



# Technical Assistance Consultant's Report

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## Cambodia: Capacity Building for the Tonle Sap Poverty Reduction Initiative (Inception Report on Skills and Awareness Building)

Prepared by  
Community Based Natural Resource Management  
Phnom Penh, Cambodia

For the Asian Development Bank

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**Asian Development Bank**

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## **I. PURPOSE OF INCEPTION REPORT**

1. The purpose of this Inception Report is as follows:
  - (i) Present the findings of the needs assessment carried out in October–November 2005;
  - (ii) Describe the approach and actions that will be used to deliver the Skills and Awareness Building (SAB) project; and
  - (iii) Present a work schedule for the SAB project.

## **II. THE TONLE SAP INITIATIVE: BACKGROUND AND ISSUES**

2. The Tonle Sap ecosystem is (i) the main source of animal protein for much of the population of Cambodia; (ii) a direct and irreplaceable source of livelihoods for more than 1 million people living on and around the Tonle Sap Basin; (iii) a seasonal breeding and nursery ground and forage area for fish that subsequently migrate to the Mekong River; and (iv) an environmental hotspot of global significance. It is also a reservoir from which water drains, in the dry season, to control salinity intrusion and conserve mangrove stands in the Mekong delta. The Tonle Sap Basin is home to 32% of Cambodia's total population and despite the inherent richness of the lake, most indicators of poverty in the basin are worse than those of the national population as a whole. Moreover, rapid population growth is intensifying the use of Tonle Sap Basin resources for nutritional needs. Threats to the Tonle Sap Lake include over-exploitation of fisheries and wildlife resources, land encroachment during the dry season, and cutting of the flooded forest. Degradation of the watersheds is destroying wildlife habitats, increasing deterioration of water and soil quality, and escalating siltation rates. King Norodom Sihanouk has warned that Cambodia faces environmental disaster if the Tonle Sap ecosystem is degraded further.

3. In July 2003, in response to the growing threats that face the Tonle Sap, the Asian Development Bank (ADB) formulated the Tonle Sap Basin Strategy. A key element of the ADB's Country Strategy and Program 2005–2009 for Cambodia aims to reduce poverty through the three development objectives: (i) pro-poor, sustainable economic growth, (ii) improved access to assets, and (iii) better management of natural resources and the environment. The strategy is being implemented through the Tonle Sap Initiative (TSI), a partnership of organizations and people working to meet the poverty and environmental challenges of the Tonle Sap. Within this framework, ADB has designed a suite of loan and technical assistance projects to achieve the intended effect.

4. One of the tactics employed in pursuit of the Initiative's objectives is the dissemination of skills, awareness, and knowledge within which context the ADB is implementing the technical assistance: Capacity Building for the Tonle Sap Poverty Reduction Initiative which started in January 2005 and will run for 2 years. It will deliver a program of skills and awareness building to a wide range of stakeholders in the TSI. The TA is also setting up and managing a Tonle Sap database for networking knowledge amongst all involved in the Tonle Sap, and strengthening partnerships amongst donors, international agencies, and others contributing to the sustainable management of natural resources and the environment of the Tonle Sap.

5. In August 2005, the ADB officially contracted the Community Based Natural Resource Management Learning Institute (CBNRM LI) to support the TSI in building skills and awareness. This is the first substantive collaboration between ADB and CBNRM LI under the arrangement.

### III. PROJECT DESCRIPTION

6. The Skills and Awareness Building (SAB) program aims to strengthen the managerial and leadership capacity of core groups of motivated and competent change agents associated with the TSI: they are local to provincial government officers and community leaders and representatives (and other stakeholders if practicable). The SAB program is a five stage process:

Stage 1: Stakeholder Analysis, Needs Assessment, and Team Formation

- Identify relevant stakeholders and target audiences
- Determine capacity building needs
- Form the SAB team

Stage 2: Capacity Building Strategy and Work Plan Development

- Develop a clear capacity building strategy, and monitoring and evaluation system
- Prepare a detailed action work plan and finalize project agreements

Stage 3: Preparation and Validation of SAB Modules (and other capacity building innovations)

- Design SAB educational products and course content
- Pilot test SAB educational products and course content
- Validate and make improvements to SAB modules

Stage 4: Implementation, Monitoring, and Improvement of SAB Program

- Deliver SAB courses
- Conduct mid-term monitoring and evaluation
- Revise course content based on feedback and lessons learned derived from mid-term evaluation, and continue to deliver SAB courses

Stage 5: Feedback, Reporting, and Next Steps

- Ongoing monitoring and evaluation throughout course content development and delivery
- Prepare draft reports
- Conduct final feedback workshop
- Finalize SAB program and feedback reports

### IV. DEVELOPMENT OF THE SAB TEAM

7. In August, terms of reference and job announcements were developed. After a rigorous interview process in September, twelve people were recruited to the SAB team (Appendix 1 for a diagram of the SAB Project structure). The CBNRM LI is confident that this number is conducive to ensuring quality knowledge transfer and realistic for carrying out the basin-wide activities of facilitation, skills development, monitoring and evaluation, and reporting.

8. Each member is an experienced trainer/facilitator, has the capacity to manage for results, and is committed to achieving the project goals.

### V. STAKEHOLDER ANALYSIS AND NEEDS ASSESSMENT

9. **Stakeholder Analysis and Coordination Meetings.** Since July 2005, secondary data analyses and a series of discussion and coordination meetings with key projects working around

the Tonle Sap Basin have been undertaken by the CBNRM LI in order to determine the main issues and relevant actors, implementers, and beneficiaries. Key stakeholders and target audiences identified from this include: (i) local leaders in natural resource management (e.g. NRM committees, community fisheries committees); (ii) Tonle Sap Environmental Management Project (TSEMP) Provincial Implementation Units (PIUs); and (iii) commune councilors. These meetings have been (and continue to be) particularly important in exploring the current work and roles/mandates of existing projects, identifying synergies (e.g. sharing and use of various needs assessment results for curriculum development), and avoiding overlap or duplication (see Appendix 2 for a list of other capacity building projects working in the Tonle Sap).

