vi. **Intensive Grassroots Capacity-building** involving agricultural practices, literacy education, internships and outreach to indigenous groups

- vii. **Youth Outreach linked to Livelihoods and Eco-tourism**
- viii. **Use of Coalitions of Youth Organizations** to promote outreach and improved capacity
- ix. **Strategic Use of Diverse Communication Channels** including SMS messaging, radio, and social media
- x. **Integrated Advocacy** requiring the bundling together of related issues related to NRM, indigenous culture, and local languages

The most commonly cited best practice involves the use of youth groups organized in many different ways for various settings (e.g., school settings, community settings, etc.). The groupings that seem to work best are those with more formalized structure and which follow well-documented training packages and curricular materials, which can be easily replicated. The adoption of these training packages with modification could easily be used to fit the purpose of NRM. These youth groupings can take the form of clubs, associations, and/or outreach networks with designated group leaders who are in turn linked with nearby members by social media and mobile devices. Many key informants indicated that these groups can work very effectively with local government, especially commune councils. It is also easy to use these groups for information dissemination and strategic messaging by using such methods as *Listening-Dialogue Groups*, especially when a particular program includes radio broadcasts on topics of interest.

In several cases, key informants cited the usefulness of incentivizing membership in youth networks by linking them with activities to promote livelihoods and eco-tourism. However, some informants emphasized the need for caution when dealing with livelihoods linked to environmental programming. In order to be effective, support for livelihoods for young farmers, for example, must be accompanied by systematic and intensive contact between the ‘client’ and those providing capacity-building support. This ‘hand-holding’ is essential at the beginning of a capacity-building relationship focused on livelihoods with any given client but should be wound down according to a clear timetable.

A common obstacle often encountered by many youth networks relates to the problem of accessing out-of-school youth who are often working. Many agencies talked about the need to develop intensive outreach methodologies in which youth interns or extension workers actually live in the villages in which they work. This approach builds strong trust between stakeholders and project staff and enables youth networks to access working youth at night when they are free. Such an approach also offers the potential to foster links and better understanding between urban and rural youth, especially when a program is configured so that urban youth interns live in a target village.

Other agencies emphasized the need for an ‘integrated’ or ‘holistic’ programming model that deals

Box 4: Summary of Best Practices for Youth Mobilization & Environment

1. Youth Exchange Programming
2. Student Internships to Promote Green Schools
3. Self-sustaining Youth Networks Linked to Green Campaigns
4. Civil Disobedience Measures that are within the Law
5. Linking Advocacy and Risk-taking Behaviors with Agency Autonomy
6. Integrated Advocacy Approach
7. Integrating Youth Groups into Existing Government Structures
8. Eco-clubs
9. Mlub Baithong Environment Radio Voice
10. Integrated Programming Model
11. Integration of Environmental Issues into Life Skills Education Curricula
12. Development of Mobile Media Education Materials
13. Youth Group Networks as Agents of Change and Outreach
14. Eco-Tourism Programming
15. Cross-generational Mobilization
16. Highland Youth Association
17. Outreach to Indigenous Young People through Community Schools and Bilingual Education
18. Identity-based Community Development
19. Youth Mobilization to Promote Seed-saving
20. Building Trust in Local Communities by Using Village-based Field Workers
21. Youth Network Development with Links to Commune Councils
22. SMS Bulk Messaging Protocols
23. Generic Youth Clubs
24. Listening-Dialogue Groups linked to radio
25. Holistic Approach for Youth Advocacy
26. Using a Coalition Building Network to Provide Capacity Building to Youth Groups
27. G-LAB: Next Generation - Basing Youth Mobilization Activities on Action Research
28. Building Youth Group Networks linked with Livelihoods
29. “Change Agent” Training for Youth
30. Youth participation in local government processes
31. Youth involvement in program design, management, implementation and evaluation
32. Forming Urban-Rural Youth Bridge
33. Client-based Service Approach to Promote Youth Livelihoods

not only with NRM issues but with other related topics, especially in the context of indigenous communities. Since many indigenous groups have historic customs and practices involving sustainable forestry, it is useful to try to link NRM advocacy with efforts to amplify positive customs and practices that help to protect the forest, preserve biodiversity, etc. Other relevant topics that might be integrated into an NRM program include inter-generational outreach, bilingual education, and cultural preservation.

Many agencies have created a wealth of curricular materials on NRM that are specially designed for youth and children. This includes attractive mobile media materials that can be used in both formal and non-formal education settings (e.g., Live and Learn). In many cases, these have been approved and adopted by the government for use in the state schools. Future USAID programming should consider building on these existing materials rather than re-inventing the wheel in the development of new documentary resources.

In several cases, at least one informant cited the need to include overt political action by youth groups into any listing of best practices (e.g., civil disobedience); when necessary, such actions may involve conflict with government. Grassroots youth organizations (which in most cases are actually led by youth) were most likely to cite the need for such activities in protecting the environment given the highly politicized nature of environmental activism. More mainstream organizations with delicate MoUs with government were much less likely to consider such activities as a best practice due to their desire to maintain good relations with government at all cost.

4.2 Key Constraints in Youth Outreach and Mobilization

An important element in the Terms of Reference for this assignment was to identify the key constraints in mobilizing youth to be more effective in protecting the local environment. A total of 11 such constraints were found to recur consistently in many key informant interviews. These constraints are summarized in Box 5. At the top of this list of constraints are factors that impede the ability of projects to access youth. This obstacle in access stems in part from accelerating migration as discussed in Section 2.1 and the fact that many out-of-school youth work during the daytime. This makes it very difficult to meet with such youth during working hours. Working with in-school youth is much easier since they are all gathered in one place; however, the fact that only about 38% of the country's youth are enrolled in lower secondary school means that the majority of the youth population in this age range are outside of the system. Many agencies have sought to overcome these obstacles through intensive outreach with placement of extension workers right in

Box 5: Constraints in Youth Mobilization

1. **Migration:** Accelerating migration impedes access to out-of-school youth
2. **Accessing Out-of-school Youth:** Working youth are difficult to access because they are not free during the day
3. **Political Nature of Activism:** Youth mobilization and environmental activism are both perceived as political in nature, which is problematic for NGOs whose charters require being 'neutral.'
4. **Low Political Awareness:** Many youth have low interest in politics due to its inherent dangers as well as encroachment of materialist value sets
5. **Low Youth Awareness Levels:** The national curriculum in its current form does not promote high levels of environmental awareness at the basic education level.
6. **Low Policy Awareness Levels:** Many key stakeholders such as communes have never heard of key policies like the Youth Development Policy
7. **Low Priority on Youth Investment at Commune Level:** Most commune councils put a low priority on youth investment
8. **Short Programming Cycles Do Not Facilitate Attitude Change:** Many NGOs feel that funding cycles are too short to create sustained change in attitudes among youth
9. **Poor Communication/Coordination between Ministries:** Key Ministries like MoEYS and MoE have little communication together on either environment or youth issues
10. **Poor Coordination among Youth-Oriented Environmental Programs:** Action in environment suffers from fragmentation
11. **Low Penetration of Social Media in Rural Areas:** Although it is increasing rapidly, social media access is still highly limited in rural areas

the villages where they must work, requiring them to sleep there for long periods.

Another key set of constraints relates to the low interest and awareness levels expressed by many youth where these concern environmental issues. This is partly due to the encroachment of materialistic values according to many informants; however, a recent youth situation analysis looking at role model traits selected by youth found only 12-15% of the sample subscribing to values that could be described as materialistic (KAPE-SCI, 2014). Other factors that depress interest and awareness levels for environment also include the limited coverage of environmental issues in the basic education curriculum as discussed earlier and the observation that environmental activism is both political and dangerous. Except for an intrepid few, the danger associated with environmental activism and youth perceptions of this danger cited earlier, are major disincentives for youth mobilization.

Key informants also cited low awareness levels among many sub-national levels of government relating to important policies such as the Youth Development Policy. It was already noted earlier, for example, that only 45% of commune councils interviewed in a different study had ever heard of RGC's Youth Development Policy, let alone actually implementing it (KAPE-SCI, 2014). As a result, many commune councils do not put much priority on allocating any investment for youth development when they develop their Commune Investment Plans (CIPs). Combined with their frequent aversion to youth mobilization for environmental purposes due to its political overtones, many informants reported that it is exceedingly difficult to advocate for youth outreach and environment with many commune councils.

Many civil society organizations also voiced their frustration with effecting attitudinal change among youth (a long process) in the context of very short programming cycles, which sometimes last for only three, two, or sometimes even only one year. Such programming constraints create a serious challenge for creating sustained change for many implementers.

Additional constraints that will likely pose a challenge for youth mobilization and environmental engagement relate to the poor coordination and communication links between the Ministries of Environment and Education, Youth, and Sport. Because there are few links between these two ministries and the MoEYS is primarily responsible for animating the National Youth Development Policy, this situation will likely pose a serious obstacle to utilize youth for purposes of environmental programming. This constraint is further compounded by the high degree of fragmentation found among many of the civil society agents working with youth. This issue is discussed in more detail below.

4.3 Building on Existing Youth Networks

The data collection for this report encountered a wide number of youth outreach networks that are being animated by different organizations. Some of these networks were summarized in Box 3 earlier. In terms of the organizations and institutional bodies that help to orchestrate these networks, the researchers found that there were youth organizations implementing environmental programs (e.g., KYA, KYSD, YRDP, , etc); environmental and education organizations implementing youth programs (e.g., Mlub Baitong, Live & Learn, CARE, KAPE, etc) as well as state and political party agents operating youth networks in the various Ministries (e.g., UYFC, National Youth Council). Some of the latter activities are overtly political. Many of the organizations working with youth (both international and local) seemed to manifest a divide with respect to their willingness to be political. More mainstream youth and education organizations tend to avoid political action because such activities put their generally good relationships with government at risk; on the other hand, more grassroots-type organizations feel that they have to be political when necessary and often expressed frustration with their more mainstream counterparts on this point.

The cross-cutting nature of youth issues; the diversity in the kinds of institutional agents implementing youth-oriented environmental programs; the different ways in which they work; and their fragmentation makes it difficult to build new programming on existing networks. Fragmentation is a particularly large constraint, as noted above. The Health Sector provides a good model of using a large LINGO like *KHANA* as an umbrella group, which can coordinate many small grants to grassroots players. Unfortunately, there are no comparable institutional bodies of national scope in the Environmental Sector with such a mandate, suggesting the need for USAID to consider replicating its successful capacity-building activities carried out in health in the Environmental Sector. There are, of course, national level bodies such as the *Cambodia Climate Change Alliance (CCCA)* but this is a vehicle provided mainly for coordination among ministries and international development partners such as UNDP, not civil society. The UN plays a big role in coordinating the activities of this alliance; however, support for civil society organizations does not align well with UN policy, which focuses mainly on government. Nevertheless, there are civil society membership organizations in the Environmental Sector such as *Cambodians for Resource & Revenue Transparency (CRRT)* that could offer a starting point for such efforts; however, these tend to be coordinating and advisory bodies and not funding agencies and in any case do not focus on youth per se.

Among youth organizations, there do not appear to be any formalized membership organizations of national scope that coordinate youth organizations akin to what the *NGO Education Partnership (NEP)* does for education agencies. There was, however, the *National Youth Policy Network (NYP-Net)*, which was set up at the request of RGC and UNDP in 2006 to ensure that the National Youth Development Policy was developed in a participatory way.¹⁰ This was the primary mandate for this group, which took five years to achieve. Since that time, this group has evolved into a more informal Youth Panel affiliated with UNDP. Some of these agencies have since established the *Youth Committee for Unity and Development (YCUd)* but this too is more of an informal grouping of mainstream youth organizations with no funding mandate. Nevertheless, there is a natural tendency for many youth associations and organizations to naturally combine into larger networks because they often start as grassroots groupings. These larger networks do have a funding mandate and actively seek resources for their members. An excellent example of such a network is *Cambodia Youth Network (CYN)*, which is an amalgamation of several groups with diverse mandates such as environmental protection, workers' rights, etc. While such networks are not national in scope, they have extensive linkages with local groups in hotspots such as *Prey Lang Forest* and are powered by dynamic, very committed young people. Starting with such networks might be the best place to begin new environmental programming with a youth component.

