

# Becoming Development Analysts



Stories from Participants of the  
Cooperation Committee for Cambodia's  
Analyzing Development Issues Course



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Committee for Cambodia's Analyzing Development  
Issues Course

As told to **Sok Chamroeun**  
Edited with an Afterword by **Brett Ballard**

**Analyzing Development Issues (ADI) Project**

**Cooperation Committee for Cambodia (CCC)**

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# Introduction

## *The Analyzing Development Issues Project*

The Analyzing Development Issues (ADI) project grew out of a needs assessment conducted among Cooperation Committee for Cambodia (CCC) members in 1998. The project began in April 1999, and after an 18-month pilot phase, moved into a two-year implementation phase that ended in December 2002. The project was subsequently extended for an additional three-year period, which will end in December 2005. The ADI course helps to develop critical thinking skills of NGO managers, enabling them to link micro issues experienced in the field to macro developments confronting Cambodia. Since 1999 the project has completed 14 regular courses and one advanced course. In all, 274 participants have completed these courses, including 116 women. Participants have come from 76 local NGOs and 35 international NGOs.

The overall goal of the project is for Cambodian managers of NGOs to increase their analytical capacity to study and solve problems, initiate and make improvements in their programs, and to contribute to discussions on local, regional, and international policy. The objectives of the project are three:

- Participants will increase their awareness and understanding of how poverty and global development issues impact Cambodia.
- Participants will develop skills in using basic models of small-scale research to analyze problems and changing conditions among their target groups and communities.
- Participants will improve their critical thinking, reading, writing and presentation skills to more effectively contribute to policy planning and debates.

## *Course Description*

The core activity of the project is the Analyzing Development Issues regular course. During the four-week course, ideas are debated, experiences are shared and divergent viewpoints are examined. The curriculum combines participatory instruction with practical exercises in critical thinking, reading and writing to encourage independent thought. The course is divided into four modules. The first module is covered in an initial two-week session, while the other three modules are covered in a second two-week session.

This first module focuses on direct involvement in the process of research and analysis. It begins with planning, designing and conducting an actual field study. The participants then summarize and analyze the results, developing recommendations and writing up the research report. Recent studies have focused on natural resource management, drugs as a social issue, and labor migration.

During the four-week course break between the two sessions, the skills of the participants are further developed through undertaking an independent research project on an issue or problem in their work. The course break assignments (CBAs) are then shared, discussed and improved when the participants return for the second part of the course.

The second module examines aspects of poverty and development at local, national and international levels. The third module examines selected global issues such as trade, debt, and the environment, and their impact on Cambodia. The fourth module provides the participants an opportunity to share and reflect on their own NGO experiences and lessons learned.

In 2004, the ADI project conducted its first advance course. A key objective of the course is to further develop the capacity of past participants in critical thinking. The course for 2004 centered on the theme of trade policy with a specific focus on the garment industry and its impact on rural livelihoods.

## *Networking*

The ADI project supports the networking of past participants in several ways. First, it convenes two Issue Briefing Workshops each year to promote discussion and debate on critical topics. In 2004 Issue Briefing Workshops were held on the theme of Globalization and Trade with the participation of the Bangkok-based Focus on the Global South, and on the Challenges of Natural Resource Management with the participation of the Cambodia Development Resource Institute (CDRI), the Wildlife Conservation Society (WCS), the World Bank, and the NGO Forum on Cambodia.

ADI also organizes an Annual Forum each year to encourage networking among past participants. The Annual Forums provide an opportunity for the past participants to share recent experiences and to contribute to the ongoing direction to the project. As a way of broadening its reach, ADI presents its research results at CCC meetings, provincial workshops, and national conferences. Research publications are also made available to the NGO community and to other individuals and groups who are interested.

## *The Present Volume*

The present volume represents an attempt to capture the experiences of selected past participants of the ADI course. As such, it seeks to better understand what leads Cambodians to become involved in NGO development work and how the ADI course contributes to this purpose. It is an effort to view ADI from the perspective of the participants themselves and to come to a better appreciation of how they have woven what they have learned in the course into their life experiences.

Two consultants prepared the volume. The Cambodian consultant conducted and recorded interviews with past participants in Khmer, which were then transcribed and translated into English. The expatriate consultant then edited the English translations into the stories which appear in this publication. The consultants made an effort to achieve a representative sample of male and female

respondents from various age groups, as well as participants from both local and international NGOs. The consultants likewise tried to include participants involved in different sectors of work, although most were involved with community development work at the time of their training. Once the editing was completed, the expatriate consultant included his reflections on the stories in an Afterword.

The ADI team wishes to express its appreciation to the two consultants who contributed their considerable skills to the development of this volume, and especially to the 11 ADI past participants who so graciously shared their experiences with us. As always the ADI team values the continuing support of its donors: Christian Aid, Oxfam Hong Kong, Dan Church Aid, Evangelischer Entwicklungsdienst E.V. (EED), and the Ecumenical Scholarship Program (ESP).