10. **Needs Assessment Preparation.** In October, a workshop to develop the needs assessment and its associated tools was conducted by an advisor and the SAB team manager. Criteria used for selecting stakeholders and geographical areas were based on: (i) past experience; (ii) secondary data; and (iii) comments from coordination meetings/discussions. Preparations (e.g. objectives set, materials gathered, invitations sent out) were made, and in October–November, the needs assessments were conducted through a series of five, field-based workshops by the SAB team in the provinces of Siem Reap, Battambang, Kompong Thom, Kompong Chhnang, and Pursat. In attendance were provincial, district, commune, and community authorities, as well as local NGO representatives (approximately 20 participants per workshop).

11. **Lessons Learned From the Needs Assessments.** The needs assessments sought to understand:

- The main NRM-related problems in the region;
- How problems affect different groups at the different levels;
- Current actions being taken to address the problems and issues;
- The vision people have for community development and natural resources in the future;
- Priority capacity building needs; and
- The necessary knowledge, skills, and attitudes/behaviors (according to participants) needing to be developed for each identified capacity building area and theme.

12. Various tools and techniques were used to explore issues and needs at the various levels, both individual and community/organization.

<b>TNA Tools for Community and Organizational Analysis</b>	
Problem Analysis	Tool 1: Problem Listing and Ranking
	Tool 2: Problem Flow Diagram
	Tool 3: Problem Effects on Men and Women
Assets and Action	Tool 4: Assets and Action Exercise
Visioning	Tool 5: Visioning Exercise
Needs Analysis	Tool 6: Facilitated Discussion on Needs Analysis
<b>TNA Tools for Individual Learners</b>	
Tasks and Responsibilities	Tool 7: Facilitated Discussion on Tasks and Responsibilities of Individual Learners
Ideal KSA	Tool 8: Ideal Knowledge, Skills and Attitude of Individual Learners
Priority Needs	Tool 9: Self-Assessment of Individual Learners to Define the Priority Needs

13. According to the participants, the main problems in the five provinces are:

- Flooded forest destruction;
- Unclear demarcation of community fisheries lots and border conflicts;
- Low level of education;
- Limited knowledge on NRM;
- Lack of effective law enforcement;
- Illegal fishing activities and the use of illegal gear; and
- Lack of participation, cooperation, communication, and networking between stakeholders involved in NRM

14. The workshops explored the causes and effects of the issues and problems, as well as the linkages between them. Sessions also focused on how the issues and problems affected different sectors of the population, and at the different levels. To probe this, discussion groups were formed into three smaller groups of (i) provincial representatives and field-based NGOs, (ii) district, commune, and community level authorities, and (iii) women. Examples of questions addressed include:

- What actions are being made to solve the problems?
- Who is doing this action?
- What assets are being used to solve the problems? (Assets were explained as being natural, financial, physical, human and social, i.e. the livelihoods concept)

15. Participants were also asked to articulate their vision/aspirations for the people in their community in the next 5 years, as well their vision/aspirations related to NRM. These visions are as follows:

- (i) Vision/Aspirations for the people in the community in the next 5 years:
  - Participatory development that addresses access to good (i.e. better than now) health services, clean water, schools, infrastructure (e.g. roads, bridges, buildings), and markets for agriculture products
  - Clear understanding by community members on importance of natural resources and abilities to manage these by themselves for sustainable use
  - Good and regular communication and collaboration between line departments, NGOs, and other stakeholders to support the community
  - Local authorities and NGO workers have improved capacity to assist the community in NRM matters (i.e. there is always someone to turn to if need be)
  - Better living standards and sustainable livelihood activities.
  - Vocational training for villagers
  - Capacity building for communities with emphasis on developing leadership, project planning and management skills
  - People understand and respect the laws
- (ii) Vision/Aspirations related to NRM in the next 5 years:
  - Sustainable use of natural resources and better NR management
  - Fisheries and forest resources availability and access are increased
  - Management of fisheries and forest resources is strong (i.e. there are supportive laws in place and clear procedures)
  - Effective law enforcement ("laws with teeth") is in place to combat illegal activities
  - Conservation areas are established and protected for future generations

16. The main capacity building needs and areas that were identified are as follows (beginning with the highest priority ranking):

- **Networking and Partnership Building.** Networking and partnership building skills are seen as critical to being able to foster good relations with government authorities, other communities, and future partners and donors. Such capacities are thought of as the best ways to reduce conflict and improve information flow among all stakeholders in the Tonle Sap Basin.
- **Leadership and Community Organizing.** Leadership and community organizing skills are perceived as still lacking. However, participants' suggested that such traits are important, because without them, even daily functions cannot go smoothly. Ability to facilitate and lead people effectively is vital. It was expressed numerous times that in most cases, government agencies or NGOs take charge of the process of organizing people, and so people never learn how to do this on their own; they do not know the process or steps.
- **Natural Resource Management and Planning.** Frequently, "planning" was brought up by the participants as the critical tool that they wanted to master. Also, in the past, NRM planning efforts only focused on sectoral issues, such as fisheries, but participants raised the need to start thinking about natural resources more holistically. The needs assessment found that people want to understand the "larger picture", and gain a better awareness on concepts such as "environment", as well as the linkages among natural and human systems. This more holistic approach is sought so that better, more integrated provincial and commune development plans can be created.
- **Awareness, Extension, and Documentation on Legal Rights and Responsibilities.** It was learned that although many people are aware that laws exist, they do not understand them or how they really relate or could impact their lives. Also, much of the information on laws is conferred verbally through meetings or workshops, without any documentation produced to take away or take home to share with others. A better methodology for extension is sought, as well as a clearer understanding of what the laws and related rights and responsibilities mean.
- **Project Management.** Another necessary skill was identified as project management. Participants are eager to learn the steps of successful project planning, organizing, and implementation, as well as monitoring and evaluation.
- **Proposal Development and Reporting.** Related to project management, proposal development was seen as another priority training topic. Participants want to learn how to find and secure funding for their own community/organization projects, as well as how to use and management project funds wisely.

17. These findings are similar to the original, proposed training needs and themes of facilitation skills, community organizing, rural leadership, and NRM planning and management.