4.4 Developing Links with the Formal Education System

Although most youth over the age of 12 are not in school, a sizable proportion (about 38% according to the latest statistics from MoEYS) is still enrolled in school. Reaching in-school youth affords many more economies than out-of-school because they are all gathered in one location and are easily accessible. In addition, there is considerable educational 'capital' to facilitate environmental programming such as existing curricula on environment (e.g., the life skills course book on environment), teachers who teach subjects with considerable focus on environment (e.g., social studies and science teachers) as well as institutional structures such as student councils with an environmental mandate¹¹ that are all readily available in state schools for this purpose. Unfortunately, poor leadership has ensured that these potentials are mostly underutilized. Nevertheless, investments that

¹⁰ Civil society members in NYP-Net include the Khmer Youth Association (KYA), Youth Resource Development Program (YRDP), Youth for Peace (YFP), Youth Council of Cambodia (YCC), Khmer Youth Social Development (KYSD), and Khmer Youth for Development (KYD), among others.

¹¹ Student councils in Cambodian secondary schools have been organized by MoEYS to have several sub-groups focused on various activity themes (e.g., library, sports, discipline, etc). One of these themes is 'environment.'

seek to increase the utilization of this educational capital could prove to be an economical way to reach a large number of Cambodian youth. This could take the form of capacity-building of student councils to be more engaged in realizing their environmental mandate as well as more dynamic instruction of existing curricula on the environment. This suggestion should not be understood to mean that future programming should ignore out-of-school youth, only that the unit costs for interventions focused on in-school youth are likely to be much lower thereby helping a project to achieve high coverage with reasonable costs.

4.5 Building a Bridge between Ministry of Environment and Ministry of Education, Youth, & Sport

Key informants at both MoE and MoEYS were very frank about the near total absence of formal linkages between the two ministries. While MoEYS promotes environmental awareness through its curricula, Student-Youth Councils, and life skills education, it does so without much reference to MoE; at the same time, MoE does most of its youth outreach activities without much direct reference to MoEYS. Nevertheless, there are emerging opportunities to change this as the MoEYS seeks to set up a National Youth Council, which will be an Inter-ministerial body with representation from several Ministries, including MoE. The Chairman of the Council will be the Prime Minister, which could be a challenge in terms of its potential politicization. However, the Council could also provide an important vehicle through which to promote more coordinated action between ministries, building on both the expertise in MoE on environment and the many existing structures in education (both formal and non-formal systems). Key informants in MoEYS also stated that youth internships will be a key feature of the outreach activities that are being planned by the Council, which will be launched later in 2015.

In parallel with these developments in MoEYS, the MoE has established its own youth group called, *Youth in Environmental Sector Network*. This network of youth reports directly to the Minister himself (see **Annex 7** for Network Structure). The range of activities performed by the network is quite broad and includes study trips abroad, tree planting, environmental education at primary schools, and other activities. It is not yet clear how this network will link up with the National Youth Council, if at all; in addition, its close links with UYFC could also compromise its political neutrality making it difficult to link the network up with civil society groups. Nevertheless, these developments in both Ministries suggest a positive opening through which to pool resources and collaborate on youth outreach activities for the natural environment.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 General Observations

The researchers' overall impression of youth engagement in environmental issues is one of great variety and breadth with many institutional actors involved. However, efforts to engage youth in environmental preservation are frequently patchy and fragmented. There are no real coordinating bodies to bring those organizations working with youth together with a common purpose focusing on environment. A similar situation exists on the government side with little coordination between ministries, particularly the Ministries of Environment and Education, Youth and Sport. The MoEYS, as the primary ministry in charge of youth issues, is only just getting started to create a national level institutional framework (to be known as the National Youth Council) that may have more success at bringing various actors together. While the Ministry has been effective in creating a youth policy framework (2011), this framework is largely unknown at the subnational level and remains mostly unimplemented.

Cambodian youth comprise a huge part of the Kingdom's population and truly make Cambodia a 'youth bulge' country. Yet this population receives poor preparation from an education system that has been ranked as one of the worst in the region. This leads to poor acquisition of soft skills such as critical thinking and generally very low levels of awareness about environmental issues. More than half of the youth population between the ages of 12 and 17 is out of school due to a number of reasons including distance to school, direct and indirect costs of education, perceived irrelevance of the curriculum, and other reasons. Information Technology is clearly helping to connect youth to more information but this has mainly benefited urban youth; in addition, information technology is a two-edged sword and can also promote materialistic value sets, which depresses interest in both politics and environmental awareness. In spite of the extensive efforts of civil society to engage youth in environment, this has been a difficult task because most of Cambodia's youth population not in school is either already engaged in employment or on the move in search of work; these conditions make accessing such youth very difficult.

Many of the youth interviewed as part of this assignment seem to see environmental activism as overtly political and hence very dangerous. This acts as a further disincentive to engagement. Similarly, there are wide perceptions among civil society groups that both youth mobilization and environmental activism are highly political activities that complicate cooperation with local authorities who are often deeply suspicious of civil society organizations working in the sector. Civil society organizations seem to split on their approach to political confrontation with government with most mainstream organizations actively avoiding overt political action while more grassroots youth organizations are much bolder in their resolve to pursue confrontation when necessary.

5.2 Opportunities and Challenges

There are a number of opportunities that present themselves for future efforts to increase youth engagement in protecting the environment. On the government side, both MoE and MoEYS are now led by very reform-minded ministers. There is thus likely to be a much higher interest in engagement with civil society groups and donors in solving problems and engaging youth to do so, even if this requires a higher tolerance for risk. There is wide recognition that youth now play a key role in Cambodian society and their political influence is likely to grow as this perception continues to take root. New initiatives by government such as the establishment of a National Youth Council, a Youth Network in MoE, and efforts to increase investment by local government in youth (as per the new Youth Development Policy) also make the future highly fluid with many opportunities for engagement. In addition, mobile technology continues to penetrate Cambodian society at an accelerating rate, which is particularly true of the population aged 15 to 24. While this penetration has been

much slower in the countryside, there is clearly an increasing role for information technology to play, especially if it is used strategically. These opportunities must be weighed against significant challenges including the low political awareness levels among many youth, the highly fragmented nature of civil society organizations, and poor cooperation between Ministries, as noted above. In addition, new USAID programming is likely to coincide with a new election cycle in Cambodian society,¹² which will greatly heighten the political sensitivities of both national and local officials, thereby amplifying some of the issues raised above.

5.3 Specific Recommendations for Youth Outreach

Based on the above analysis and observations, the following recommendations are suggested for future environmental program design that seeks to increase the engagement of Cambodian youth in environmental protection. During the course of earlier discussions, many best practices were also identified and a comprehensive list of these is provided in Annex 4. The more abbreviated suggestions below seek to synthesize some of these best practices into a single recommendation and highlight others that seem to be most important.

1. ***Increase the Formal Links between MoE and MoEYS:*** Given the pre-eminence of each of these Ministries for environment and youth matters, respectively, it is essential to bring them closer together for coordinated action. The newly proposed National Youth Council by MoEYS and the expanding youth networking activities being undertaken by MoE each afford suitable points of entry for such coordination (e.g., supporting youth internships in indigenous villages, recruitment of MoE youth network members for environment related tasks in state schools, using MoE Youth Network members to mentor the leaders of Student Youth Councils in state schools, etc).
2. ***Use an Intensive Outreach Approach When Working with Out-of-school Youth:*** Many agencies have noted the significant barriers to accessing out-of-school youth given the high rates of migration and employment that characterize this population. Youth outreach programming should require extension workers to live in target villages to ensure frequent contact with local communities, build trust, and enable access to working youth at night.
3. ***Consider Siting Some Interventions in the Formal Education System:*** Working with in-school youth offers considerable efficiencies in outreach due to the lower unit costs in accessing youth who are all gathered in one place. These efforts could focus on rejuvenating moribund Student Youth Councils, Life Skills Education on Environment, or even teacher training for those engaged in environment-focused subjects (e.g., Earth Science, water cycle, nutrient cycle, etc).
4. ***Include Grassroots Youth Networks in Implementation:*** Many of Cambodia's boldest youth leaders are to be found in grassroots youth organizations. Several have already been mentioned in earlier discussions. The dynamism and commitment of these organizations, their persistence, and their ability to often win over local officials could be a great asset to any on-going project.
5. ***Build a Secretariat of Civil Society Organizations that Can Better Coordinate Youth Engagement for Environment:*** Fragmentation and poor coordination are major hindrances to efficient utilization of the human and material resources in civil society organizations. It is suggested that investments be made to build local capacity to achieve better coordination either by building on existing umbrella groupings of organizations such as YCUD or bringing even more organizations into a new umbrella grouping of much bigger scope.
6. ***Utilize Mentoring Arrangements in Building Youth Capacity to Protect the Environment:*** Many stakeholders focused on the value of providing urban youth with opportunities to work with rural youth to promote increased understanding of environmental issues. These opportunities not only

¹² Commune elections are scheduled for 2017 and national parliamentary elections for 2018.

build local capacity but also increase understanding between different segments of the youth population.

7. ***Use Social Media and Mobile Technology in Rural Areas:*** Although penetration of the countryside by social media and smartphone technology is still limited, many key informants believed strongly that such strategic uses as equipping group leaders with mobile devices can create huge efficiencies in communication, information sharing, and understanding of local issues. Other forms of ICT can also be used effectively for such outreach such as CD players, which can promote Listening-Dialogue Groups to discuss radio programming, SMS bulk messaging for special announcements, tablets for offline learning, and others.
8. ***Use an Integrated Advocacy Approach When Working with Youth in Indigenous Communities:*** When working with Indigenous Communities, it is important to link environmental messaging with local cultural issues and intergenerational cooperation. Indigenous communities have a very high vested interest in protecting their forests in spite of the pressures of assimilation and modernization. Forest friendly cultural values and knowledge of sustainable forestry that has been used by indigenous peoples for centuries offer important points of entry to working with these communities. Capacity-building outreach for indigenous young people should unfold in alliance with these cultural values and not in opposition to them. This may take in visioning exercises in which youth groups map out the future of their local environment and community.
9. ***Build Youth Group Networks linked with Livelihoods:*** New programming should consider incentivizing youth outreach activities for NRM that also forms links with local livelihoods activities. Seed funds can be provided to such networks to support the livelihoods of local youth in ways that also protect the environment. Where possible, these livelihood activities may be linked to eco-tourism activities or sustainable forestry management as well as vocational training activities that are occurring in state-run vocational training institutions.