Ms. Yim Nimola

Ms. Yim Nimola (Khmer Women's Voice Center)

**Ms. Yim Nimola**  
**Executive Director**  
**Khmer Women ' s Voice Center (KWVC)**

My name is Yim Nimola. I am the Executive Director of Khmer Women's Voice Center (KWVC). I was born in Phnom Penh on 23 May 1957, the second daughter of nine children. I have always appreciated that I was born into an upper class family. My father was the head of the first Asian sporting games to be held in Cambodia, and he led Cambodian sportsmen in sporting events in many countries all over the world. He was also a lieutenant in the army, and later on was a deputy Secretary General of the Khmer Youth. He had studied in France, where he was a hard working student. I feel that I do not have as good an education as my father because of the country's circumstances during the war years. But because of my family's morality and the good example of my parents, I have been able to achieve a good standard of living today.

We lost our father in 1970 after the coup d'etat of Lon Nol. I completed junior high school in 1974 and then prepared for the first baccalaureate exam. However, all the city schools were closed in 1975, as there were a lot of rockets launched into the city every day. When the Pol Pot regime came to power, people were ordered to evacuate. My family left Phnom Penh city on 18 April 1975, the day after liberation, and we went to Koh Sla Ket, Kandal province. Three months after we left the city, my mother passed away following a heart attack. My siblings and I became orphans then, and we were all separated in various children's youth groups. During the Pol Pot regime, I lost 3 siblings. Two died by starvation and dengue fever, and my elder brother was killed following an accusation at the end of 1978.

After the Pol Pot regime was overthrown, a friend encouraged me to study to be a doctor at Calmet hospital. However, I could not do that as I had many dependents to support in my family, including my 70-year old grandmother, 3 parentless cousins, my 3 younger sisters and 2 younger brothers. At first, I got a job as a secretary of Saang district, Kandal province. Later on, I was appointed to be a

Ms. Yim Nimola (Khmer Women's Voice Center)  
deputy head of the district, and after that I was promoted to be a head of that district in charge of statistics.

In 1981, while the country was still under Vietnamese control, I tried to do a good job collecting statistical data from people in several provinces. I was respected as a model leader, and I achieved priority to move on to work at the Provincial town office. Although I loved studying, I could not go for any higher education, as I had to work to earn income to support all my dependents, as I have mentioned above.

I left my government position in 1982 after I got married, as my husband was a businessman. We sold utensils and wholesale food to all provinces in the country. We also exported "prahok" to other countries such as Thailand, France, and America. In 1990, the government of State of Cambodia and the King began negotiating for peace and reconciliation. The situation then changed and my business declined. There was a lot of cheating, and many people who owed us a lot of money never paid us back. We lost a lot of capital, and did not feel like continuing with that business.

That was when I started to write a novel about my family's life, recalling the memory of suffering in the past. I wrote many stories, but I was not able to earn much income from this work, however, especially given the amount of work involved, so I stopped selling them. But I still continued to write, and dreamed that some day Khmer literature would blossom and again be taken seriously. My dreams came true when the writers' association was established in 1994, and I eventually joined in 1996. I started to refine my poem "Tek Amreth" (Immortal Water), which talked about life during the Pol Pot regime. In 1996, I entered a National contest, and finished fourth. In the same year, I also entered my novel "Phkar Rich Chong Rodauv" (Blooming Flower at the End of the Season), which was autobiographical story of my family, in a contest at the Ministry of Culture. The ministry, however, did not have sufficient budget for arranging the contest until the year 2000, when I won first prize. The prize was awarded to me by Prime Minister Samdach Hun Sen during the "Millennium Festival," which was celebrated in front of Angkor Wat temple with a cheering audience and lots of fireworks. I felt very proud when I received the prize from the Prime Minister. He said, "It is good that the story of Phkar Rich Chong Rodauv is blooming at the millennium." I have not published this story yet, as I feel the Khmer literature is just starting to grow and I have been afraid of people copying it. But now I am thinking of having the story translated into English and Japanese. I will publish the story in three languages at the same time so that foreigners can read it and understand the situation in Cambodia

Ms. Yim Nimola (Khmer Women's Voice Center) and how orphans lived after liberation from the Pol Pot regime. They did not have parents to guide them, and some of them went down the wrong path, while others went down the right path.

In 1998, I got a job with KWVC as a project assistant. My role was to produce picture books to educate people about the election of 1998, as well as provide information about other issues related to women and children. In 2000, I was promoted to be a Project Officer. At the end of 2001, I attended the ADI training course in Round 8. My director had participated in the first ADI course, and she thought that it would be very useful for my work. But when I saw the fee, I thought that I could not afford it because US\$ 800 was too much. My director said that I should still apply because ADI had a policy of providing some scholarships to women from local NGOs. Luckily, my application was accepted and I was able to join the course.