18. To efficiently and effectively build capacity and awareness, it is necessary to go beyond mere needs identification to understanding the necessary knowledge, skills, and attitudes/behaviors (KSA) needing to be developed for each identified capacity building theme. During the assessments, the SAB Team not only identified the main capacity building gaps, but also had participants articulate their ideas on priority KSA for each capacity building need/area. Appendix 3 provides concise, comprehensive tables showing each of the 6 main training

needs/areas, along with the KSA that participants deemed as critical when learning about the need/area. Training strategy development will be based on this valuable information.

## VI. NEXT STEPS

19. **Approach and Methodology for Capacity Building.** The CBNRM Learning Institute has always employed an adaptive learning cycle based on action-reflection-learning theory and practice. This is known as experiential learning, or Learning-by-Doing, and describes a cyclical process of having an experience, reflecting on the experience, coming to a conclusion on the meaning of the experience, and then taking new action based on what was learned from the past experience.

**FIGURE 1. THE TRAINING CYCLE**

(Based on "The ART of building training capacities" by Braakman, L. 2002, RECOFTC)



20. The Learning Institute's training approach and methodology (Figure 1) reflects a complementary cycle of learning about or experiencing context, needs, and issues (situational

analysis, training needs assessment), analyzing and reaching a conclusion about what training is required (training design), taking action and implementing the training (implementation), and then reflecting on the experience to assess impact and how to improve the process in subsequent learning/training cycles (post training, evaluation, and impact assessment, modification, and improvement).

21. According to the workplan, the training strategy for the SAB project will be finalized by the end of December. The process of determining how to best achieve project goals and objectives is based on the following factors:

- (i) Identification and prioritization of training needs
- (ii) Identification of methodologies best suited to the characteristics and conditions of the target audiences
  - Available, appropriate, and preferred communication channels and tools explored.
  - Strengths and weaknesses (advantages and disadvantages) of the selected strategy/strategies determined.
  - Are the strategies flexible and require minimal inputs if changes are necessary?
  - Are the strategies practicable given time, funds, capacity, materials, and other resource restrictions?
- (iii) Rationalization of how and why the selected strategy and/or combination of strategies will lead to the desired results

22. Following this, detailed session plans will be developed to ensure that the training proceeds logically and keeps on track to fulfill the objectives within the allotted time. Additionally, these session plans will be an important part of the documentation process, a product that can and will be shared widely among peers and partners for feedback and improvement.

23. Content for the courses will be taken from courses offered currently and in the past by the CBNRM Learning Institute. As well, knowledge and methods will be exchanged with partner institutions and other Tonle Sap Initiative capacity building projects.

24. **Detailed Work Plan.** The general and long term work plans have been finalized and are given in Appendix 4.

25. **Monitoring and Evaluation (M&E) System.** Work on development of the M&E system is nearly complete and will be finalized by the end of December.

26. The SAB team will monitor and evaluate the following (disaggregated by gender and other special considerations when/where applicable):

- Acquisition of knowledge, skills, and attitudes;
- Effectiveness and appropriateness of learning methods; and
- Changes in performance of local to provincial NRM stakeholders and authorities.

27. The M&E system is being developed to consider and track knowledge, skills, and attitude/behavior (KSA) changes at different levels and times, similar to the needs assessment. Appendix 5 describes the planning for monitoring and evaluation of SAB course delivery and impact at multiple levels. Means of verification will be through a variety of participatory, qualitative, and quantitative methods.

## VII. RECOMMENDATIONS AND PROPOSED CHANGES TO THE PROGRAM

28. **Course Themes.** The original proposal of four training needs and themes (i.e. facilitation skills, community organizing, rural leadership, and NRM planning and management) are reflected in the needs assessment findings. However, additional needs have been identified as priorities, such as: (i) awareness, extension, and documentation of legal rights and responsibilities; (ii) project management; and (iii) proposal writing. These are being incorporated into the training design. Additionally, the training content and strategy is being worked out to reflect the high priority KSA identified by the participants during the five provincial needs assessment workshops.

29. **Reporting Schedule.** The SAB project has been progressing in line with the work plan. However, the mid-term report schedule specified in the ADB contract is problematic. The first of these reports is due only one month after this Inception Report, and the second mid-term report is due a few months later, before the delivery of half the courses. The understanding of the CBNRM Learning Institute was that mid-term reporting would come at the mid-term of the project, when half of the courses have been delivered.