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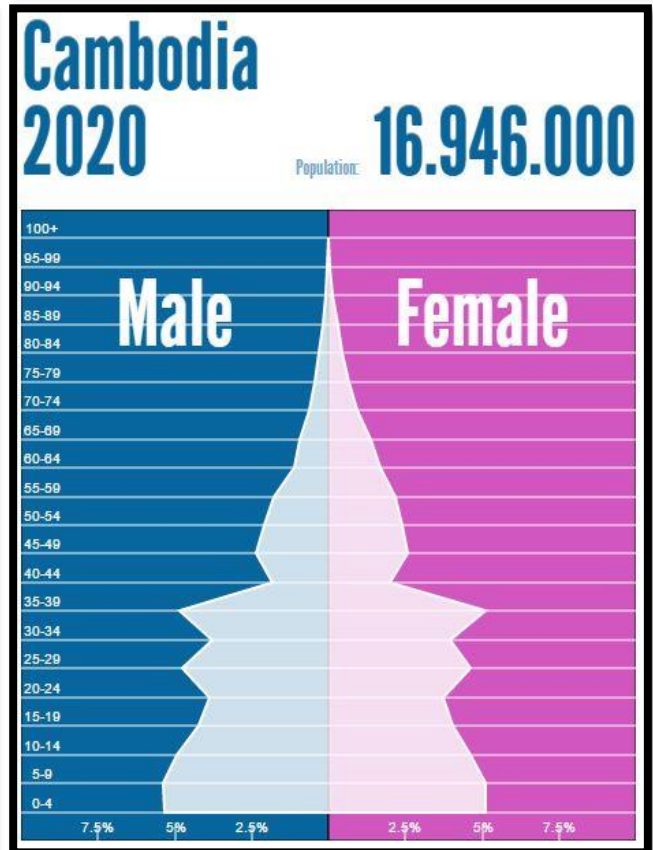
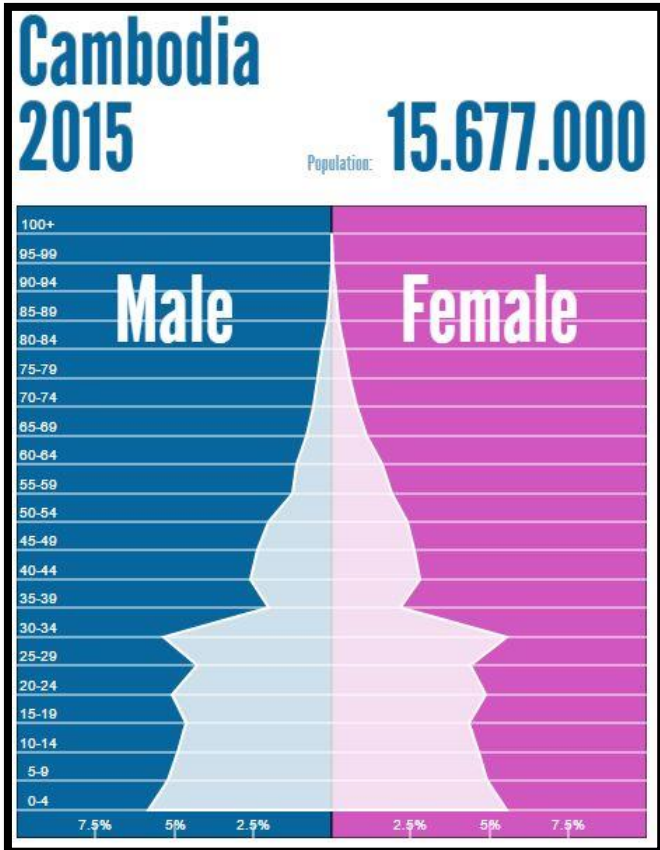
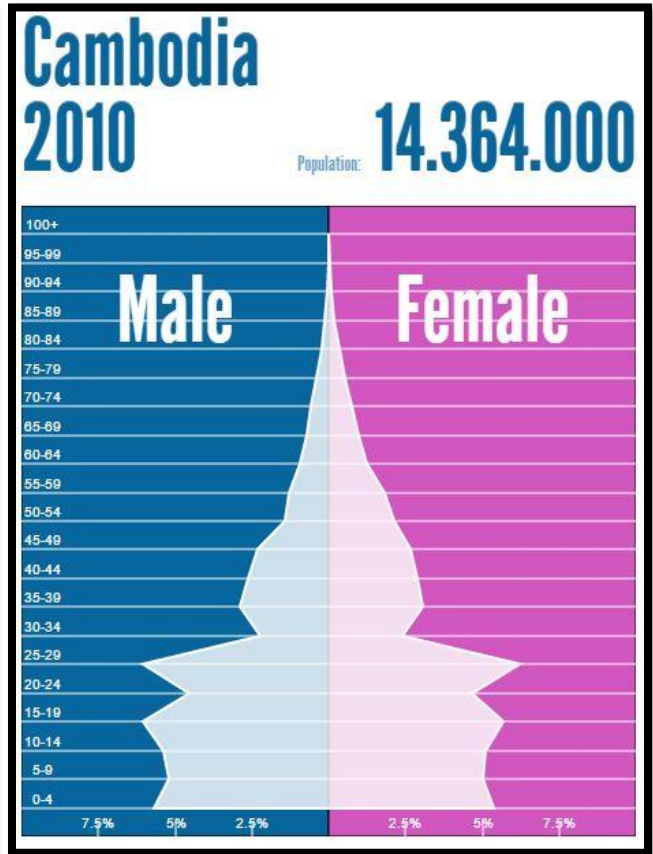
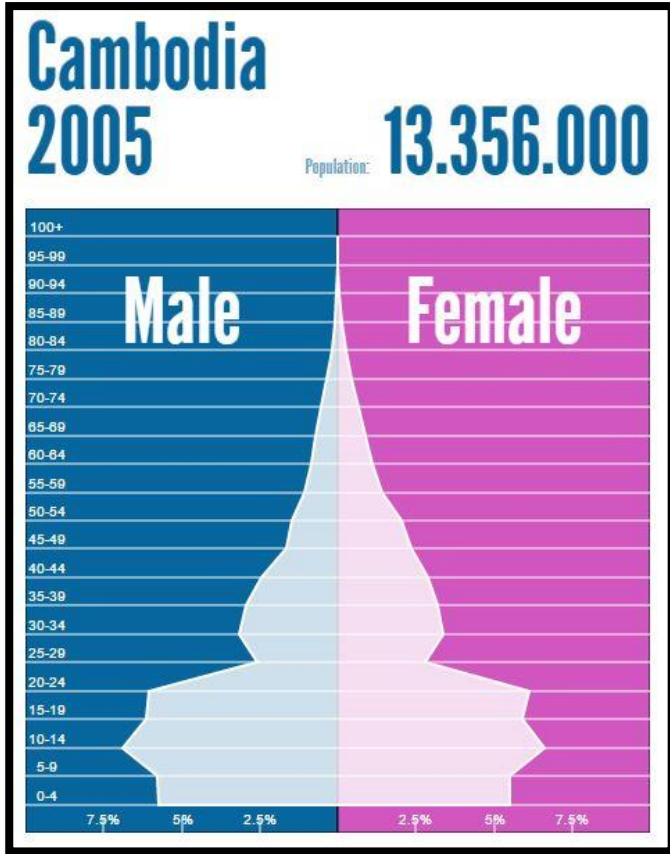
ANNEX 1: Investigative Research Factors

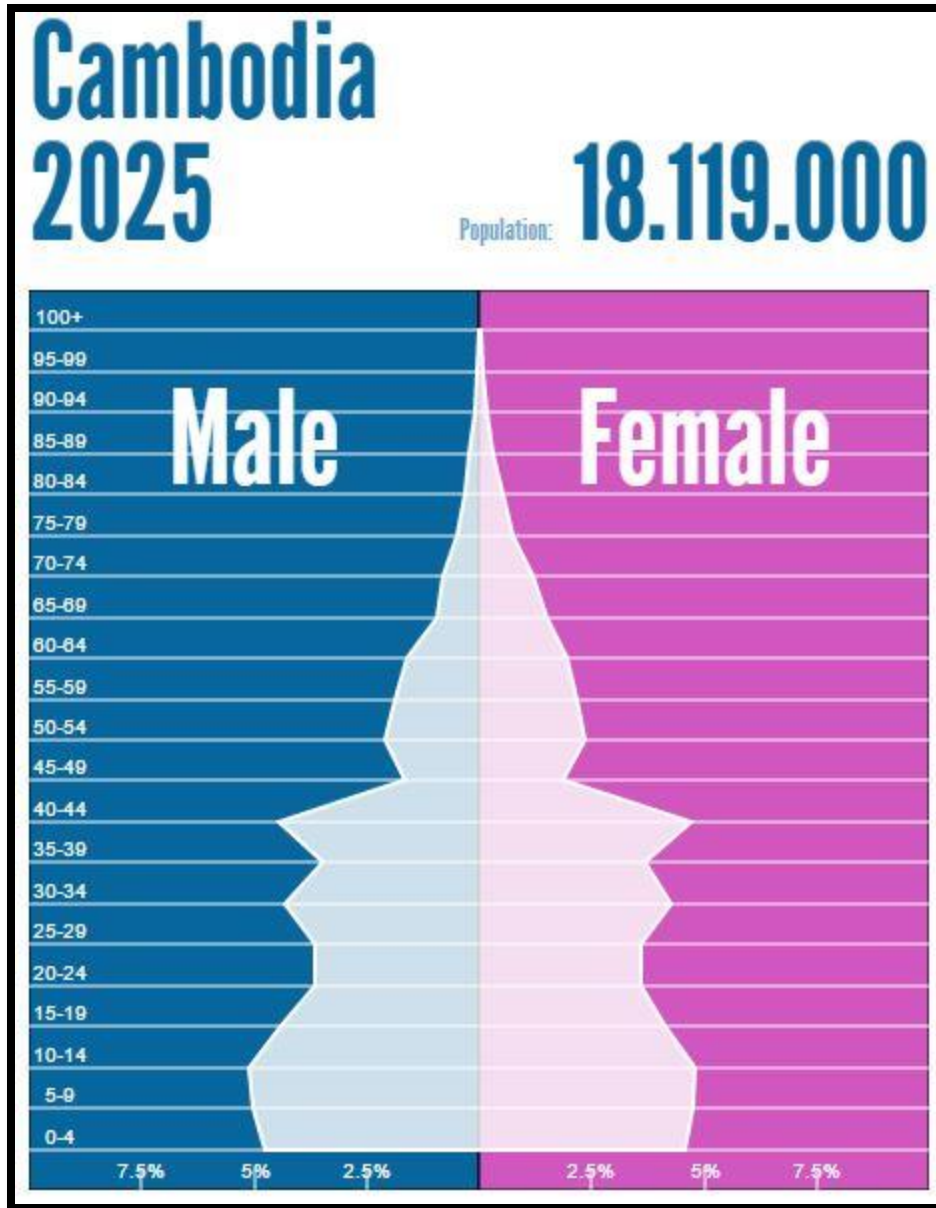
NRM Youth Analysis

| Investigative Factors | Reference |
|--|-----------|
| 1. Awareness of Environmental Issues | A |
| 2. Perceptions of Freedom to discuss environmental issues | B |
| 3. Perceptions of Importance of Environmental issues (Personally) | C1 |
| 4. Perceptions of Importance of Environmental issues (Programmatically for stakeholders) | C2 |
| 5. Direct Effects of Environmental Issues on Livelihoods | D |
| 6. Sources of information about the environment | E |
| 7. Access/Knowledge of Information Technology | F |
| 8. Level of Civic Participation in Environmental Issues | G |
| 9. Existence of Youth Networking on Environment | H |
| 10. Perceptions of the Causes of Environmental Problems | I |
| 11. Perceptions of solutions to solve environmental problems | J |
| 12. Perceptions of Generational Differences and environment | K |
| 13. Perception of Links between Environmental Issues & Politics | L |
| 14. Role of Key Stakeholders in Protecting the Environment | M |
| 15. Optimism/Pessimism Levels about the problems | N |
| 16. Perceptions of Key Constraints to youth participation in environmental issues | O |
| 17. Knowledge of Innovation and Best Practices <ul style="list-style-type: none"> • Eco-clubs • Eco-tourism • Other | P |
| <i>For Institutional Key Informants Only</i> | |
| 18. Level of Experience/Knowledge of Eco-Tourism | Q |
| 19. Important Lessons Learned | R |
| 20. Content Analysis of National Curriculum for Environmental Issues | S |
| 21. Awareness of Relevant Policies (e.g., Youth Policy) | T |
| 22. Centrality of Policies to Current Programming | U |
| 23. Demographic, Educational, and Social Trends | V |

ANNEX 2a:

Population Pyramid Projections (2005 to 2020)