One obstacle emerged at that time, however, and I almost missed the chance. My relative from America came for a marriage about the same time, and they needed my assistance. We used to live in the same family when we were young and were separated by war for decades, so I felt I should drop the training to help them. When I called ADI to inform them about my situation and requested to postpone until the next round, Ms. Khou Somatheavy, the Assistant Executive Director of CCC, advised me that such special chances only come once in a while during our life, and if we miss it we might not have another chance. She said that if I dropped the course they could not promise there would be another chance when I applied again. I spent many days making the decision and at last I decided to attend the course, even if all my relatives were angry with me.

In the end, I really thank CCC/ADI for their kind consideration and advice so that I had a chance to strengthen my ability. After I completed the training course, I realized I would have regretted not taking it at the time. I was very satisfied with the course, as I learned a lot of knowledge that has been very useful for my work, for my life, for the society, for the country of Cambodia, and for Khmer women, as we need to understand and know more to help build society.

At first, I wondered why ADI arranged the course in provinces. But I learned that it was a good idea that the course was held in the provinces (two weeks in Kampong Som and another two weeks in Kampot) so that trainees can devote their full attention on the course without any distractions from work or family. We had a course break assignment (CBA) in between and I wrote about "Gender". My NGO

Ms. Yim Nimola (Khmer Women's Voice Center) has a training course on gender in Kampot and Kampong Cham provinces, and I chose Kampot, as my husband has a business there. I spent a few days doing the research about whether training courses on gender have any benefit or any influence on poverty in the community and whether people were interested in such training or not. I was very busy with work at the time, so I could only spend nighttimes and Saturdays and Sundays to work on it. Mr. Savuth helped me by commenting on my paper. This was my first research work, and I don't think my research was good enough yet, but I was happy that I could do it.

I felt that it was very good how ADI taught the theory and coached us so we were able to do the research. I learned that before doing any research, we must prepare and understand what should be done first and then plan each step. One example of how the course has helped me concerns a proposal I wrote for a media project, for which the World Bank eventually provided a grant of US\$5,000. That project dealt with women at factories, and we educated them about gender so that they could understand their role and rights in society and the family better. I chose factory workers because I thought they were from the countryside so we could gather them easily. They were also very busy and had no time for entertainment or learning anything new. A thousand came and they were very happy. Germany Development Service, a German NGO, came to see the show and decided to support our project.

Thanks to my ADI knowledge, after the training course I have changed a lot. I am able to write proposals and find a lot of funds for our program. The way that I applied the ADI theory was by changing from research to evaluation. When I followed that way of working, I had an idea that this would make donors trust our work. Their money would have value, and they would believe that we know how to do our work. After making the evaluation, we made a clear written report of the result and sent it to our donors so that they could see the benefits from their funds.

By the end of 2002, my previous director, Chumteav Koy Veth, moved to another job and I had the honor to be a candidate for that post. The board of directors eventually selected me to be a director of KWVC in January 2003. So my working background has changed from project assistant to project officer and then to be a director. I don't have a high education, but I have experience working with the organization and working teaches me from day to day. I thought that I could not afford the course fee of US\$ 800, but it was my destiny to be selected for the training. I wanted the US\$ 800 to be meaningful, so I studied hard to understand all the lessons so I would be able to use it after the course. My ambition ever since I was young was to be the best student; and I don't think this is a bad goal for people.

Ms. Yim Nimola (Khmer Women's Voice Center)

For our mobile entertainment program, we do a concert with questions and answers with the audience, which can include anybody— male, female, students, and farmers. They can volunteer to answer the question and receive a prize. The questions are designed to find out if they understand gender or not, and to find out if they have any fighting in the family and why it happens. We found that people do not know the meaning of gender at all, including some government officials and NGO staff who have never been trained in this subject. As I have been involved with this, I know something, but I am still not able to find the right words in Khmer for the word “gender.” All over the world they just use the word "gender" because nobody can translate it into their own language yet. Our people wonder why we say "gender" and do not use a Khmer word, so I just try to explain to them that the word "gender" covers lots of meaning. Gender requires the balance between men and women regarding work, power, and equal rights in the family.

To do a good study and report about this project, we do research with a questionnaire. We apply ADI methods to determine the objective, make a list of questions, and randomly select groups of people to interview. We interview villagers who have seen the performance, and those who stayed at home. We ask them how they knew about the event, how they came to watch or not, and whether they had heard anything about the event from relatives or friends who had joined. After we collect all the data and information, we make an evaluation, which provides a clear report and documentation for our donors to show the transparency in using their donation.

KWVC has 3 main projects in advocacy, training, and media. For the media project we have 3 activities: a picture book magazine, video, and radio. For radio, we interview people and then rent a radio channel for broadcasting. We use a similar method for video; we film and then rent a television channel for broadcasting. We make copies and then pass them on to various provinces and districts where we have done concert performances. The training and advocacy programs are still hot issues in the country at this moment, and we don't have much support yet. We do advocacy indirectly through our magazine, but we are struggling with our writing in the magazine. For direct advocacy, we used to have a team that met with government leaders, assembly members, and provincial governors. This group of 98 members from two provinces is called a Dissemination Advocacy Group (DAG). We selected them from among the participants of our gender training course. We have chosen 30 participants for each training course by selecting the district head, deputy head of district, communes, villages, policeman, teacher, school director,

Ms. Yim Nimola (Khmer Women's Voice Center) clergy man, monks, nuns, and respected villagers. Villagers respect these people, and continue to listen to their ideas, so we decided to form DAGs with them.