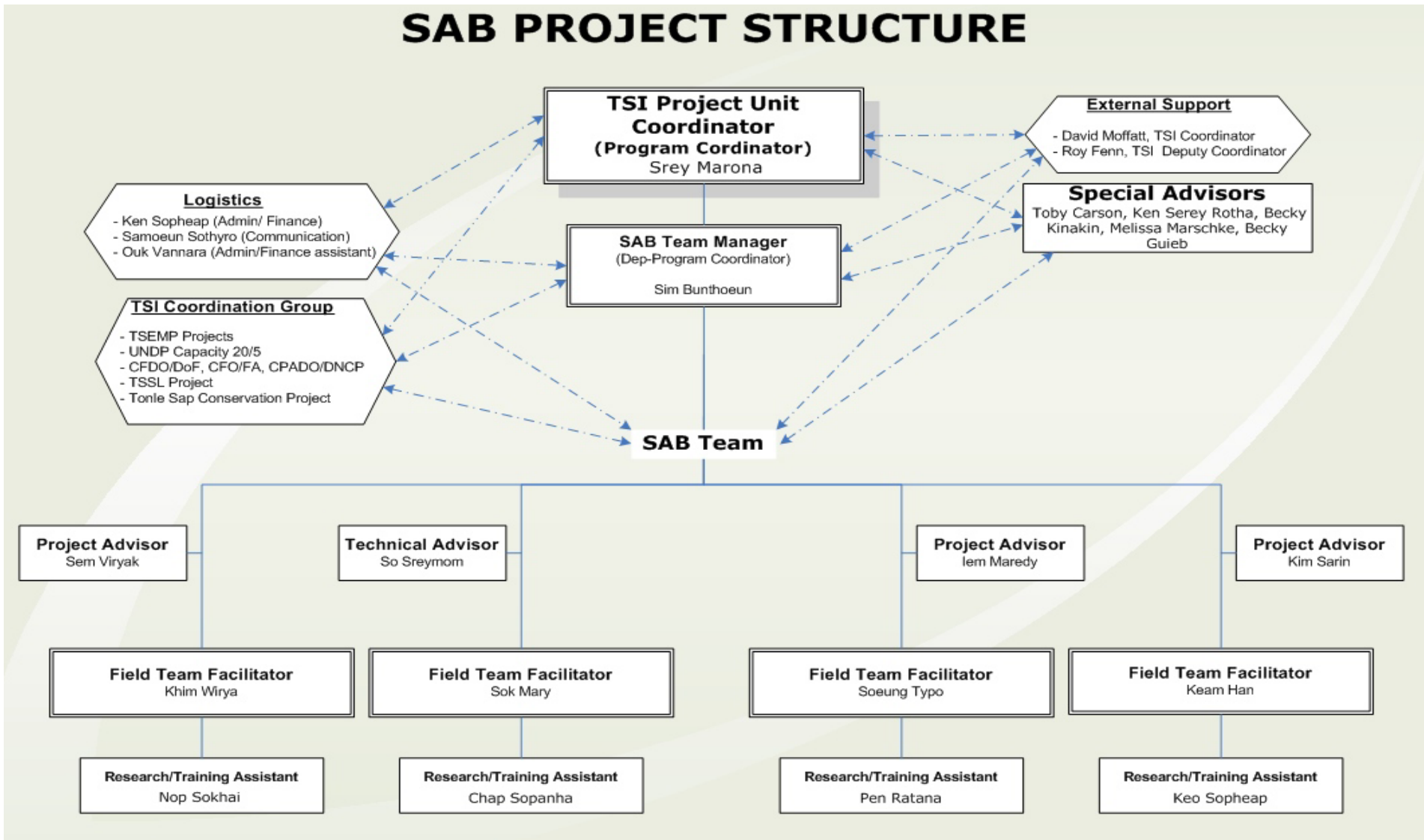
30. Recommended changes are to adjust the reporting schedule as follows:

- The submission date for mid-term report 1 is moved from January 2006 to March 2006, to when the course module development will be completed, and the modules pre-tested and verified.
- The submission date for mid-term report 2 is moved from May 2006 to August 2006, to when half of the courses will have been delivered and a mid-term evaluation workshop will have been held.

31. These changes will allow for more efficient and meaningful reporting.

DIAGRAM OF SAB PROJECT

# SAB PROJECT STRUCTURE



## LIST OF RELEVANT CAPACITY BUILDING PROJECTS IN THE TONLE SAP

Project/Component	Target Audience	Type of Capacity Development	Approach	Timeframe
1. Tonle Sap Environmental Management Project (TSEMP)/Component 1 National Environmental Education and Awareness Campaign (NEEAC)	<ul style="list-style-type: none"> <li>• General public</li> <li>• Decision-makers</li> <li>• The media and media training centers</li> <li>• relevant government departments</li> <li>• special attention will be paid to communities residing within the boundaries of the TSBR</li> </ul>	<ul style="list-style-type: none"> <li>• Improve knowledge on environmental issues at various levels of society</li> <li>• The campaign will focus on the environmental, economic and social aspects of the whole Tonle Sap ecosystem</li> <li>• Awareness raising of the necessity of sustainable use and management of natural resources</li> </ul>	<ul style="list-style-type: none"> <li>• Community education through theatre and radio</li> <li>• Formal education through environmental education (EE) toolkits tailored for teachers, teacher training centers and education officers</li> <li>• Publicizing the importance of the Tonle Sap by development of a toolkit for media outlets, journalists and students of journalism</li> </ul>	18 months starting in mid 2005
2. TSEMP/Component 2 Training	<ul style="list-style-type: none"> <li>• Government staff in provincial Community Fisheries Development Units (CFDU) and NGO staff working CF development</li> <li>• Commune and District Council members</li> <li>• Community Fisheries Organizations (CFO) community members and community members</li> </ul>	<ul style="list-style-type: none"> <li>• Training and training of trainers</li> <li>• On-the-job training and coaching</li> <li>• Will focus on attitude behaviour change in the context of skills development</li> </ul>	<ul style="list-style-type: none"> <li>• Needs assessment of communities and local government staff</li> <li>• training of trainers/coaching will emphasize action learning with on-going reflection and constructive feedback to develop continuous improvement</li> </ul>	30 months starting in mid 2005
3. TSEMP/Component 2 Information and Communication	<ul style="list-style-type: none"> <li>• Fishing communities in the Tonle Sap basin particularly those with CFO's</li> <li>• Staff of CFDU's</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness raising</li> <li>• Training of trainers</li> </ul>	<ul style="list-style-type: none"> <li>• Mass media awareness raising on the Fisheries Sub-decree</li> <li>• Training of trainers on Sub-decree content and dissemination using a multi-media kit</li> </ul>	1 year beginning mid to late 2005
4. TSEMP/Component 3 Training	<ul style="list-style-type: none"> <li>• Provincial departments of environment</li> </ul>	<ul style="list-style-type: none"> <li>• Training and training of trainers</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing education/ short courses on topics such as wetland management, biodiversity, and biodiversity monitoring</li> </ul>	6 and ½ years starting in mid 2005
5. TSEMP/Component 3 Environmental Awareness, Education and Outreach	<ul style="list-style-type: none"> <li>• PIU Environmental Education officers</li> <li>• Staff of environmental education centers</li> <li>• User groups at the local level—resident and transient lakeside communities, fishing lot</li> </ul>	<ul style="list-style-type: none"> <li>• Training of trainers</li> <li>• Awareness raising</li> <li>• Formal education in cluster schools</li> </ul>	<ul style="list-style-type: none"> <li>• Builds on the NEEAC (TSEMP Component 1) but with more emphasis on biodiversity conservation</li> <li>• Environmental messaging to communities and into schools through curricula interventions</li> </ul>	6 years starting in 2006