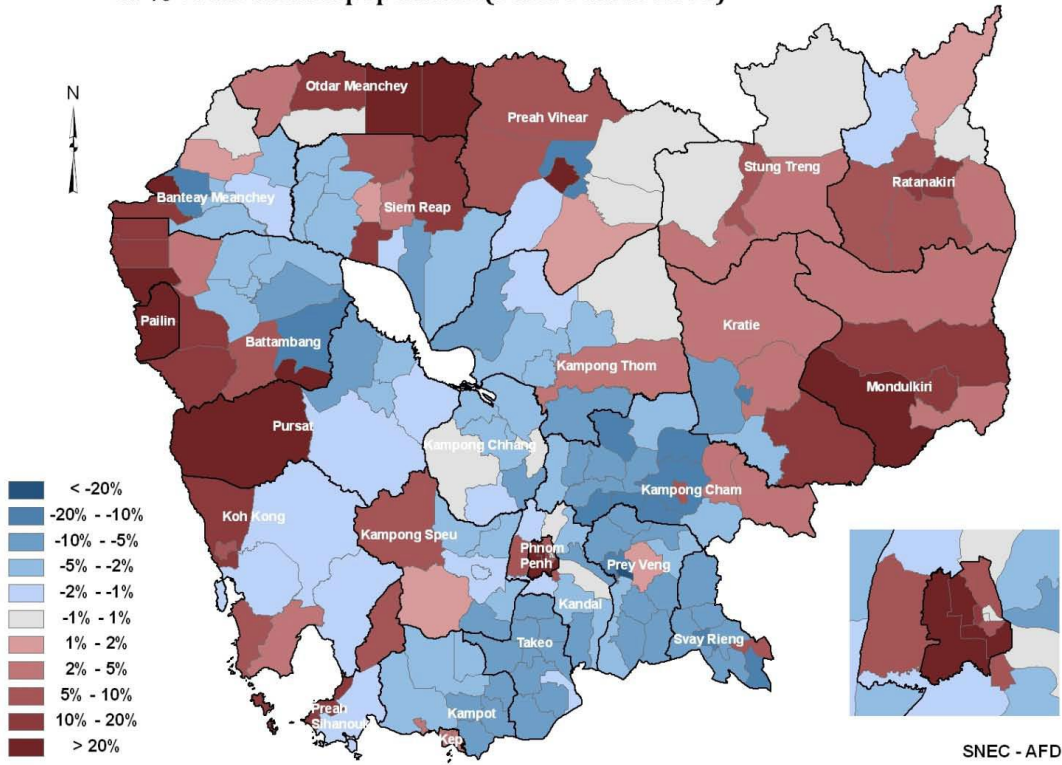




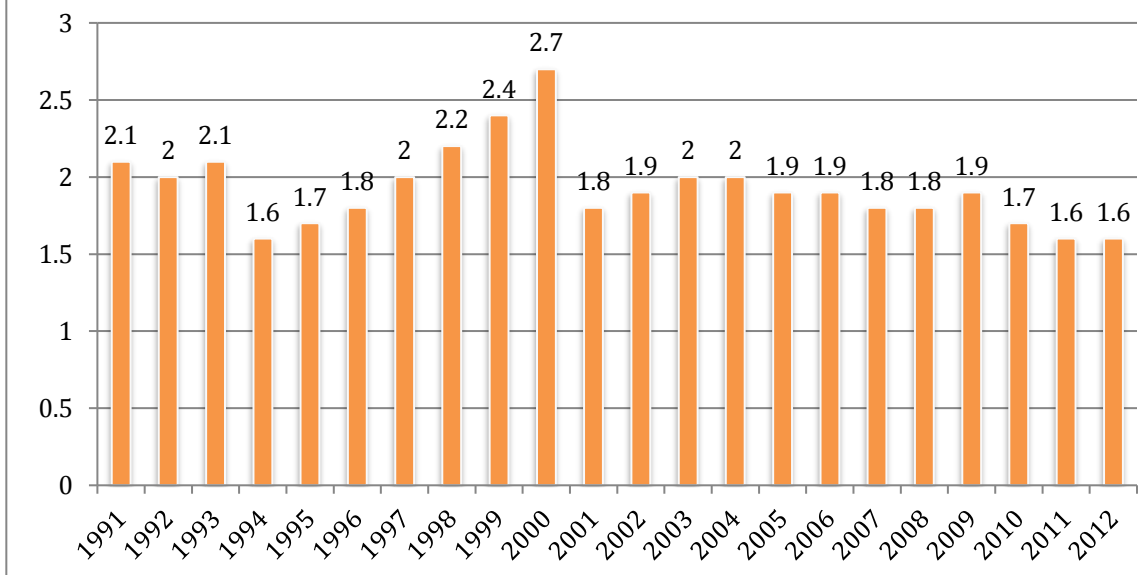
Source: <http://populationpyramid.net/cambodia/2020/>

ANNEX 2b: Summary of Areas Gaining and Losing Population due to Migration/Female Unemployment Rate

Migratory balance by district over the 2003-2007 period
In % of the district population (Data: Census 2008)



Change in Female Youth Unemployment Rate 15-24



ANNEX 2c: Content Analysis of National Curriculum for Environmental Issues

| Grade | Social Studies/ Geography | | | | | | General Science/Earth Science | | | | | |
|--------------|------------------------------|---------------------------|------------|----------------|---------------------------|------------|-------------------------------|---------------------------|------------|----------------|---------------------------|------------|
| | Total Les- sons | Lessons on Environment | % | Total Pages | Pages on En- vironment | % | Total Lessons | Lessons on Environment | % | Total Pages | Pages on En- vironment | % |
| 4 | 15 | 0 | 0% | 101 | 0 | 0% | 12 | 5 | 42% | 102 | 28 | 27% |
| 5 | 17 | 0 | 0% | 116 | 0 | 0% | 14 | 3 | 21% | 120 | 21 | 18% |
| 6 | 15 | 0 | 0% | 118 | 0 | 0% | 19 | 4 | 21% | 135 | 19 | 14% |
| 7 | 69 | 15 | 22% | 294 | 60 | 20% | 49 | 12 | 24% | 294 | 76 | 26% |
| 8 | 50 | 0 | 0% | 294 | 0 | 0% | 49 | 5 | 10% | 298 | 33 | 11% |
| 9 | 43 | 2 | 5% | 310 | 10 | 3% | 53 | 14 | 26% | 312 | 68 | 22% |
| 10 | 14 | 5 | 36% | 359 | 83 | 23% | 18 | 10 | 56% | 91 | 10 | 11% |
| 11 | 24 | 17 | 71% | 196 | 132 | 67% | 26 | 26 | 100% | 204 | 204 | 100% |
| 12 | 25 | 0 | 0% | 198 | 0 | 0% | 27 | 15 | 56% | 204 | 96 | 47% |
| Total | 272 | 39 | 14% | 1,986 | 285 | 14% | 267 | 94 | 35% | 1,760 | 555 | 32% |

National Curriculum Timetable (Hours per Week)

| Subject | Grade 4 | Grade 5-6 | Grade 7-9 |
|----------------------|--------------|--------------|--------------|
| Khmer | 10 | 8 | 6 |
| Mathematics | 6 | 6 | 6 |
| Science | 3 | 4 | 6 |
| Social Studies | 4 | 5 | 6 |
| Physical & Health Ed | 2 | 2 | 2 |
| Foreign Language | -- | -- | 4 |
| Total | 25 | 25 | 30 |
| Local Life Skills | 2-5 | 2-5 | 2-5 |
| Grand Total | 27-30 | 27-30 | 32-35 |

Note: 1 Hour = 40 Minutes

Source: Department of Curriculum Development, *Policy for Curriculum Development, 2005-2009*, Phnom Penh: MoEYS

ANNEX 3: List of Key Informants

| Organization/Institution | Contact Name | Contact Details | Meeting Date/Status |
|---|---|--|--|
| RGC | | | |
| 1. Youth Department, MoEYS | H.E. Touch Choeun, Director General | Tel: 012-901-224 | 12 Mar 9 AM (Completed) |
| 2. Provincial Office of Education, Youth, and Sport, Mondulkiri | Mr. Chea Socheat, Director, Primary Education Office Tel. 012 615 188 | Tel. 012 99 80 28 | 23 Mar 8 AM (Completed) |
| 3. Youth Coordinator, Ministry of Environment | Mr. Kieng Karona, Ms. Chun Monita, Youth Leader | Kieng_karona@yahoo.com | 20 March 9:15 (Completed) |
| Projects | | | |
| 4. Fintrac-HARVEST | Dennis Lesnick, Chief of Party | dennis@fintrac.com | 26 March 9:15 AM (Completed) |
| 5. Winrock- Supporting Forests & Biodiversity Project | Seat Ly Kheang, Deputy Team Leader, Supporting Forests and Biodiversity Project | Kheang@winrock.org | 13 Mar 6 PM (Completed) |
| NGOs, Foundations, & Associations | | | |
| 6. Malup Baitong | Mr. Om Sophana, Organization Manager | 023-214-409, info@mlup-baitong.org ; | 17 Mar 4 PM (Completed) |
| 7. Live and Learn | Mr. Socheath Sou, Director | Tel: 089 300 307 socheath.sou@livelearn.org | 13 Mar 2 PM (Completed) |
| 8. Khmer Association for Development of Countryside (KAFDOC) | Ms. Nguon Sophany, Executive Director | 012-952-992 | 24 Mar 2 PM (Completed) |
| 9. Khmer Youth Association (KYA) | Ms. Yet Sokha, Program Manager | 092-769-297 | 11 Mar 2 PM (Completed) |
| 10. Youth Resource Development Program (YRDP) | Mr. Cheang Sokha, Director | 012-360-464 | 11 Mar Noon (Completed) |
| 11. Cambodia Indigenous Youth Association (CIYA) | Mr. Pheap Sokchea, President | 092 617-990 | Defunct |
| 12. Non-Timber Forest Products (NTFP) (Ratanakiri) | Mr. Long Serey, Director | 012-559-402 (Skype Call) | 10 Mar 1:30 PM (Completed) |
| 13. CARE (Mondulkiri) | Mr. Phon Sarim, Program Officer | Tel 012 450 216 | 24 Mar 9:30 AM (Completed) |
| 14. International Cooperation Cambodia (ICC) (Mondulkiri) | Mr. Cheng Sophal, Provincial Coordinator, Mkiri | Tel: 012 73 72 86 | 24 Mar 8:30 AM (Completed) |
| 15. Kampuchean Action for Primary Education (KAPE) | Ms. Hem Mary, Vice Director (Youth Affairs) | 012-521-866 | 20 Mar 2 PM (Completed) |
| 16. Youth Council of Cambodia (YCC) | Mr. Ron Rathana, Director | Tel: 012 542 636 | 14 Mar 9 AM (Completed) |
| 17. Khmer Youth for Social Development (KYSB) | Ms. Heng Sokkunthea, Senior Program Coordinator | kunthea@kysd.org | 30 March 2 PM (Completed) |
| 18. Development & Partnership in Action (DPA) | Mr. Mam Sambath, Executive Director | Tel: 012 779 734 E-mail: mam.sambath@dpacam.org or Mr. | Not willing to interview |

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| | | Lay Sophea: lay.sophea@dpacam.org | |
| 19. Cambodians for Resource and Revenue Transparency (CRRT) | Ms. Kim Natacha, Director | 023-217-607 | 19 Mar 2 PM (Completed) |
| 20. Cambodia Youth Network (CYN) | Tim Malay, President | 017-990-689 | 13 Mar 3:30 PM (Completed) |
| 21. The Asia Foundation (TAF) | Kaing Menghun (Researcher) | menghun.kaing@asiafoundation.org | 12 Mar 2 PM (Completed) |
| 22. Cambodian Volunteers for Society (CVS) | Mr. Pan Somany, Executive Director | sekphary@gmail.com | 20 Mar 9 AM (Completed) |
| 23. World Education | Estelle Day, Regional Adviser | estelle.day@worlded.org | 11 Mar 5 PM (Completed) |

ANNEX 4: Best Practices in Youth Engagement for Environment

| Agency Name & Background | Best Practices |
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| <p>1. Youth Resource Development Program (YRDP) was first established in 1991 and provides capacity development for youth in Critical Thinking Skills through <i>Youth Capacity Development, Youth in Action for Extractive Industry Transparency and Climate Change and Publication and Communication Unit</i>. These Units are working in collaboration with each other and with support from Management, Administration and Financial Units to reach the vision and goal of the organization.</p> | <ul style="list-style-type: none"> • Youth Exchange Programming involving field trips and cross sharing between non-school affiliated youth groups working to protect the environment. These activities often bridge the gap between rural and urban youth. • Youth Internships to Promote Green Schools. This programming organizes internships for older youth in urban areas (trained through the exchange program) to choose a school and work with the students there to make a 'green' school focusing on biodiversity principles, climate change mitigation, and other concepts. |
| <p>2. Khmer Youth Association (KYA) is a humanitarian, non-political, non-governmental and non-partisan Cambodian youth organization founded in 1992 and registered in 1994. KYA is committed to working with and for youth for positive social change by improving and promoting youth participation on different social issues relevant to Cambodia. KYA strives towards an improved framework for respecting human rights, democracy, gender, health, and the empowerment of young people by the government and other stakeholders utilizing principles that encourage youth participation and recognize youth's role and works.</p> <p>What do we do?</p> <ul style="list-style-type: none"> • Democratic and development processes in order to fight corruption and maintain sustainable peace in Cambodia • Human rights, democracy, health and gender equality and sustainable development among young people • Vocational training and education for young people to have more skills & experiences to develop the nation • Environmental Protection | <ul style="list-style-type: none"> • Self-sustaining Youth Networks Linked to Green Campaigns: KYA sets up youth groups linked with commune councils in 8 provinces. These groups carry out advocacy and activities to protect the environment in collaboration with local councils. The groups are trained to be <i>self-sustaining</i> and do their own fund raising after they are initially set up by KYA with 'seed funding.' In this respect, KYA trains the groups how to write short proposals so that they can seek funds both at sub-national and national level. This new programming model is more structured than more loosely connected groups used previously and ensures that there can be orderly transfers in leadership when one or more youth group leaders moves onto something else. |
| <p>3. Cambodian Youth Network (CYN) is a grassroots organization established in October 31, 2009 by a group of students from four different universities to undertake and advocate development issues in the Cambodian society in the form of voluntary basis. CYN is not affiliated with any political party or religion. CYN is named a social movement among Cambodian youths. The main factors of youth network establishment are social issues among youths including a lack of various knowledge, skills, willingness, solidarity, a short of space for learning and sharing and currently inhumanity activities such as human rights violation and land grabbing etc.</p> <p>Currently, CYN has been collaborating with partner organizations in doing activities to build youth capacity, youth empowerment and youth's civil and political engagement and participation in advocacy activities to demand, promote and protect the human rights. For instance, CYN has conducted a number of peaceful advocacy activities since 2012, focusing more on <i>natural resource protection and conservation</i>, minimum wage and human rights promotion among youth in Cambodian through universities and provincial youth networks.</p> <p>CYN has been promoting a culture of volunteering among Cambodia youths, actively working in organizing and mobilizing youth networks in the different universities and rural communities. Many of urban youths are based in Phnom Penh and rural youth members are based in forest communities of Prey Lang and Areng Valley.</p> | <ul style="list-style-type: none"> • Civil Disobedience Measures that are within the Law: CYN organizes grassroots activities to protect the forests through civil disobedience measures like blocking roads. Youth groups from the university establish very close links with local people by sleeping and living in local communities to develop local trust. They recruit local youth to work with them, educating and training them to carry out civil disobedience measures and advocacy on their own. • Linking Advocacy and Risk-taking Behaviors with Agency Autonomy: CYN depends on membership fees and local income generation to cover its operating costs. Unlike more mainstream youth groups who depend on donors and good working relationships with government, CYN does not need to worry about complying with the agendas of donors or government and dare to take political action as needed. This gives the agency a great deal of independence to mobilize youth in a way that leads to strong opposition to actions that destroy the environment when necessary. They are not 'captured' or co-opted by government or donor agendas. • Integrated Advocacy Approach: CYN uses coordinated advocacy strategies involving civil disobedience, convincing local commune council leaders (especially young ones) to join their activities, demonstrations, national petitions, and meetings with Parliamentary leaders at national level to achieve environmental protection goals. |
| <p>4. Mlub Baitong is a Cambodian NGO working to increase environmental awareness and conservation, seeking solutions for sustainable and equitable use of natural resources through education, training, and advocacy and community-based natural resource management and eco-tourism activities. The agency's mission is to contribute to poverty alleviation of</p> | <ul style="list-style-type: none"> • Integrating Youth Groups into Existing Government Structures: Mlub Baitong works with Community Forestry Associations set up by the Ministry of Agriculture to mobilize local communities including youth to take charge of local forests. The agency takes an 'integrated' approach to youth mobilization, linking it with broader |