In talking about the ADI training course, I was honestly very worried at the beginning because I was not confident of my educational background. I was afraid my education was not sufficient for attending the course. Now, with the knowledge from ADI, I have saved a lot of expenses for my organization, as I can now do evaluation work by myself. Before, we used to hire staff from the NGO Silaka to do the evaluation for us and we paid more than two or three thousand dollars for each project. My ambition for study has never ended, and so in order to build my capacity and better understand development issues, I have applied to take the ADI advanced course. Again, I am looking for a scholarship, as we don't have enough funds in our organization's budget.

In conclusion, I would like to recommend that ADI create a networking team from volunteering former-trainees so that we can help each other when any organization has research to do. This would help promote good solidarity and would be useful for refreshing our knowledge day-to-day.





Ms. Ouk Chettra

**Ms. Ouk Chettra**  
**NGO Partnership Project Officer**  
**Working Group for Weapon Reduction**  
**(WGWR)**

My name is Ouk Chettra. I was born in 1974 in Phnom Penh. When Pol Pot came to power, my family had to move to Chhouk district, Kampot province. My father died from starvation during that time, and after the liberation of 1979, I was separated from the rest of my family. While I was walking in the street carrying my younger sister, Vietnamese soldiers collected us and I was sent to an orphanage center in Phnom Penh. My sister was sent to a different orphanage for infants. A year later, I went to look for my sister in that center, but I could not find her and there was no record of who adopted her. I had been living and studying in that center until 1992, when I completed senior high school. My mother found me that year, so I moved to live with her and another brother who had survived from the Pol Pot regime.

I then applied for a job and got a position as a manager with the Tiger Beer beverage company to supervise the sales staff. During that period there were not many highly educated people, so anyone who had just completed high school could find a job easily. I worked for this company until 1996, when I started my own business by setting up a restaurant in Prek Leap on the other side of the river across the Japanese Friendship Bridge. I started the restaurant with three friends from high school, but after the events of July 1997, we decided to close our restaurant.

I then got a job with the NGO Silaka as an assistant to the director to manage the women and peace project. My director wanted to promote me to be a program officer, as Silaka planned to provide a course on "Human Resources." She wanted to link the course with research, so she sent me to attend the ADI course. I applied and was lucky to get a scholarship from ADI to attend the training course in Round 2. For my course break assignment, I wrote on the topic of "Domestic Violence." I interviewed women who had been hit by their husbands and were staying at the NGO Khemara's center for education. I observed that men and women both lacked

Ms. Ouk Chettra (Working Group for Weapons Reduction) education, that the men often drank alcohol and had multiple female partners, that poverty caused family conflict and cruel fighting, and that they did not solve their problems calmly. After returning from the training, I sent a project proposal to donors in Germany, but there was no response.

I had observed that the Working Group for Weapons Reduction (WGWR) had a project that related to the skills I had learned from ADI, so I decided to work for them in 2000. The government actually started this project in 1994, and in 1998 several NGOs, such as Star Kampuchea, Oxfam United Kingdom (UK), Mennonite Central Committee (MCC), and American Friends Service Committee (AFSC) cooperated to do some research on this issue. They found an average of 3 guns in every 2 families. After implementing a successful pilot project, a working group consisting of several NGOs was created in 1999. The project has been expanding ever since.

Based on my working experience, I think the ADI course has been very important and useful for me. For example, when I started to work for WGWR, I was in charge of one program independently without any supervisor. I was able to carry out my work on my own, doing the analysis and managing the project smoothly. In order to organize our work with our NGO partners, we had to collect and analyze information together. The topic of our research was "Women Participating in Weapon Reduction." We had some assistance from volunteer students, and I used some of the ADI concepts to train them. That research was for Ms. Laura from an NGO in the United States. She supported our working group in this project and the research was done not only in Cambodia but also in other countries. Our report on the results from Cambodia has been compiled, but the UN has not yet published the entire report.

I have also done other research for the UNIDIR (United Nations Institution for Disarmament Research) about weapons and development in Cambodia. The UN set up this research project in 3 countries: Cambodia, Albania, and another country. Afterwards, the UN invited 3 Cambodian researchers who participated in their project to share their results in Switzerland for one week in September 2004. I was one of the three and we discussed security issues and the development in Cambodia. We found that there was a difference between before and after the implementation of the weapon reduction program. The method that we used for this research was very different from other methods. We set up group discussions, trained the villagers, and selected one person from the group to be a reporter and another one to be an interviewer. My role was to facilitate the process by observing and helping

Ms. Ouk Chettra (Working Group for Weapons Reduction) whenever necessary. We used local villagers to interview people and make a report, which I passed on the UN. I think this was a good method, as it gave people confidence to speak out. If we had UN staff or other people staying with them, they might have been afraid to speak openly, so we just let them lead the interview by themselves.