Project/Component	Target Audience	Type of Capacity Development	Approach	Timeframe
	operators, resource managers, and students		<ul style="list-style-type: none"> <li>Combined management/ environmental education centers at the Core Area Management Centers and the GECKO Center in Siem Reap</li> </ul>	
6. Tonle Sap Sustainable Livelihoods Project (TSSL) Environmental Education and Outreach	<ul style="list-style-type: none"> <li>Relevant government departments with extension agents and environmental educators acting as focal points</li> <li>nongovernment and community-based organizations and community fisheries organizations</li> <li>65 buffer and core zone communities</li> </ul>	<ul style="list-style-type: none"> <li>Training of government officers in setting up "model initiatives" at community level demonstrating best practice in sustainable livelihoods</li> <li>Introducing sustainable livelihoods concepts through the formal education system</li> </ul>	<ul style="list-style-type: none"> <li>Use environmental education to create networking opportunities including bringing together relevant govt. officials in training forums and facilitating inter-departmental communication on sustainable livelihoods issues and concerns</li> <li>Identify and publicize existing "best practices" developed by government departments and other organizations</li> <li>Use "best practice approaches" in environmental education as developed and tested in the TSEMP Component 1 National Environmental Education and Awareness Campaign</li> <li>Use media to promote "best practice" approaches to sustainable livelihoods development</li> </ul>	5 years starting mid-2006 (Provisional)
7. Northwest Sector Irrigation Project (NWISP) Training	<ul style="list-style-type: none"> <li>Government officials in provincial departments of water resources and meteorology</li> <li>In future may include government agricultural extension staff, department of environment staff, and department of land management staff</li> </ul>	<ul style="list-style-type: none"> <li>Contracting with local training institutions as training service providers</li> <li>Training for developing and supporting the organizing of beneficiaries into FWUC's and strengthening FWUC/WUG will be considered</li> </ul>	<ul style="list-style-type: none"> <li>Government staff will be sent to take courses on English and some computer software</li> <li>Local training institutions will provide some specialized courses for government staff</li> <li>Specialized content developed by the international training and the international community development/water user consultants</li> <li>NGO's will be utilized to support the process of Irrigation Management Transfer and Agriculture Extension teams</li> <li>Study tours in Philippines, India, and France</li> </ul>	1 year starting in mid 2005
8 NWISP Community Organization and Community	<ul style="list-style-type: none"> <li>Communities benefiting from the 10–12 small to medium scale irrigation sub-projects</li> </ul>	<ul style="list-style-type: none"> <li>awareness raising and facilitation of community organizing</li> </ul>	<ul style="list-style-type: none"> <li>Support organization of beneficiaries in FWUC's and strengthening of FWUC's and WUG's</li> </ul>	Will start in late 2005 though this is contingent on the

Project/Component	Target Audience	Type of Capacity Development	Approach	Timeframe
Development		<ul style="list-style-type: none"> <li>training of trainers</li> </ul>	<ul style="list-style-type: none"> <li>Reinforcement of technical advice and services for rice production improvement and crop diversification, livestock and fisheries development, environmental management, market information systems, and linking with rural credit structures</li> </ul>	progress of the site selection process for the irrigation sub-projects and as of August 2005 only 1 is likely to be agreed in 2005

## PRIORITY KNOWLEDGE, SKILLS, AND AWARENESS FOR THE IDENTIFIED CAPACITY BUILDING NEEDS/AREAS

1. The following tables illustrate the knowledge, skills and attitudes/behaviors (KSA) needing to be developed for each of the six identified capacity building themes, according to the participants. This information is a collective reflection from all five provinces where the needs assessments were conducted and will inform the training strategy development.

2. These tables are read vertically, by column. The score of 3.0 indicates a high priority need, where a score of 1.0 indicates a low priority need. For example, for Networking and Partnership Building, "concepts on networking" is ranked highest (score of 2.8) for "Knowledge" needs, "management" is the highest ranked (score of 2.9) on the "Skills" list, and "incentives" are ranked the highest (score of 3.0) for "Attitude/Behavior" needs. This means that a course on networking and partnership building should ensure that participants learn about the concepts of networking, develop some skills in managing a network and partnership, and understand how to use and provide incentives to others to promote involvement in networking and partnerships.

### Networking and Partnership Building

Knowledge		Skills		Attitude/ Behavior <sup>1</sup>	
Concepts on networking	2.8	Management skills	2.9	Incentives	3.0
Understanding the roles, responsibilities and characteristics of partners	2.7	Monitoring skills	2.9	Participation	3.0
Concepts on facilitation	2.6	Facilitation skills	2.5	Friendly	3.0
Concepts on communication	2.5	Data collection skills	2.5	Responsible	3.0
Understanding basic laws and regulations	2.4	Communication skills	2.4	Brainstorming	3.0
Understanding social, economic and environmental issues	1.9	Conflict resolution and negotiation	2.2	Determination	3.0
Concepts on dissemination	1.8	Relationship building skills	2.2	Willingness	2.9
				Popularity	1.9
				Patience	1.7
				Gentle	1.7
				Understanding others	1.3

### Leadership and Community Organizing

Knowledge		Skills		Attitude/ Behavior	
Concepts on participation	2.9	Leadership	2.9	Transparent	2.9
Planning and management concepts	2.8	Understand people's needs	2.8	Responsible	2.7

<sup>1</sup> "Attitude" and "behavior" have similar Khmer translations, and so are given together here.

<b>Knowledge</b>		<b>Skills</b>		<b>Attitude/ Behavior</b>	
Understanding needs and problems of communities	2.5	Management	2.6	Respectful	2.6
Community organizing concepts	2.5	Facilitation	2.5	Determination	2.5
Project administration	2.3	Relationship building skill	2.5	Popularity	2.1
Monitoring and evaluation	2.1	Report writing	2.2	Flexibility	
Information dissemination	1.6	Conflict resolution	2.1	Good in words and action	
		Listening skills	1.8		
		Communication	1.8		

### Natural Resource Management and Planning

<b>Knowledge</b>		<b>Skills</b>		<b>Attitude/ Behavior</b>	
NR conditions	3.0	Planning skills	3.0	Brainstorming ideas	3.0
Concepts of organizing and management	3.0	Facilitation skills	3.0	Friendly	3.0
Understanding community management experiences	3.0	Leadership	3.0	Good cooperation among stakeholders	3.0
Principles of res. conservation	2.8	Monitoring and evaluation	3.0	Gentle	3.0
Roles and responsibilities of institutions	2.6	Communication skills	2.9	Honest	3.0
Understanding laws	2.5	Relationship building skills	2.9	Flexible	3.0
Understanding needs of communities	2.4	Conflict resolution	1.9	Popularity	3.0
				Encourages participation	3.0