| Agency Name & Background | Best Practices |
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| <p>Cambodia through rights-based empowerment of rural communities to manage their natural resources sustainably while obtaining improved livelihoods.</p> | <p>programming.</p> <ul style="list-style-type: none"> • Eco-clubs: Mlub Baithong has developed programming materials to set up student Eco-clubs in schools (both primary and secondary) to foster increased awareness of the environment. • Mlub Baithong Environment Voice is a radio program lasting 15 minutes that is broadcast to target areas on a regular basis. The program often includes youth issues relating to environmental preservation |
| <p>5. Live and Learn's vision is for a sustainable and equitable world free from poverty. The agency's mission is to educate, mobilize communities, and facilitate supportive partnerships in order to foster a greater understanding of sustainability, and to help move towards a sustainable future. Live & Learn aims to:</p> <ul style="list-style-type: none"> • encourage individual and community attitudes, values and actions that are ethical and sustainable • encourage networks and partnerships between schools, children, youth, teachers, governments, chiefs, elders, parents, the media and non-governmental organizations (NGOs) • share knowledge, skills, learning experiences and resources with others for the benefit of the physical and human environment • promote the integration of the concepts of human rights, environmentalism, humanitarianism, culture, gender equality and peace in all projects and programs • promote action-based, effective and creative learning models and teaching methodologies. | <ul style="list-style-type: none"> • Integrated Programming Model that fosters inclusion of youth issues in broader programming such as WASH, Food Security, and others. This approach makes it easier to achieve a convergence between agendas of local stakeholders and the agency. This is particularly important when working with Commune Councils who have a diverse set of interests. • Integration of Environmental Issues into Life Skills Education Curricula: LaL has developed a 20-hour life skills module that has now been adopted by MoEYS as part of the life skills curriculum. The module is a hands-on approach design to help young people understand how best to preserve environment across many issues such as deforestation, climate change, habitat destruction, water pollution. • Development of Mobile Media Education Materials that can be used easily with a range of age-groups including youth in both formal and non-formal education settings. |
| <p>6. Khmer Association for Development of Countryside: KAFDOC is a Cambodian NGO located in Kratie Province. KAFDOC was registered in 1994 by the Ministry of the Interior. KAFDOC works with rural communities to improve their living conditions. The agency renders particular assistance to vulnerable and poor women, children and youth, disabled people and farmer groups who live in economic hardship and who face constant barriers to their empowerment and their social participation. KAFDOC is expert in education, but also makes allowance for other components of development: healthcare, agriculture and food security, water and sanitation, good governance, children rights and gender promotion.</p> <p>The agency's main target groups are vulnerable and poor women, children, disabled people; farmer groups and fishery groups who are living in remote rural areas. KAFDOC offers programs focusing on generating incomes, improving their education, their healthcare, their agriculture, promoting children rights, gender equity, good governance and reducing disaster. In addition, KAFDOC enhances target communities' capacity building, with particular focus on vulnerable women, children and community based-organization (CBO). We aim to achieve this goal through improving health care, natural resources management, livelihood and disaster risk reduction.</p> | <ul style="list-style-type: none"> • Youth Group Networks as Agents of Change and Outreach: KAFDOC effects social change in its target communities by using youth groups, which are structured around group leaders. The group leaders attend a formal training around specific social issues such as domestic violence or natural resource management as well as how to undertake advocacy, community mobilization, and training. The Group Leaders must reach at least 10 members or more in their local communities so that there is a multiplier effect from investments in capacity-building. These group leaders can educate others in their group, assist in monitoring and reporting problems in their community (e.g., domestic violence), and advocate with local authorities for intervention when the need arises. • Eco-Tourism Programming: KAFDOC has set up a now independent association that operates a tourism business on Trung Island that provides bicycle hikes, floating bungalows, and nature hikes. The association employs many local young people and creates an incentive to preserve the local environment. |
| <p>7. Non-Timber Forest Products (NTFP): NTFP, is a local Non-Government Organization based in Ratanakiri. Since it was established in 1996 the agency has played a critical role in helping indigenous people secure their rights to their land and natural resources. NTFP also recognizes the vital importance of preserving the cultural heritage of indigenous people, often inextricably linked with their lands and forests. Effective engagement with indigenous communities, developed over a considerable time, is now a particular strength of NTFP. The agency targets rural indigenous ethnic minority villages which do not have other organizations to support them on NRM and who, because their different culture and practices,</p> | <ul style="list-style-type: none"> • Cross-generational Mobilization: NTFP implements its programming through mixed generational groupings including both young and old with a strong focus on utilizing the knowledge of older people to educate younger people about the value of forests. This approach is particularly effective in areas with large minority populations. • Highland Youth Association: NTFP has set up associations of highland youth to achieve a number of goals including action research, preserving local knowledge of the forests, and advocacy. HYAs provide a vehicle through which to mobilize minority youth and educate them at the same time. |

| Agency Name & Background | Best Practices |
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| <p>different social institutions, beliefs and values, are not understood by outsiders. These communities are currently not able to defend their interests for themselves because they cannot speak the administrative language, Khmer, and they lack the technical skills and technology to support their claims. They are not empowered to stand up for their rights because they do not know what their rights are. They are also not aware of the legal instruments enacted by the country and need help to include their concerns in the formulation of legal instruments.</p> | |
| <p>8. CARE: CARE is an international development organization fighting global poverty, with a special focus on working with women and girls to bring lasting change to their communities. CARE works in partnership to achieve lasting results. As a non-religious and non-political organization, CARE works with communities, particularly indigenous communities, to help overcome poverty by supporting development projects and providing emergency relief. The agency's vision is to seek a world of hope, tolerance and social justice, where poverty has been overcome and people live in dignity and security. In Cambodia CARE works with the poorest and most marginalized communities to address the root causes of poverty and vulnerability. This is achieved by:</p> <ul style="list-style-type: none"> • Strengthening and building individual, organizational and institutional capacities • Building partnerships to facilitate long term sustainable change • Working to empower women and their communities to understand and use their rights • Supporting policy development and implementation through advocacy and dialogue | <ul style="list-style-type: none"> • Outreach to Indigenous Young People through Community Schools and Bilingual Education: CARE has developed an innovative program to work with indigenous young people that focuses on the development of community schools that use the local language (up to Grade 3). These schools build close relationships with the local communities they serve and eventually become recognized as state schools. Community school programming develops curricula that focuses heavily on local culture, respect for the forests and local habitat, and intergenerational exchange. These curricula, written in the local language, are highly effective in messaging youth about the environment, local culture, and intergenerational respect. |
| <p>9. International Cooperation Cambodia: ICC is an international organization that focuses on assisting marginal groups, particularly indigenous groups, in Cambodian society. The agency works closely with such indigenous groups as the Phnong, and has been instrumental in developing a written script for previously unwritten indigenous languages, thereby ensuring their ability to survive. ICC provides support for locally led programming that includes education, youth and community mobilization, intergenerational harmony, improved livelihoods, and Natural Resource Management. The agency has been highly innovative in developing community development approaches that lead to high local ownership, thereby ensuring their sustainable continuation after the conclusion of project cycle programming.</p> | <ul style="list-style-type: none"> • Identity-based Community Development: ICC sets up its programming by following an approach in which local communities define the parameters of the activities to be carried out. These activities relate to both preserving the environment and local culture. Often these two things are closely linked. Youth programming often involves efforts to bridge the generation gap, which encourages youth to learn about the old ways of living in the forest sustainably. One of the more successful outcomes of this approach has been the 'seed saving' program that was identified and currently run by local groups (see below). • Seed-saving Program: The Identify-based Community Development Approach has identified a number of activities that have high local ownership such as 'seed saving' advocacy in which youth cultivate seed varieties from the wild that are rapidly disappearing (e.g., mountainous rice). Under this programming, youth go into the forest and grasslands and find these seeds and bring them back to their villages for preservation and active cultivation. • Building Trust in Local Communities by Using Village-based Field Workers: ICC programming bases its community developing staff in local villages where they live and sleep. This builds close trust with local youth and enables greater access to out-of-school youth who are working since they are able to meet them at night and not during the day when they are usually working. |
| <p>10. Kampuchean Action for Primary Education (KAPE) is a formal education agency that was established and registered in 1999 as a local NGO. The agency has extensive outreach programming for youth both in and out of school. While not focusing on environmental issues per se (except in the case of Integrated Pest Management, the agency has extensive experience in building youth development networks at school level in both the primary and secondary school sub-sectors. KAPE builds its programming on empirical research and has</p> | <ul style="list-style-type: none"> • Youth Network Development with Links to Commune Councils: KAPE has been effective in creating youth networks through commune councils who can do advocacy on various issues in the community including environmental issues, trafficking, safe migration, and job placement. These networks are organized around group leaders who have their own tight group of associates either in their village, school, or work place. The model provides a good platform for information sharing, organizing youth |

| Agency Name & Background | Best Practices |
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| <p>recently completed a Youth Situation Analysis (2014) with funding from Save the Children that has facilitated the development of diverse programming involving youth (e.g., career counseling, life skills education, and advocacy with commune councils).</p> | <p>activities, and outreach. The model works well in both formal school settings as well as non-formal settings outside of the school.</p> <ul style="list-style-type: none"> • SMS Bulk Messaging Protocols: In order to facilitate communication within its youth networks, KAPE has developed protocols for delivering hundreds of SMS messages cheaply on particular news such as training events, meetings, and important developments. Group leaders with phones receive these messages and can disseminate through the small groups allowing the agency to reach hundreds and even thousands of individuals cheaply and quickly. • Generic Youth Clubs: KAPE has developed useful manuals for setting up school-based clubs on a variety of topics such as Integrated Pest Management, photography, film, drama etc. that can easily be adapted to the needs of environment. These manuals facilitate ToTs that can easily be replicated in any setting. • Listening-Dialogue Groups: KAPE has developed an interesting method of disseminating messaging on strategic topics (e.g., career counseling, health, etc.) using <i>Listening-Dialogue Groups</i> that are set up in schools. These groups listen to radio broadcasts on specific topics, which can stimulate discussion on that topic. In cases where KAPE has developed radio broadcasts in collaboration with a local partner like <i>Media One</i>, it is possible to add an interactive feature to the dialogue groups whereby students can complete feedback forms which are deposited in mail boxes in the school library. These are then collected once a month and discussed in the following radio broadcast. This interactive feature creates an incentive to want to listen to subsequent broadcasts. |
| <p>11. Youth Council of Cambodia: YCC is a registered NGO established in December 2001 to advocate for peaceful democratic reform and promote voter and civic education among Cambodian youth and students. YCC is a non-partisan organization and is not associated with any political party. YCC was formed as a coalition of five major student and youth organizations. YCC has become a voice for students advocating non-violent democratic change in Cambodia. YCC has also engaged in a number of successful advocacy programs, radio call-in shows, student opinion surveys, and youth forums. YCC also has two sets of civics training programs as well: Living Democracy, geared towards youth ages 13-17, and the Advanced Democracy Seminar, which focuses on young adults ages 18-23.</p> | <ul style="list-style-type: none"> • Holistic Approach for Youth Advocacy: YCC uses a mixed approach for youth mobilization involving close links with commune councils, attracting youth with opportunities for vocational training and entrepreneurship, establishment of clubs, and the use of social media for outreach. This approach is suited both for working within the formal school system and without in more non-formal settings. |
| <p>12. Khmer Youth for Social Development: KYSD is a non-profit, non-partisan Cambodian NGO based in Phnom Penh. It was established in January 2000 and registered with Ministry of Interior on 25 March, 2003. KYSD has considerable experience – Ten years working with youth and communities. It is an active youth NGO with potential, effective networking and good relationships with Local NGOs, International NGOs and Government Section.</p> <p>KYSD works with many youth NGOs and has links with many other networks such as the UN Advisory Panel on Youth, NEP, etc. The agency's vision is to see the people of Cambodia, especially women, youth and children, live in a prosperous and democratic society enjoying improved living standards and good health, with dignity and equitable access to natural resources and social services, free from violence, discrimination, or violations of human rights. The agency's mission is to reduce poverty through building the capacity of youth, mobilizing and empowering them to work in coordination with others to bring development to remote areas of Cambodia, improve the quality of life of women, men and children, and support community groups to implement activities in eco-</p> | <ul style="list-style-type: none"> • Grassroots Programming: Involve youth and community from the beginning in identifying local problems and solutions. In doing so, youth should define their own roles and responsibilities in any given project. • Participation of Women & Girls: Ensure that girls and women have adequate opportunities to contribute to discussions • Mentoring: Provide locally-based mentoring to encourage youth to participate in community planning and decision-making. Mentoring should be provided by adults that youth can relate to and trust. • Networking: Facilitate connections and networks with other youth organizations. |