I realize that I developed a lot of capacity and gained a wider understanding about working and teaching from my participation in the ADI course. I have shared my knowledge with our NGO partners to consider factors, such as time and place, as well as what they should teach the villagers and how to analyze information. Before providing any training to villagers, I usually advise them to find out about the main problems in that area, and then after analyzing the information to prepare a report for us. As I have collaborated with many NGO partners, I have also learned a lot from them and I have combined that experience with my ADI knowledge to successfully reach our objectives. We always coach our partners about how to collect and analyze information from the community, how to help solving their problem, and whom they should ask for help. For instance, in order to sort out weapons issues, I recommend that they should work closely with local authorities, collect information from local people, meet with the victims, and consider how to help them solve the problem. In some cases, they are not able to sort out the problem by themselves and must ask for help. But sometimes, they can go straight to the local authorities to solve the problem.

We have also taught them how to set up these kinds of projects on their own. They need to study the problem in their region and learn how it happened, and then make a good project plan for an educational program in their area. What I do mostly is advise our NGO partners, and then they do the implementation. For example, I have shown them how to do project planning, including how to collect and analyze information in order to write a proper proposal. So far, we have had several educational projects, such as weapons reduction, peace and conflict resolution. Before we set up any project, we must analyze the needs of the majority of people. We coach them about how to reduce the number of weapon in their community. Over the past ten years, I have observed that most NGOs are involved with development and health issues, but security concerns are a new area for all NGOs and for communities. Up until now, we have had about 30 local NGO partners in eight provinces and towns. With our assistance, our NGO partners have been able to find project funds from donors by themselves. I have taught and coached them to study the background of the problem and how to set up goals and objectives. I have provided them with documents related to report and proposal

Ms. Ouk Chettra (Working Group for Weapons Reduction) writing, and given them my recommendations. Thanks to the ADI training course, I have been able to share this knowledge with our NGO partners so they can apply it in their daily work.

Weapons are a dangerous problem for society and most local NGOs are not aware of this issue. I have had to persuade them to accept this project and incorporate it into their programs. However, many NGO directors have been reluctant to do so as they were thinking that such problems are the responsibility of the government. Many local authorities have also told our working group that weapon-related concerns are the government's duty. They say that civilian associations have no right to touch it. Actually, this is an issue that everyone must participate in solving. I ask them how they could do development if they had no security in their region. So why won't they accept this project in their programs? Now things have changed, and many NGOs have become involved with Peace and Weapon projects and have become WGWR partners.

Another difficulty was that when our NGO partners accepted this project, they requested permission from the authorities for action. The local authorities at first refused, saying that this was a government level issue. To help our partners, I set up a seminar to inform all concerned officials from the province and districts about our project and work. We had to lobby with the governors so that they could order their local authorities to cooperate with our NGO partners. So far, we have made partnerships with local NGOs in provincial and district levels. We are now thinking of changing our strategy to work directly at the community level. This will require more work, so in the future I will minimize the number of the provinces to only five instead of eight. I will still continue to support those other provinces by giving them my advice, and when they need any assistance I can help so that they are able to manage their projects smoothly.

I plan to establish community level "Security Associations." We will train them to solve any problems which happen in their region by themselves, and encourage them to use their rights to advocate for a ban on weapons. We realize that people in rural villages are poor, so if we want them to attend the training course, we must provide some money or food, otherwise we won't get any results, as not many of them would come to participate. I also train the local authorities, such as the commune councils, about the weapons laws and how to work as a team to maintain peace in their community. If there are any robberies or shootings, they must help the victims and assist them with the courts so that everything is solved by law. Once there is more peace in a community, we try to encourage international NGOs to set

Ms. Ouk Chettra (Working Group for Weapons Reduction) up programs for development, health and credit. It is quite difficult to work with some of these communities, as people got used to living in insecure areas during the war, and they may not think that weapons are a big concern. But when we analyze the situation, we find that it has a big impact on their living and business.

Our team has no right to carry any weapon, and we are not able to disarm any persons who have illegal guns. But we do have the right to make reports to the local authorities. I am now working with NGOs to teach them how to manage situations when local people are afraid to hand in guns due to the large fines of 200,000 riels. Even the Prime Minister announced that there are no penalties for anyone who voluntarily brings guns to the authorities. So, I have trained my NGO partners to talk with the authorities and to have them promise that they will stop penalizing people for reporting about their guns.