### Law Awareness and Extension, and Documentation

<b>Knowledge</b>		<b>Skills</b>		<b>Attitude/ Behavior</b>	
Documentation of laws	2.8	Dissemination skills	2.8	Willingness to transfer knowledge to community	2.9
Be able to raise ideas	2.7	Relationship building skills	2.8	Flexible	2.9
Negotiation and facilitation	2.7	Planning skill	2.8	Encourage gender	2.9
Summary of laws by sectors	2.6	Facilitation skills	2.5	Commitment	2.5
Understanding on laws and regulations	2.6	Communication skills	2.4	Popularity	2.4
Law implementation	2.3	Writing skill	2.2	Understanding	2.1

Knowledge		Skills		Attitude/ Behavior	
				others	
		Conflict resolution skills	1.9	Friendly	2.1
				Patience	2.0

### Project Management

Knowledge		Skills		Attitude/ Behavior	
Proposal writing	3.0	Project management skills	3.0	Honest	3.0
Project implementation	3.0	Proposal development	2.9	Polite	3.0
Concepts of planning	2.7	Project planning skills	2.8	Determined	3.0
Project management	2.6	Evaluation	2.6	Responsible	3.0
Accounting	2.4	Administration skills	2.6	Just	2.9
Administration	2.3	Dissemination skills	2.3	Good attitude	2.9
Data collection	2.1	Finance	2.3	Good morality	2.4
		Letter and report writing	2.2	Respectful	2.3
				Friendly	1.4
				Gentle	1.2

### Proposal Development

Knowledge		Skills		Attitude/ Behavior	
Transparent, wise use of money	2.9	Writing skills	2.9	Responsible	2.9
Proposal writing	2.9	Finding donors	2.9	Patience	2.5
Understanding donor objectives	2.7	Understanding peoples needs	2.7	Popularity	1.9
Monitoring/evaluation	2.6	Project management	2.6		
Understanding the needs of communities	2.4	Project monitoring skills	2.5		
Research	2.2	Translation of proposals	2.5		
		Communication	2.1		
		Situation management	2.0		

### REVISED WORK PLANS—GENERAL

ACTIVITIES		WHO IS INVOLVED	2005							2006							2007										
			J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A		
Stakeholder Analysis, Needs Assessment, and Team Formation	1. Identify relevant stakeholders and target audiences	-TSI, ADB, UNDP, FAO, CBNRM LI, Special Advisors (TA)	X	X	X	X																					
	2. Capacity building needs assessment	- CBNRM LI				X	X																				
	3. Formation of SAB team	- CBNRM LI				X	X																				
Capacity Building Strategy and Work Plan Development	4. Develop a clear capacity building strategy, and M&E system	- SAB Team, advisors					X	X	X																		
	5. Prepare a detailed action work plan and finalize project agreements	-SAB Team, partners -TSI, CBNRM LI						X																			
Preparation and Validation of SAB Modules (and other capacity building interventions)	6. Design SAB educational products and course content	- SAB Team, advisors							X	X																	
	7. Pilot test SAB modules	- SAB Team									X																
	8. Validate and make improvements to the SAB modules	- SAB Team, Special Advisors										X	X														
Implementation, Monitoring, and Improvement of SAB Modules	9. Deliver SAB courses (30-40) in provinces of the Tonle Sap Basin	- SAB Team										X	X	X	X	X											
	10. Conduct mid-term monitoring and evaluation	-SAB Team, project partners, Special Advisors, ADB, UNDP, FAO														X											
	11. Revise course content based on feedback from mid-term evaluation, and continue to deliver SAB courses	- SAB Team														X	X	X	X	X	X						
Feedback, Reporting, and Next Steps	12. Ongoing monitoring and evaluation	-SAB Team, Project partners, Special Advisors						X			X			X			X			X			X	X			
	13. Prepare draft reports	- SAB Team																				X	X				
	14. Conduct final feedback workshop	- SAB Team, ADB, UNDP, FAO																							X		
	15. Finalize SAB program and feedback reports	- SAB Team, Special Advisors (TA)																								X	

**REVISED WORK PLANS—LONG TERM**

Activities	Sub-Activities	Responsible	Location	Time Frame																								
				2005					2006										2007									
				August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May			
<b>Stakeholder Analysis, Need Assessment, and Team Formation.</b>	<b>1. Formulation of Skill and Awareness Building (SAB) Team</b>																											
	1.1. Development of major task for SAB team and job announcement	B, R, RT, T	PP	W <sub>3</sub>																								
	1.2. Selection of SAB Team	T, RT, R, B	PP		W <sub>3-4</sub>																							
	1.3.- Program orientation to CBNRM LI team and Review and feedback on work-plan (Action plan)	B, R	PP			W <sub>2</sub>																						
	1.4. Preparation for reflection workshop on TNA of CBNRM LI team	BC, B, R	PP		W <sub>3</sub>																							
	1.5. Reflection workshop on TNA towards achieving the CBNRM LI and SAB project goal	BC, B, R, T	PP			W <sub>3</sub>																						
	<b>2. Identify relevant stakeholder and target audiences</b>																											
	2.1. Secondary data analysis and research on NRM org around Tonle Sap					W <sub>1</sub>																						
	2.2. Discussion with other orgs					W <sub>4</sub>																						
	<b>3. Training Need Assessment</b>																											
	3.1. Set-up criteria for selecting stakeholders and geographical areas and gathering secondary data	BC, B, R, T	PP			W <sub>4</sub>																						
	3.2. Stakeholders, geographical and problems prioritized analysis based on secondary data.	BC, B, R, T	PP			W <sub>4</sub>																						
	3.3. Preparation of TNA workshop (objective, methodology/approaches for assessment)	BC, B, R, T	PP			W <sub>1</sub>																						
	<b>Stakeholder Analysis, Need Assessment,</b>	<b>3.4. Conduct Tonle Sap TNA Workshop.</b>	BC, B, SAB, R	PP			W <sub>4</sub>																					
	<b>3.5. Analyze ideas from workshop and</b>	BC, B, SAB	PP			W <sub>4</sub>																						