| Agency Name & Background | Best Practices |
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| <p>conomic, cultural, social, and environmental sectors in partnership with commune councils and civil society organizations. To achieve this, KYSD works with youth, women, poor people and local and international partners who share our vision and mission and facilitate networking and relationships that empower youth, women and poor people to exercise their fundamental rights.</p> | |
| <p>13. Development & Partnership in Action: DPA is a Cambodian NGO, which localized from an international NGO called CIDSE. The organization has been active in Cambodia for over 30 years, tackling issues as diverse as building capacity to community leaders, gender equality, natural resource management, health and education, and food security and as well as adapting to address emerging issues such as climate change and extractive industries as these topics became relevant to the Cambodian context.</p> | <ul style="list-style-type: none"> • -- |
| <p>14. Cambodians for Resource Revenue Transparency: CRRT is an advocate for the transparent, accountable and equitable governance of Cambodia's extractive industries. The coalition works with the government, regulatory agencies and fellow civil society groups to encourage the creation of fair and equitable laws, policies and procedures governing the extractive industries. CRRT is on a mission to ensure that wealth created by the extractive industries will benefit Cambodia for generations to come.</p> <p>The coalition's vision is for wealth generated by the extractive industries to be managed in a socially responsible manner that is transparent, accountable, and participatory to equitably benefit all Cambodians. The agency's mission is to make income and spending of oil, gas and mining revenues transparent for all Cambodians. CRRT believes that an informed public should participate in open discussions to contribute to decision-making on the financial management of revenues from extractive industries. Information should be widely and publically available on operations for exploitation of extractive resources and earned revenues to facilitate public oversight of the extractive industries sector. Finally, the coalition seeks to ensure that revenues from extractive industries should be efficiently and fairly used for sustainable development for the benefit of current and future generations.</p> | <ul style="list-style-type: none"> • Using a Coalition Building Network to Provide Capacity Building to Youth Groups: CRRT has built a youth network of both organizations and individuals comprising over 1,000 members. The Secretariat that runs the coalition acts as a resource to its members providing guidance on important policy issues, recent events, global trends, funding opportunities, and new methodologies for protecting the environment. The Secretariat is frequently called up on to develop and deliver training workshops on particular topics of interest to members. The independence of the Secretariat (which is supported by members) helps to ensure that the body does not become the tool of donors or government but maintains a balanced agenda that is predicated on the needs of Cambodian society. |
| <p>15. The Asia Foundation: TAF has a very diverse portfolio of programming that focuses heavily on women in development, human rights, good governance, natural resource management and others. Much of this programming focuses on the mobilization of youth. For example, the Natural Resource Management: Civil Society and Pro-Poor Markets Project (CSPPM) works with local nongovernmental organizations such as <i>KAFDOC</i> and <i>Mlub Baithong</i> to build capacity of hundreds of community-based organizations in areas such as natural resource governance, implementation of social safety net mechanisms, market access, and business knowledge and skills. Enhancing citizen engagement and influence in local policy and budget decision-making governing management of natural resources. The Combating Trafficking in Cambodia: Building a Youth Peer Network on Safe Migration and Anti-Trafficking Project works with <i>Youth Council of Cambodia</i> and seeks to build a youth peer network equipped with knowledge of safe migration and anti-trafficking issues and raising awareness at the community level to reduce the incidence of trafficking of women and girls.</p> | <ul style="list-style-type: none"> • G-LAB: Next Generation - Basing Youth Mobilization Activities on Action Research: The Asia Foundation has recognized the evolution of Cambodia's giant youth population as a very dynamic process requiring continuous research to refine understanding of issues of importance to youth as well as strategies to mobilize them. The Foundation has partnered with <i>Indochina Research</i> to develop a continuous series of publications that are easily readable by lay development practitioners to better understand youth issues. Known as G:LAB, this publication facilitates the process of interacting, observing, and documenting the behavior of young people for the purpose of predicting future trends and assisting informed interventions. The process is continuous and lessons learned are always seen in context of an environment subject to constant change. |
| <p>16. Cambodian Volunteers for Society: CVS is a non-profit and non-political organization established in 2005 by several entities, including the Royal University of Phnom Penh. CVS organizes youth to be agent of social change. CVS's approach is Mobilizing YOUTH for Social Change by Organizing, Building</p> | <ul style="list-style-type: none"> • Building Youth Group Networks linked with Livelihoods: CVS has sought to develop a youth group network that targets out-of-school youth. The networks seek to use youth to realize Natural Resource Management goals that are incentivized by providing links with improved |

| Agency Name & Background | Best Practices |
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| <p>and Supporting YOUTH especially community youth. Involving community youth is a vital component of development. The participation of the youth in their own development will potentially help them to get their rights and alleviate poverty. CVS projects actively engage youth at the grassroots level, focusing on sustainability. To achieve its strategic objective, CVS ORGANIZES YOUTH groups based on their interest such as sport groups, art group, farmer group etc.,. Then CVS BUILDS YOUTH by training them to actively participate in their community's development process. Lastly, CVS SUPPORTS YOUTH for their engagement in the protection of land and natural resources, potentially provide job security in their own communities, and work in areas where they can strengthen their own voice, thereby shaping their own development in beneficial ways. CVS focuses on preparing youth to be engaged in natural resources rights, community good governance and protecting livelihoods, land and housing rights. Furthermore, CVS supports youth by building platforms and channels for them to address their voices via publications and social media, website, blogs, etc.</p> | <p>livelihoods. Groups are organized into groupings of between 5 to 25 members depending on population densities in target areas. The agency provides seed funds to these groups to support the livelihoods of local youth in ways that also protects the environment. Often, these livelihood activities are linked to eco-tourism or sustainable forestry management.</p> |
| <p>17. World Education: World Education has been working with Cambodian youth and children since 1991. The agency contributes to individual growth, strengthens the capacity of local partner institutions, and catalyzes community and national development. World Education's approach is characterized by a commitment to meaningful and equal partnership that is flexible and evolves over time, and is based on mutual interest and trust. In its role as catalyst, World Education strives to develop assets such as good health, literacy, numeracy, business and civic participation skills, and access to credit. World Education promotes local autonomy by partnering with stakeholders to plan and implement their programs for social and economic change, appropriate to the local context and the needs of grassroots constituents</p> <p>World Ed is currently implementing a ground-breaking project in youth mobilization called <i>Youth on the Move</i>. The goal of Youth on the Move is to improve the learning and life outcomes of vulnerable migrant and potential migrant youth. World Education's activities ensure that youth who are migrants, as well as those who are likely to migrate, can equip themselves with the core knowledge, skills, and healthy behaviors that together can reduce their vulnerability. In Cambodia, the project is being carried out in Prey Veng Province located in the southeast region of the country, on the Vietnam border. Migration from this province is the highest in the country, due to the frequency of droughts and floods, which makes it difficult for farmers to grow their crops. Farming there is seasonal work, leading to under-employment and pushing people to look for other jobs during the off-season. Given the urgency created by the economic recession's impact, World Education's work in Prey Veng focuses on those currently most at-risk of migrating unsafely – adolescent, illiterate/lower literate youth – and working with local level government and community leaders to provide basic literacy, life skills, and livelihoods development interventions.</p> | <ul style="list-style-type: none"> • “Change Agent” Training for Youth: World Education has developed a process in which youth are trained as ‘change agents’ for the protection of vulnerable youth in their communities and to advocate continuously on social issues. This is achieved through a first workshop on ‘Change: What, Why and How’ in which youth discuss the situation of youth/their communities and identify topics they want to research (e.g. in the past youth have identified child labor, safe migration, and health practices). They then are supported to develop research tools and visit sites to conduct interviews. In the second workshop they learn how to compile and analyze data, and prepare compelling reports for lobbying to concerned organizations. They learn how to lobby and advocate their issues in a more effective manner. • Youth participation in local government processes: In Cambodia, World Education has developed a process/program approach whereby program youth are involved in the local government process through attending Commune Investment Planning (CIP) meetings, which is the process by which local government officials allocate budgets to communes based on each commune's requests, determined by needs and proposed activities. Having youth involved in such formal government processes is a radical departure from the norm in Cambodia. Youth are given equal space as adults to present the needs of youth in their villages and lobby for allocation of government budget to address identified needs. • Youth involvement in program design, management, implementation and evaluation: World Education trains youth to be involved in program management and implementation. Youth clubs are formed at the start of the program cycle and they receive necessary training so that they can supervise, monitor and report program interventions instead of the adult implementers. Most program staff report that handing over these monitoring responsibilities has improved the quality of the program, with smoother running of activities. At the same time, we have seen how this greater participation of youth has also resulted in visible gains in the generic competencies of the youth (planning skills, team work, communication skills, etc.) and has, overall, fostered the capacity of local youth to address their problems by themselves. |
| <p>18. Winrock-Supporting Forests & Biodiversity Project: The Supporting Forests and Biodiversity Project is funded by the</p> | <ul style="list-style-type: none"> • Forming Urban-Rural Youth Bridge: SFB organizes its |

| Agency Name & Background | Best Practices |
|--|--|
| <p>United States Government through the United States Agency for International Development (USAID). This four-year project is implemented by the Winrock International (WI) in partnership with other agencies and government.</p> <p>Three teams of development professionals employed by the Project focus assistance to the primary stakeholder groups. This assistance includes 1) collaboration and training to government and key natural resource managers at the national and sub-national levels to enhance their effectiveness to sustainably manage forest and conserve biodiversity; 2) collaboration and meaningful assistance to community forest groups, government officers, and private firms engaged in enterprises in or near forests to promote constructive dialogue that promotes better decision making for forest management and to improve economic development in the two landscapes; and 3) collaboration with forest communities and private sector firms to increase equitable economic benefits from the sustainable management of forests.</p> | <p>youth networks by bringing urban and rural youth together for purposes of advocacy and promoting youth activism. These urban youth provide role models for youth activists who can work with local officials. These networks can also be linked with other activities of high profile such as the <i>Ambassador Youth Council</i>. This council has also established <i>Youth Wildlife Ambassadors</i> who also works with the youth networks set up under SFB.</p> |
| <p>19. Fintrac – HARVEST: Cambodia HARVEST is a five-year integrated food security and climate change program supported by the American people through the United States Feed the Future and Global Climate Change initiatives. The program seeks to reduce poverty and malnutrition by diversifying and increasing food production and income for up to 70,000 rural Cambodian households. Cambodia HARVEST develops sound, agricultural-focused solutions to poor productivity, postharvest losses, malnutrition, lack of market access, environmental degradation, and the effects of climate change on vulnerable rural populations.</p> <p>The overarching goals of Cambodia HARVEST are to improve food security; strengthen natural resource management and resilience to climate change; and increase the capacity of the public and private sectors and civil society to support agricultural competitiveness. Specific objectives include:</p> <ul style="list-style-type: none"> • Increase incomes for 70,000 rural households; • Accrue economic benefits for 150,000 people; • Develop income-generating activities for 8,500 "extreme poor" households; • Diversify cropping systems for 31,500 households; and • Generate \$25 million in incremental new agricultural sales. <p>Cambodia HARVEST works in provinces around the Tonle Sap Lake, where there is a high percentage of poor and food insecure families. The program is currently working with over 55,000 clients in more than 300 villages throughout Battambang, Kampong Thom, Pursat, and Siem Reap provinces.</p> | <ul style="list-style-type: none"> • Client-based Service Approach to Promote Youth Livelihoods: HARVEST has developed an effective approach to youth livelihoods that treats the local target population as 'clients,' not beneficiaries. The model is based on intensive formative support by extension workers who work 'continuously' with clients on new agricultural techniques in a fixed time frame so that clients can eventually be self-reliant when support is completed. This contrasts with more conventional approaches where capacity-building support is rarely followed up systematically. |