I also feel that the ADI course has changed my personal character. In the past, I never analyzed what I did or what I read. When the boss ordered me to do something, I just did what she or he told me. Now when I read articles, I concentrate and look for the main point. In addition to the ADI training course, I also have had chances to attend several courses on management and finance. I am currently attending a CDRI training course on managing and solving conflicts. This is a four-week training course that CDRI conducts one week each month for four months. I am learning about the keys of conflict analysis and resolution. I will combine this new knowledge with what I have learned from ADI in order to do challenging work with communities.

I have also had opportunities to go abroad, including the Philippines, India, and Thailand. For example, in preparation for an International Conference in Phnom Penh, I was invited for a field study to Thailand and the Philippines in order to meet NGOs and get their advice and recommendations. I made a short presentation about the security problems and weapons issues in Cambodia while I was visiting there. I learned that the Philippines had a more serious weapon problem than Thailand. In Philippines, they have had a lot of robberies and assassinations. The situation in Philippines was similar to Cambodia in 1993; even the security guards at restaurants have had pistols with them. I was told to take off my jewelry when I went to visit the insecure zones. They took me to see the island of Mindanao, where the government and minority groups have fought each other. We met victims and both sides of fighters, and I learned a lot from them. I have observed that they have fought each other, but they did not destroy their infrastructure, so it was really opposite from our country.

Ms. Ouk Chettra (Working Group for Weapons Reduction)

I have already mentioned above some of the benefits that I have gained from the ADI course. Moreover, the facilitators of ADI, such as Il and Savuth, continue to send me documents and other research reports by Internet. This gives me a chance to continue building more capacity. And when I have any problems, I can also call the ADI staff for help, which is really convenient. I also built friendships among the ADI participants and with the trainees from other rounds. I have also received some advice from other NGO colleagues who have participated in the ADI training.

As I have seen the improvement in the methods from one round to another round of ADI training, and observed the new methods used in the UN research mentioned above, I am aware that many new types of research have been done. I would like to ask ADI to update new methods or techniques for research at the community level. Regarding the advanced course that ADI conducts, I hope I can join in the very near future.





Mr. Tek Vannara

**Mr. Tek Vannara**  
**Environment Researcher & Publication Coordinator**  
**Culture and Environment Preservation Association**  
**(CEPA)**

My name is Tek Vannara. I was born on 10 September 1980 at Kork Ampov, Sragne commune, Traing district, in Takeo province. I started my primary school in 1986 and finished high school in 1999. I then entered Phnom Penh University to study Information Technology (IT). Since the first term, I had a job with Volunteer Youth Congress for Democracy (VYCD) training poor students and NGO staff about Database Management and Analysis.

At the end of 1999, the Asia Foundation sent me to join a course on Training of Journalist Trainer for 6 six months. After completing the course in 2000, I was selected to be a teacher assistant to help teach NGO staff and students who passed the scholarship exam for a 6-month course on journalism training. By the end of 2000, I also started studying with Culture and Environment Preservation Association (CEPA), but I also continued to study at the university and work at VYCD part time. When I completed the training, CEPA was looking for new staff, and I got a position in the research and documentation program.

In 2003, I graduated from Phnom Penh University with a Bachelor Degree in IT. At that time, I found a pre-Master course on Cultural Resource Management and Eco-tourism at the British Embassy, and eventually obtained a pre-Master certificate from London University. While working for CEPA, I read a brochure about ADI, which interested me as it related to my work. My director, Mr. Tep Bunnarith, told me that he had also taken the ADI course, and he encouraged me to attend as well. As CEPA had limited funds, I wrote a proposal to Oxfam UK requesting support for the course fees. I attached the ADI curriculum and explained that my objective was to transfer the knowledge to the communities after the training. Because Oxfam decided to support me, I got the chance to attend the ADI course in Round 12 at the end of 2003.

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Before ADI, it was very hard for me to do research, to collect information and analyze it, and I did not know how to identify the main ideas in my draft reports. The ADI training was very useful as I received very good knowledge about ways to collect information in the field, scientific methods of analysis, and methods for report writing. After the course, I have applied ADI methods for collecting data in the community, and by adding our secondary data, we have produced many standard case studies, which have been accepted internationally.

After the ADI training, I have seen a lot of good results, as it helped me write better abstracts to submit to conference organizers. Unlike before, I never get requests for corrections, and now when I send my abstract the organizers ask for the full paper. Since my participation in the ADI training course, I have made the following presentations at international conferences:

Tokyo, Japan: "Local Governance and Natural Resource Management in Asia";  
Malaysia, the United Nation University: "Water and Natural Resource Management";  
Thailand at AIT: "Small-scale Fertilizer Usage". I also talked about the impact on people along Sesan River after the Yali hydro-electric dam was built; and,  
Manila, Philippines, a one-week seminar about Environment.

I also plan to go to Chiang Mai, Thailand for a conference on "The Concern of the Irregularity of Mekong River". There will be NGO representatives from 8 countries, including researchers from Laos, Vietnam, and Chiang Mai University. I had also submitted a draft presentation for a seminar at Yunnan University about "Trans-boundary Impact Related to Sesan River". Unfortunately, China has built many dams along the Mekong River, and the government did not allow this conference to take place. It was postponed and relocated to another country. Later in the year, there will also be the "Seventh International Rivers & Water Management Symposium" in Brisbane, Australia. I will share my experiences about Natural Resource Management in Cambodian communities, and I expect to bring back new information about water resource management.