Activities	Sub-Activities	Responsible	Location	Time Frame																								
				2005					2006										2007									
				August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May			
<b>and Team Formation.</b>	make draft TNA tool																											
	<b>3.6.</b> Review and finalize TNA tool with key Tonle Sap stakeholder and other partners	T, R, RT, SAB, BC, B	PP				W <sub>1</sub>																					
	<b>3.7.</b> Conduct assessment at field level (at six provinces)	SAB	PR				W <sub>2</sub>																					
	<b>3.8.</b> Data analysis and report writing	SAB	PP				W <sub>3</sub>																					
	<b>3.9.</b> Submit an inception report to ADB	B, T, R, RT	PP				W <sub>4</sub>																					
<b>Capacity Building Strategy and Work plan development</b>	<b>4.Develop Training Strategy</b>																											
	<b>4.1.</b> Analyze the result from assessment towards to clarify target audience and scope for the training/awareness.	BC, B, SAB, T, R	PP				W <sub>4</sub>																					
	<b>4.2.</b> Preparation of the training strategy workshop	BC, B, R, T	PP				W <sub>4</sub>																					
	<b>4.3.</b> Design training program/strategy (Generate ideas and prioritized topics, objective, approaches, timetable and content of the training /awareness). Using workshop as methodology.	SAB, B, BC, T, R	PP				W <sub>1</sub>																					
	<b>4.4.</b> Putting ideas to make first draft of training strategy	SAB, B, BC, R, T	PP				W <sub>1-2</sub>																					
	<b>4.5.</b> Develop Monitoring and Evaluation system	SAB, B, BC, R, T					W <sub>3</sub>																					
	<b>4.5.</b> Sharing the draft training strategy and M&E system with partners in order to getting comments and feedback.	B, R, SAB	PP				W <sub>2-3</sub>																					
	<b>4.6.</b> Compile the comments and feedbacks.	SAB, B, BC	PP				W <sub>4</sub>																					
<b>Capacity Building Strategy and Work plan development</b>	<b>4.7.</b> Synthesize the training strategy among CBNRM LI	SAB, B, R, T, RT, SAB	PP				W <sub>4</sub>																					
	<b>4.8.</b> Finalize the training strategy.	B, SAB	PP				W <sub>4</sub>																					
	<b>5. Prepare a detailed action work plan and finalize project agreement</b>																											

Activities	Sub-Activities	Responsible	Location	Time Frame																								
				2005					2006										2007									
				August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May			
	5.1. Review draft work-plan	SAB	PP			W2																						
	5.2. Develop quarterly detail work-plan	SAB	PP/PR			w3																						
	5.3. Modify, agree on work-plan	SAB	PP					W4																				
Preparation and Validation of SAB Modules (and other capacity building intervention)	<b>6. Development of training Modules</b>																											
	6.1. Revisit the objective, out-come, out-put and target audiences/trainees	SAB, B, BC	PP					W <sub>2</sub>																				
	6.2 Collection of existing training materials	SAB	PP					W <sub>4</sub>																				
	6.3. Revise the training materials move forwards developing training module	SAB, BC, R, T, B	PP						W <sub>1</sub>																			
	6.4. Design first training curriculum (methodology/approaches, session plan)	SAB, BC, T, R, B	PP						W <sub>2-3</sub>																			
	6.5. Compilation of training curriculum put into the training module.	SAB, BC, B	PP						W <sub>3</sub>																			
	6.6. Share modules with partners	SAB, R, B	PP						W <sub>4</sub>																			
	6.7. Revise the training modules based on the comments and feedbacks	SAB, BC, B, T, R	PP							W <sub>1</sub>																		
	6.8. Second draft training module	SAB, BC, B								W <sub>1</sub>																		
	6.9. Synthesis workshop to finalize the training modules	B, SAB, T, R, BC	PP																									
	<b>7. Testing of Modules</b>																											
	7.1. Selection of the pilot areas, target audiences for testing the training modules (set-up)	SAB, R, T, RT, B	PP								W <sub>2</sub>																	
	7.2. Preparation and communication for testing	SAB	PP								W <sub>2</sub>																	
	7.3. Testing of modules at field level. (few sites)	SAB	PR								W <sub>3-4</sub>																	
	7.4. Report writing	SAB	PP								W <sub>4</sub>																	
<b>8. Revision of the Modules</b>																												
8.1. Identification and prioritization of	BC, R, T, B	PP																										

Activities	Sub-Activities	Responsible	Location	Time Frame																								
				2005					2006										2007									
				August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May			
	potential applications of training modules and challenges to their testing (Grouping and ranking of key challenges)																											
	8.2. Analysis of the challenges identified and identification counter -strategies	BC, B, R, T	PP										W <sub>1</sub>															
	8.3. Revise and finalize the training modules	SAB, B, BC, R, T	PP										W <sub>2</sub>															
Implementation, Monitoring, and improvement of SAB Modules	<b>9.Deliver training</b>																											
	9.1. Selection of target areas	B, R, T, SAB, RT	PP										W <sub>2</sub>															
	9.2. Preparation and communication for conducting	SAB	PP										W <sub>2</sub>															
	9.3. Conduct the training awareness	SAB	PR										W <sub>3-4</sub>	full	Full	Full												
Implementation, Monitoring, and improvement of SAB Modules	9.4. Reflection from the training	B, R, T, BC, SAB	PP																									
	9.5. Written report	SAB	PP																									
	<b>10.Mid-term monitoring and reflection workshop</b>																											
	10.1.Set-up the criteria for selecting a sample of target areas and participants for mid-term review	B, R, T, BC, SAB	PP																									
	10.2. Preparation and communication for the mid-term monitoring	B, SAB, BC	PP																									
	10.3. Conduct the mid-term monitoring and evaluation workshop (Group and priority the issues and challenges)	SAB, B, R, BC	PR																									
	10.4. Report writing and revise the training module based on the workshop feedback	SAB, B, BC, T, R	PP																									
	<b>11.Deliver training</b>																											
	11.1. Preparation and communication	SAB	PP																									
	11.2. Conduct the training awareness	SAB	PR																									
11.3. Reflection from the training and report writing	SAB, B, R, BC	PP																										