ANNEX 5: Summary of Student Questionnaire Results

| No | Question | | | | Ref |
|--------|---|----------------------------|---------------------------|----------------|-----|
| 1 | How much do you know about environmental issues such as deforestation, pollution, etc? | | | | A |
| | a. A lot | b. A little bit | c. Not much, really | d. Hard to say | |
| Total | 8% | 75% | 13% | 5% | |
| Female | 9% | 70% | 12% | 9% | |
| 2. | How much have you learned about environmental issues from your school textbooks? | | | | A |
| | a. A lot | b. A little bit | c. Not much, really | d. Hard to say | |
| Total | 16% | 77% | 6% | 2% | |
| Female | 12% | 79% | 6% | 3% | |
| 3 | How big of a problem would you say destruction of the natural environment is for Cambodia in general? | | | | A |
| | a. A very big problem | b. A medium-sized problem | c. Not such a big problem | d. Hard to say | |
| Total | 58% | 20% | 5% | 17% | |
| Female | 55% | 24% | 3% | 18% | |
| 4. | Does the destruction of the environment affect your or your family's ability to make a living? | | | | D |
| | a. Yes, a lot | b. Yes, a little | c. No, not at all | d. Hard to say | |
| Total | 31% | 48% | 8% | 13% | |
| Female | 24% | 55% | 6% | 15% | |
| 5 | How important would you say the environmental issues are to you personally? | | | | C1 |
| | a. Very important | b. Somewhat important | c. Not very important | d. Hard to say | |
| Total | 84% | 13% | 0% | 5% | |
| Female | 82% | 15% | 0% | 3% | |
| 6 | Do you think that it is dangerous for young people to take action to protect the local environment such as speaking out, joining peaceful demonstrations, etc.? | | | | B |
| | a. Yes, very dangerous | b. Only a little dangerous | c. Not at all | d. Hard to say | |
| Total | 19% | 14% | 34% | 33% | |
| Female | 18% | 18% | 36% | 27% | |
| 7 | For whatever information you know about environmental issues, where do you usually know it from? (Check the ONE answer that is your MOST IMPORTANT Source of information) | | | | E |
| | a. Television | b. Radio | c. Social Media/Internet | d. Newspapers | |
| Total | 30% | 20% | 9% | 3% | |
| Female | 33% | 24% | 9% | 3% | |
| | e. Magazines | f. My family/friends | g. Books/Textbooks | h. Hard to say | |
| Total | 0% | 16% | 19% | 5% | |
| Female | 0% | 6% | 24% | 3% | |

| No | Question | | | | Ref |
|--------|---|--------------------|---|--------------------------------|-----|
| Total | i. Other: 0% | | | | |
| Female | i. Other: 0% | | | | |
| 8 | How often do your friends ever talk about environmental issues? | | | | E |
| | a. Very often | b. Sometimes | c. Hardly ever at all | d. Hard to say | |
| Total | 16% | 72% | 11% | 2% | |
| Female | 15% | 70% | 15% | 0% | |
| 9 | How often do your parents ever talk about environmental issues? | | | | E |
| | a. A lot | b. Sometimes | c. Hardly ever at all | d. Hard to say | |
| Total | 25% | 63% | 13% | 0% | |
| Female | 12% | 76% | 12% | 0% | |
| 10 | Do you have any access to information about the environment through your phone or a computer? | | | | E/F |
| | a. Yes, a lot | b. Yes, some | c. No, not at all | d. Hard to say | |
| Total | 9% | 67% | 14% | 9% | |
| Female | 6% | 76% | 15% | 3% | |
| 11 | Have you ever participated in any activities to protect the environment such as commune level meetings, discussion groups, demonstrations, NGO programs to plant trees, etc.? | | | | G |
| | a. Yes, a lot | b. Yes, a little | c. No, not at all | d. Hard to say | |
| Total | 16% | 44% | 30% | 11% | |
| Female | 27% | 48% | 24% | 0% | |
| 12 | Does the Student Council at your school ever do anything about protecting the environment? | | | | G |
| | a. Yes, a lot | b. Yes, a little | c. No, not at all | d. Hard to say | |
| Total | 25% | 61% | 8% | 6% | |
| Female | 24% | 64% | 9% | 3% | |
| 13 | Are you a member of a youth network that tries to protect the environment? | | | | H |
| | a. Yes | b. No | | | |
| Total | 50% | 50% | | | |
| Female | 58% | 42% | | | |
| 14 | In your opinion, what is the biggest factor that causes the destruction of the environment? There may be many causes but which ONE do you think is the most important. | | | | I |
| | a. People's ignorance | b. People's greed | c. Powerful businesses & companies don't care about environment | d. Weak laws about environment | |
| Total | 17% | 14% | 23% | 20% | |
| Female | 15% | 21% | 21% | 15% | |
| | e. Foreigners want to rob Cambodia of its resources | f. Other: _____ | g. Hard to say | | |
| Total | 5% | 0% | 20% | | |
| Female | 6% | 0% | 21% | | |

| No | Question | | | | Ref |
|---|--|-------------------------------|-----------------------------|-----------------|-----|
| 15 | If you think about the physical environment that you live in now and 5 years ago, how do you think it has changed in terms of quality? | | | | A |
| | a. Much worse than before | b. Much better than before | c. About the same as before | d. Hard to say | |
| Total | 63% | 19% | 6% | 11% | |
| Female | 61% | 21% | 6% | 9% | |
| 16 | What do you think should be done to protect the environment? Write whatever idea you like the most. | | | | J |
| 17 | Who do you think has the BIGGEST role to play in protecting the natural environment? NOTE: Choose the ONE stakeholder with the biggest role. | | | | M |
| | a. Government | b. NGOs and civil society | c. Local communities | d. Youth Groups | |
| Total | 55% | 0% | 30% | 5% | |
| Female | 61% | 0% | 27% | 6% | |
| | e. Donors | f. Private Sector | g. Hard to say | | |
| Total | 3% | 0% | 23% | | |
| Female | 6% | 0% | 30% | | |
| 18 | How much faith do you have in your local government to protect the local environment? | | | | M |
| | a. A lot | b. Some faith | c. No faith at all | d. Hard to say | |
| Total | 33% | 38% | 11% | 19% | |
| Female | 27% | 45% | 12% | 15% | |
| 19 | Have you ever attended any meetings at your local commune council about the environment? | | | | G/M |
| | a. Yes, a lot | b. Yes, sometimes | c. Never | d. Hard to say | |
| Total | 6% | 38% | 47% | 9% | |
| Female | 3% | 45% | 45% | 6% | |
| 20 | In your opinion, are environmental issues and political issues closely connected? | | | | L |
| | a. Yes, very closely connected | b. Somewhat closely connected | c. Completely separate | d. Hard to say | |
| Total | 41% | 36% | 0% | 23% | |
| Female | 33% | 42% | 0% | 24% | |
| 21 | If you compare your own views about the environment with those of the older generation, which one of the following responses best matches your view? | | | | K |
| | a. Younger people are much more concerned about the environment than older people. | Total | Female | | |
| | | 14% | 9% | | |
| | b. Older people are much more concerned about the environment than younger people. | 16% | 15% | | |
| c. Young and older people care about the environment equally. | 56% | 64% | | | |

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| No | Question | | | | Ref |
|--------|--|-------------------------|-----------------------|----------------|-----|
| | d. Hard to say | 14% | 12% | | |
| 22 | How hopeful are you that Cambodian society will be successful in preserving the natural environment for you and your children? | | | | N |
| | a. Very hopeful | b. A little bit hopeful | c. Not at all hopeful | d. Hard to say | |
| Total | 34% | 48% | 9% | 8% | |
| Female | 33% | 55% | 6% | 6% | |

ANNEX 6: Data Collection Tools

Form A1: Focus Group Discussion (Youth)

Directions for Facilitator: Please refer to the directions accompanying this interview guide in order to receive instructions about how the discussion process should be facilitated as well as how each question should be clarified and answers recorded.

| | |
|-----------------------------------|--|
| Name of Secondary School(s) _____ | Name of Facilitator: _____ |
| Province/City: _____ | Persons Interviewed: Total: ____ F: ____ |
| | <u>Describe by circling one:</u> |
| | Grade 7: _____ Grade 8: _____ |
| | Grade 9: _____ Grade 10: _____ |
| | Grade 11: _____ Grade 12: _____ |
| District/Khan _____ | Date of Interview: _____ |

Introductory Statement: *Today, I would like to talk to you all a little bit about what you think about the natural environment you live in and also that of the whole country. I will start by asking some simple questions which I would like for you to answer as honestly as you can. This is not a test. I want to stress that there is no right answer, only what you think. Also, I want you to know that everything you say or write will be kept in this room and not shared with your teachers, your principal, or your parents so you should not be afraid of answering truthfully.*

Facilitator Questions and Record Sheet

| No | Suggested Questions | Variable Reference |
|---|---|--------------------|
| 1 | How would you all describe your knowledge of the local natural environment? | A |
| <p>Discussion Guide: <i>Start with some basic concepts such as problems relating to air pollution, water pollution, destruction of habitat, etc. Then, probe youth knowledge of these issues and the degree to which they understand them.</i></p> | | |

| | | |
|---|---|-------|
| 2 | <p>Can you give me some examples of some of the local problems relating to the natural environment in your community? What do you think are the causes of these problems and how can they be solved?</p> <p style="text-align: center;"><u>Examples</u></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p style="text-align: center;"><i>Causes</i></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p style="text-align: center;"><i>Possible Solutions</i></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p><i>Other Comments:</i></p> <p><i>Discussion Guide:</i> The facilitator might start to probe about some common problems such as litter, water pollution, destruction of habitat, etc.</p> | A I J |
|---|---|-------|

| | | |
|----|--|-----------|
| 3 | <p>How often do you and your friends think about environmental issues? Is it something very important to you personally and have you ever done anything to improve the environment? Does it affect you directly in any way?</p> <p><i>Discussion Guide:</i> From this question the facilitator wants to know whether youth talk about this issue a great deal with their friends, is it really a priority for them. Does it affect their family's ability to earn a living or forced them to migrate? Are they members of any youth networks dealing with environmental issues? Have they ever done anything about such issues through their school such as through the Student Council?</p> | C1 D G |
| 4. | <p>In terms of what you know about the environment, where did you hear about it/learn about it?</p> <p><i>Discussion Guide:</i> The facilitator should probe whether students ever use social media for this purpose; the internet; learn about it in school; read books and magazines, etc. In particular, we want to know what information channel is the most important (e.g., social media, newspapers, etc).</p> | E/F |
| 5 | <p>Do you think that political issues and environmental issues are closely linked or separate? Why do you think so? Do you feel that getting involved in environmental issues is dangerous personally for you ?</p> <p><i>Discussion Guide:</i> The facilitator should try to explore whether Youth perceive there to be a connection between politics and environmental issues and if so whether this indicates a constraint in youth involvement; that is, getting involved in such issues is dangerous?</p> | L O |

| | | |
|---|--|-------|
| 6 | <p>How hopeful are you that environmental problems can be solved? Who do think has the biggest role to play in solving the problems? Who cares most about the environment (e.g., older generation, younger generation, government, NGOs, etc.)</p> <p><i>Discussion Guide:</i> The facilitator wants to gauge levels of optimism and pessimism and why? Who has the biggest role to play (Government, Civil Society, Communities, Young People, Older People, etc)? Does the older generation value the environment as much as the younger generation or is there no difference?</p> | K M N |
| 7 | <p>What do you think can be done to increase the level of youth participation in protecting the environment? What should Government do; what should civil society do?</p> <p><i>Discussion Guide:</i> The facilitator seeks to get ideas from youth about their participation can be increased. What sorts of activities have they ever participated in that were useful and effective. Why were they effective? What are the best practices that others could replicate?</p> | |

Relevant Variables

| Investigative Factor | Reference |
|---|------------------|
| 24. Awareness of Environmental Issues | A |
| 25. Perceptions of Freedom to discuss environmental issues | B |
| 26. Perceptions of Importance of Environmental issues (Personally) | C1 |
| 27. Perceptions of Importance of Environmental issues (Programmatically for stakeholders) | C2 |
| 28. Direct Effects of Environmental Issues on Livelihoods | D |
| 29. Sources of information about the environment | E |
| 30. Access/Knowledge of Information Technology | F |
| 31. Level of Civic Participation in Environmental Issues | G |
| 32. Existence of Youth Networking on Environment | H |
| 33. Perceptions of the Causes of Environmental Problems | I |
| 34. Perceptions of solutions to solve environmental problems | J |
| 35. Perceptions of Generational Differences and environment | K |
| 36. Perception of Links between Environmental Issues & Politics | L |
| 37. Role of Key Stakeholders in Protecting the Environment | M |
| 38. Optimism/Pessimism Levels about the problems | N |
| 39. Perceptions of Key Constraints to youth participation in environmental issues | O |

Form A2 Youth Environmental Survey

Directions: The survey below consists of 31 questions to help the researchers to better understand the opinions and views of youth about the natural environment in Cambodia. This is NOT a test; therefore, you should not be concerned that you will get into trouble about your answers. To protect your confidentiality, you do NOT need to put your name on this returned survey. Do your best to answer the questions as honestly as you can.