The ADI Training, with the small case study or small-scale research, was at the right level, and I could transfer this knowledge easily to our 62 local communities. We do this through our "Nature and Life Newsletter", which we send to them to read. I can also transfer this knowledge in the field when I interview fishery, forestry, and water user committees at the community level. CEPA is encouraging communities

Mr. Tek Vannara (Culture and Environment Preservation Association) to do their own research in order to compare the number of fish in the river. We teach them how to record data and then compare from year to year. We only help facilitate their report, which we call "Self-Research by Villagers". We used ADI theory to create a new method to help villagers do their own research. When they do it by themselves, they know how many kinds of fish they had last year and they can see what sorts of fish were lost during the year and also understand the reason for such losses. As a result, the local communities will be more aware and find their own way to maintain fish resources. They can also provide information when other researchers go to their village, as they have a good understanding.

CEPA focuses the development training on the provinces around Tonle Sap Lake and along Mekong River and in the northeast provinces. Our NGO partners work in 62 communities in Kampong Chhnang, Pursat, Battambang, Siem Reap, Kampong Thom and Banteay Mean Chey, and we can send our bulletin to them via our NGO partners. In Steung Treng, CEPA has 17 communities with forestry and fishery committees along the Mekong River. We transfer simple ADI knowledge and other concepts that we learned from other courses. Sometimes we copy some of the important ADI chapters for them. Along the Sesan River, we have another 15 communities that have been impacted by the Yali Hydro Electricity Dam. We train them to debate and to advocate, as no one has acknowledged such impacts, including local government officials who have never gone out to collect information from these areas.

We have transferred knowledge to them via our newsletter and also instructed them to collect data about the irregularity of water levels following ADI methods. For instance, today at this time, the level of water is this high, next day at the same time the water is at that level, and we told them to take the records accurately. We also help them to analyze and compare the data every year. As we have a clear record, it was easy to see, and then the Mekong River Commission (MRC) and Cambodia National Mekong Committee (CMNC) acknowledged that the impact was mainly from the Yali Falls dam. Donors, such as the Asian Development Bank (ADB) and World Bank that sent research teams to do EIAs (Environmental Impact Assessments) of the Yali Falls dam also recognized our findings. Although we do not yet have any compensation for people who lost property in that region, we are proud of this first step of success that came from our advocacy.

So far there are 3 NGOs, CEPA, NTFP (Non-Timber Forest Products) and Sesan Protection Network, providing these services and we have set up 336 committees. We are working to help reach a certain standard of management for solving

Mr. Tek Vannara (Culture and Environment Preservation Association) conflicts, research, and advocacy. We expect that as a result of this experience, all community leaders will be able to continue such activities when the NGOs leave their area. This is what all NGOs aim to do by encouraging a decentralization of power to the local community. My concern is that the communities have tried to implement this process in their area, but the government does not give any power or make any sub-decrees in the national law to give any benefits to the local communities yet, as it would result in lost benefits or income of government officials around the Tonle Sap region and along the Mekong River.

Before attending the ADI training course, I used to go to Thailand a few times for seminars and talk about the minority groups and natural resource management in the northeast part of the country. I focused on their living conditions and how to develop their society with no impact on their culture. While working with CEPA, I have gone to stay with those minority groups very often and learned about their customs. I have made comments to the National Congress a few times and also to Dr. Neth Barom, the Vice-Rector of Phnom Penh University, suggesting that minority group students should have first priority to enter the university after they pass senior high school so that they can go back to develop their villages and the communities where they were born and grew up. It is much better that we send graduates to work there who understand the culture and society. For example, I got a BA and was then selected to work there by the government, but I needed at least 3 to 5 years to learn about their customs, culture, living conditions and business. I then had to make a plan for developing their society with no impact on their traditions. I had to train them to accept new things, like new clothes and materials, as well as ask them to do research in order to maintain their culture. We cannot rush change, as it would conflict with their practices. This is why I think it would be good to educate local students and let them develop their own society.

Since I made a few presentations at the National Congress in 1998, the Ministry of Education and Ministry of Culture now accept this idea. Students from Rattanakiri who finish their senior high school can come to study at the university as first priority. The Ministry of Culture also allows the head of the provincial cultural department to select students, who passed or failed exam of senior high school, to be students at the Fine Art University without any testing by the Ministry of Education. So far, about 5 students were selected and sent to study at the Fine Art University directly each year. Recent research shows that 24 students from Mondulkiri, 13 from Steung Treng, and 9 from Rattanakiri have had a chance to study at the universities.