Activities	Sub-Activities	Responsible	Location	Time Frame																								
				2005					2006										2007									
				August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May			
	<b>12. On going Monitoring assessment, and improved follow-up</b>																											
<b>Feedback, Reporting, and Next Steps</b>	12.1. Compile the progress report from the activity of project every two months	B, R, SAB, T	PP					W <sub>4</sub>			W <sub>1</sub>			W <sub>1</sub>			W <sub>1</sub>			W <sub>1</sub>								
	12.2. Preparation and communication for Monitoring and follow-up (selection of target area, focus themes)	BC, R, SAB	B, T, PP															W <sub>3</sub>										
	12.3. Conduct the Monitoring, follow-up	SAB	PR															W <sub>4</sub>										
	12.3. Reflection and report writing	SAB	PP																W <sub>1</sub>									
	<b>13. Prepare draft report</b>																											
	13.1. Develop the contents of the report and agree on	B, R, T, SAB	PP																	W <sub>2</sub>								
	13.2. Each SAB team prepares the site report	SAB	PP																	W <sub>2-3</sub>								
	13.3. Compile the report and writing first draft	B, SAB, R	PP																	W <sub>4</sub>								
	13.4. Sharing among LI staff	B, SAB	PP																		W <sub>1</sub>							
	<b>14. Feedback workshop</b>																											
14.1. Preparation and communication (develop objectives, methodology, session plan, agenda)	B, R, BC, SAB	PP																		W <sub>2</sub>								
14.2. Carry out the reflection workshop	T, RT, R, B, BC, SAB, PT	PP																		W <sub>3</sub>								
14.3. Writing Summary report	SAB	PP																		W <sub>4</sub>								
	<b>15. Finalize training</b>																											
<b>Feedback, Reporting, and Next Steps</b>	15.1. Incorporate and synthesis the comments, feedback, into draft report	B, SAB, R, T, BC	PP																									
	15.2. Finalize the report	B, SAB, R	PP																		W <sub>1-4</sub>							
	15.3. Send report to TSI and ADB	B, R																				W <sub>4</sub>						

## CONCEPTS FOR PLANNING MONITORING AND EVALUATION OF COURSE DELIVERY AND IMPACT

Levels of Evaluation			What is Evaluated (What do we want to see?)	Indicators (How will we know?)	Methods of Evaluation (How, who, when of data collection)	Means of Verification (Where's the proof?)
SHORT TERM  (i.e. daily, before/at the end of course)	Daily Monitoring of the Process	Workshop	<ul style="list-style-type: none"> <li>• Enjoyment of participants</li> <li>• Effective training delivered</li> </ul>	<ul style="list-style-type: none"> <li>• % participants attend all sessions</li> <li>• Active participation throughout</li> </ul>	<ul style="list-style-type: none"> <li>• SAB Team daily observations</li> <li>• Daily group discussions/ feedback sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Quotes/stories by participants to be used in SAB reports and LI documentation</li> </ul>
	Individual Level Changes	Participants	<ul style="list-style-type: none"> <li>• Changes or gains in knowledge, skills, and attitudes (KSA)</li> </ul>	<ul style="list-style-type: none"> <li>• Action plans made that integrate learning into work</li> <li>• 80% understand key concepts and can clearly explain them</li> </ul>	<ul style="list-style-type: none"> <li>• "Human spectrum" workshop activity</li> <li>• Questionnaire (simple, quantitative, perhaps some open end questions)</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire info entered into SAB database, linked to participant profiles and contact information</li> </ul>
		Facilitators/ Trainers	<ul style="list-style-type: none"> <li>• Solid understanding of concepts</li> <li>• Ability to adapt to workshop/ participant conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Participants' KSA improving</li> <li>• Can provide clear explanations of concepts and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Participant feedback</li> <li>• Self evaluation</li> <li>• Participant evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>• Self assessments</li> <li>• Evaluation forms from participants</li> </ul>
MEDIUM/ LONG TERM  (i.e. mid way and end of project, 6 months and 1 year)	Individual Level Changes	Participants	<ul style="list-style-type: none"> <li>• Relevance of SAB courses to improving KSA</li> <li>• Use of learning</li> <li>• Performance of the trainees improved</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas (frameworks, steps) from SAB courses become "way of working"</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-term and final reflection workshop sessions</li> <li>• Questionnaire (revisited)</li> <li>• Follow-up communications, phone calls, email surveys, and/or visits</li> </ul>	<ul style="list-style-type: none"> <li>• Information and findings will be entered into the SAB database</li> <li>• Highlights featured in SAB reports and other LI documentation</li> </ul>
		Facilitators/ Trainers	<ul style="list-style-type: none"> <li>• To be developed</li> </ul>	<ul style="list-style-type: none"> <li>• To be developed</li> </ul>	<ul style="list-style-type: none"> <li>• To be developed</li> </ul>	<ul style="list-style-type: none"> <li>• To be developed</li> </ul>
	Organization/ Community Level Changes	Institutions	<ul style="list-style-type: none"> <li>• Training applied and shared in the workplace/ community</li> <li>• Human resource capacity of the institution increased</li> </ul>	<ul style="list-style-type: none"> <li>• # multi-stakeholder meetings held/attended</li> <li>• # new partnerships created between /TSI stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-term and final reflection workshop sessions (e.g. SWOT analyses)</li> <li>• Follow-up communications, phone calls, email surveys, and/or visits</li> </ul>	<ul style="list-style-type: none"> <li>• Information and findings entered into SAB database</li> <li>• Highlights featured in SAB reports and other LI documentation</li> </ul>

\* Done before and after the training, participants are asked to stand where they fell they belong along a line where at one end reads, for example, "Knows Everything about Facilitation" and at the other, "Knows nothing about Facilitation". Inquiries are made about why participants chose their positions, and at the end of the training, why/why not participants changed their positions.