Background Information

| No | Question | |
|----|------------------|-------------|
| 1 | School Name: | |
| 2 | Grade: | |
| 3 | District | |
| 4 | Province | |
| 5 | How old are you? | |
| 6 | Sex: | Male Female |

Section 1: About Your Living Situation

Directions: Draw a circle around the letter of the answer that best answers the question about your individual situation. These questions have no right answer, only what best describes your own life.

| | | | | | |
|----|--|--|--|---|-----------------------------|
| 1. | Where do you live? | | | | Total: _____ |
| | a. With my parents | b. With my wife/husband | c. With my mother | d. With my father | 2 2 1 1 1 1 1 |
| | e. With another family member (<i>Please specify</i>) _____ | f. With my friends | g. Alone | h. Other (<i>please specify</i>) _____ | |
| 2. | How would you describe where you live? | | | | |
| | a. Urban | b. Rural | c. Remote | | |
| 3. | What material is your house /roof? made of? | | | | 1 2 3 |
| | a. Thatch | b. Tin | c. Tile | d. Other (<i>please specify</i>) _____ | |
| 4. | What does/did your father do for a job? | | | | 1 1 1 1 2 3 4 4 5 1 |
| | a. Worker | b. Farmer | c. Market Seller | d. Soldier | |
| | e. Shop Owner | f. Government Official or Military Officer | g. NGO worker | h. Office Worker | |
| | i. Business Person | j. Unemployed | k. Other: _____ | | |
| 5. | What does/did your mother do for a job? | | | | 1 1 1 1 1 2 3 4 4 5 1 |
| | a. Housewife | b. Worker | c. Farmer | d. Market Seller | |
| | e. Soldier | f. Shop Owner | g. Government Official or Military Officer | h. NGO worker | |
| | i. Business Person | j. Unemployed | k. Other: _____ | | |
| 6. | Do your parents own their own land? | | | | 2 1 |
| | a. Yes | b. No | c. I don't know | | |
| 7. | Does your family own any of the following animals? (Circle all that apply) | | | | 1 1 2 2 2 |
| | a. Chickens | b. Ducks | c. Cow | d. Buffalo | |
| | e. Pig | f. Other: _____ | | | |
| 8. | How many of the following items do you have at home? (Circle all that apply) | | | | 1 2 1 1 1 2 2 2 |
| | a. Bicycle | b. Motorcycle | c. Radio | d. Television | |
| | e. Mobile phone | f. Computer | g. Tablet | h. Refrigerator | |
| | | | | | |

| | | | | | | |
|----|-------------------------------------|---------|---------------|-----------|----------|----|
| 9. | What language do you speak at home? | | | | | -- |
| | a. Khmer | b. Cham | c. Vietnamese | d. Phnong | e. Other | |
| | | | | | _____ | |

Section 2: What you think about the Environment?

Directions: Draw a circle around the letter of the answer that best matches your own opinion. These questions have no right answer, only what best describes your own views. If you honestly don't have an opinion about something or don't know, just indicate the appropriate response.

| No | Question | | | | Ref |
|----|---|----------------------------|---------------------------|----------------|-----|
| 1 | How much do you know about environmental issues such as deforestation, pollution, etc? | | | | A |
| | a. A lot | b. A little bit | c. Not much, really | d. Hard to say | |
| 2. | How much have you learned about environmental issues from your school textbooks? | | | | A |
| | a. A lot | b. A little bit | c. Not much, really | d. Hard to say | |
| 3 | How big of a problem would you say destruction of the natural environment is for Cambodia in general? | | | | A |
| | a. A very big problem | b. A medium-sized problem | c. Not such a big problem | d. Hard to say | |
| 4. | Does the destruction of the environment affect your or your family's ability to make a living? | | | | D |
| | a. Yes, a lot | b. Yes, a little | c. No, not at all | d. Hard to say | |
| 5 | How important would you say the environmental issues are to you personally? | | | | C1 |
| | a. Very important | b. Somewhat important | c. Not very important | d. Hard to say | |
| 6 | Do you think that it is dangerous for young people to take action to protect the local environment such as speaking out, joining peaceful demonstrations, etc.? | | | | B |
| | a. Yes, very dangerous | b. Only a little dangerous | c. Not at all | d. Hard to say | |
| 7 | For whatever information you know about environmental issues, where do you usually know it from? (Check the ONE answer that is your MOST IMPORTANT Source of information) | | | | E |
| | a. Television | b. Radio | c. Social Media/Internet | d. Newspapers | |
| | e. Magazines | f. My family/friends | g. Books/Textbooks | h. Hard to say | |
| | i. Other: _____ | | | | |
| 8 | How often do your friends ever talk about environmental issues? | | | | E |
| | a. Very often | b. Sometimes | c. Hardly ever at all | d. Hard to say | |
| 9 | How often do your parents ever talk about environmental issues? | | | | E |
| | a. A lot | b. Sometimes | c. Hardly ever at all | d. Hard to say | |
| 10 | Do you have any access to information about the environment through your phone or a computer? | | | | E/F |
| | a. Yes, a lot | b. Yes, some | c. No, not at all | d. Hard to say | |
| 11 | Have you ever participated in any activities to protect the environment such as commune level meetings, discussion groups, demonstrations, NGO programs to plant trees, etc.? | | | | G |

| No | Question | | | | Ref |
|----|--|-------------------------------|---|--------------------------------|---------|
| | a. Yes, a lot | b. Yes, a little | c. No, not at all | d. Hard to say | |
| 12 | Does the Student Council at your school ever do anything about protecting the environment? | | | | G |
| | a. Yes, a lot | b. Yes, a little | c. No, not at all | d. Hard to say | |
| 13 | Are you a member of a youth network that tries to protect the environment? | | | | H |
| | a. Yes | b. No | | | |
| 14 | In your opinion, what is the biggest factor that causes the destruction of the environment? There may be many causes but which ONE do you think is the most important. | | | | I |
| | a. People's ignorance | b. People's greed | c. Powerful businesses & companies don't care about environment | d. Weak laws about environment | |
| | e. Foreigners want to rob Cambodia of its resources | f. Other: _____ _____ | g. Hard to say | | |
| 15 | If you think about the physical environment that you live in now and 5 years ago, how do you think it has changed in terms of quality? | | | | A |
| | a. Much worse than before | b. Much better than before | c. About the same as before | d. Hard to say | |
| 16 | What do you think should be done to protect the environment? Write whatever idea you like the most. | | | | J |
| | | | | | |
| 17 | Who do you think has the BIGGEST role to play in protecting the natural environment? NOTE: Choose the ONE stakeholder with the biggest role. | | | | M |
| | a. Government | b. NGOs and civil society | c. Local communities | d. Youth Groups | |
| | e. Donors | f. Private Sector | g. Hard to say | | |
| 18 | How much faith do you have in your local government to protect the local environment? | | | | M |
| | a. A lot | b. Some faith | c. No faith at all | d. Hard to say | |
| 19 | Have you ever attended any meetings at your local commune council about the environment? | | | | G/ M |
| | a. Yes, a lot | b. Yes, sometimes | c. Never | d. Hard to say | |
| 20 | In your opinion, are environmental issues and political issues closely connected? | | | | L |
| | a. Yes, very closely connected | b. Somewhat closely connected | c. Completely separate | d. Hard to say | |
| 21 | If you compare your own views about the environment with those of the older generation, which one of the following responses best matches your view? | | | | K |
| | a. Younger people are much more concerned about the environment than older people. | | | | |
| | b. Older people are much more concerned about the environment than younger people. | | | | |
| | c. Young and older people care about the environment equally. | | | | |
| | d. Hard to say | | | | |

| No | Question | Ref | |
|----|--|-----|-------------------------|
| 22 | How hopeful are you that Cambodian society will be successful in preserving the natural environment for you and your children? | N | |
| | a. Very hopeful | | b. A little bit hopeful |

Thank you!!

FORM B: Key Informant Survey

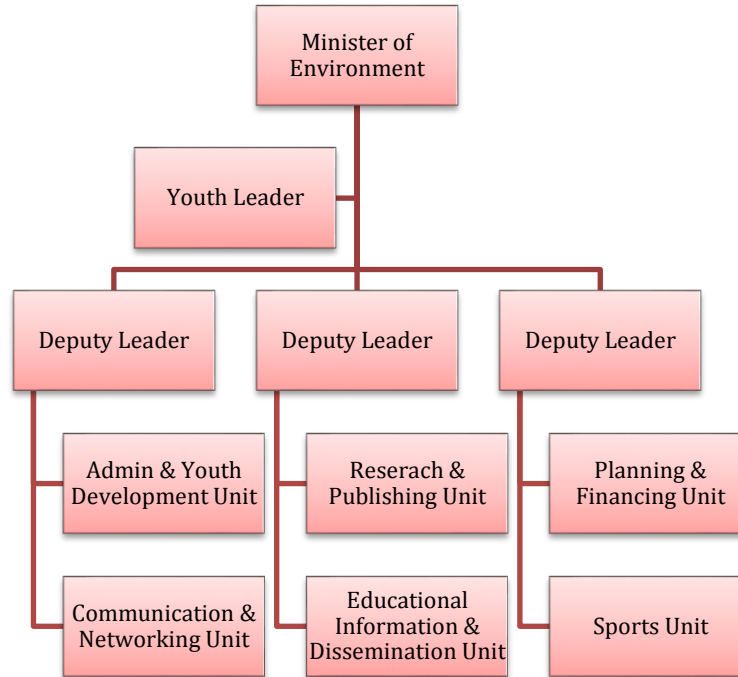
Agency: _____

Questions and Note Sheet

| No | Question | Ref |
|----|---|------|
| 1 | To what degree do/have activities within your organization/department focus(ed) on youth and environmental issues together? To what degree are such issues a priority? Can you give some examples of some of your more significant and successful activities in this area, either now or in the past? | C2 G |
| 2 | Which government policies seem to be most relevant to these activities? Is there high awareness about these policies among stakeholders such as youth, in your view? | T U |
| 3 | How do you involve youth in any environmental activities that you might be doing? What do you see as the key constraints to youth participation in environmental issues? | G |
| 4 | What do you see as the most promising communication channels to increase youth awareness of environmental issues as well as their level of participation? | E/F |

| | | |
|---|---|-----|
| | To what degree do you see technology-based channels playing an increasing role in communication with youth. | |
| 5 | Do you see any constraints arising from links between environmental issues and political issues? If so, what are these constraints (e.g., awareness, Political nature of environmental issues, migration, etc) and how can they be addressed? | L/O |
| 6 | Do you have any involvement in eco-tourism types of activities? | Q |
| 7 | Can you cite any best practices in fostering youth participation in solving environmental issues? What are the lessons learned from earlier programming? | P/R |
| 8 | How hopeful are you that youth can play a positive role in solving environmental issues? | N |

ANNEX 7: Structure of Youth in Environmental Sector Network Ministry of Environment



Goal: The MoE Youth actions are adopted to the National Policy of Youth Development of Cambodia and MoE Policy (Environmental Protection, Biodiversity Conservation and Natural Resource Consumption in the appropriate way in order to ensure sustainable development.

Contact: Mr. Kieng K.B. Karona, MoE Youth Leader

Tel: 016 665600