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Now I have observed that ethnic people do not understand the land law well, and also do not know about the main plan of the national development. When the government adopted a national plan to develop the region of Rattanakiri, Mondulkiri and Steung Treng as a Natural Eco-tourism zone, business men and people with power started to buy land from the minority people at low prices. As a result of threats from powerful people and lawyers, and because they have never lived near roads, the ethnic people have sold their land and resettled in the forest or national park. Before the announcement of the Prime Minister about the National Development Plan, the price of land was stable, but after the message land prices increased dramatically.

I think ADI should continue their training mission, and if NGO staff have enough capacity then ADI should provide training to community leaders. There are 336 fishery committees and over 200 forestry committees, and each committee has 5 leaders and 5 people from each village. So, if we do some calculations, we see that there are a lot of leaders and people who need training. We should train them so that they have the capacity to talk to the specialized officials on behalf of their communities, as we have seen in Thailand or in Vietnam. For example, when I visited Vietnam, I found that even though they have a mono-political party system in their government, they provide some authority to their communities. We do not want to copy the entire system for our country, but we should pick up some of the best advantages to transfer to our local communities.

Another idea is that ADI can help link up NGOs at the community level with academic students in Cambodia who still lack some capacity. For example, they do not know how to write a thesis, so we should help them to do so. When I started to work for CEPA, I rarely saw NGO staff do research. Sometimes I saw reports, but they were not clear enough to use as reference documents for advocacy. Now that ADI has trained a lot of NGO staff, we have seen good standard research and advocacy reports with clear data.

Another advantage is that ADI has built up a good network. When I joined the training course, I met many other participants who I had never known before. During the course, we got to know each other and we made friends. When we returned to our work, we still kept in touch with each other and we can help each other. For example, when I need some help, I can phone to ask for data from our previous classmates. Also, when I go to the province, I can make a phone call and they will welcome me and take me to visit their community. When I am in the field, I always meet former ADI participants, both younger and elder generation.

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I also really appreciate the ADI system because of the way it changes leadership. All ADI staff have a chance to be the head of the team. This helps ensure equality among themselves, and enables them to help and respect each other, as well as share ideas. This is a very good model for all NGOs in the country. Frankly, I would like to criticize some local NGOs that have bad attitudes of jealousy, and do not listen to each other and cooperate among themselves. Sometimes, they even have the same donor, but they still challenge each other. I would strongly advise them to collaborate and encourage more networking among the NGOs. They should follow the excellent model of ADI in which the staff work happily together all the time.

I am happy to stay in touch with ADI. When I go to give a presentation at the NGO Forum, I always stop by the ADI office to look for documents, such as new research bulletins. I often send e-mail to ask for any new research, and ADI always responds to me with an attached file of research. Teacher Il, Teacher Savuth, and the other teachers have never forgotten me; especially John, as he always corresponds with me whenever I send mail to him. Recently, ADI sent me 2 copies of a document concerning research about the commune councils.

As we have studied with ADI, we know some parts of the research process, but we still need to develop additional skills in order to do quality research. This kind of course might require two years at a university, but I think it would be quite good and very helpful if ADI could do a course in advance research that summarized such material in a way that is easy to understand. If they did this, I think most of ADI's former participants would come to study more. I too would surely attend.

I think we need to do a lot of research in Cambodia, and it is like the heart of research country. Lots of foreigners come to complete their PhD and Master's degrees, and we have a lot of potential, but we lack the knowledge. If ADI can help with this, I believe that many NGO staff could get higher degrees, such as PhD or Masters, and they will be able to write research proposals and do better quality research. NGOs would also be stronger when they have more knowledgeable staff. For instance, I am still young, and even if I know a lot, it is still be hard for me to talk to older people like my father or my uncle. They might say that I wasn't even born before the time I am talking about. So if ADI creates a chance for young and old people to learn together more often, then we can work together closely to develop our country further with fruitful results.





Ms. Yos Kam Molly

**Ms. Yos Kam Molly**  
**Area Development Program**  
**Capacity Building Coordinator**  
**World Vision - Cambodia**

My name is Molly Yos. I was born in 1960 in Prey Veng province. My father was a provincial agriculture governor in charge of 3 provinces: Prey Veng, Svay Rieng and Kampong Cham. When I was 7 years old, my father was transferred to Phnom Penh, where I studied at Preah Ang Eng Primary School. In 1970, I passed an exam and moved to study at Boeung Trabek Khmero - English Primary School. In 1975, I was still in Junior High School when Pol Pot came to power. My family was evacuated to Prey Veng to do farming as millions of other people were resettled across the country. At the end of 1978, I was ordered to get married and was moved to live in Pursat province with the man who was my husband.

In early January 1979, the eastern part of Cambodia was liberated, but the western parts of the country were not. Around April or May, I went back to Prey Veng province to live at the farm of my father. I worked with the local solidarity group for over a year and then my father was called to work in Phnom Penh by the government, the Ministry of Agriculture. I moved to Phnom Penh with him and worked at the Department of Agriculture in economic policy management for the next 10 years.

In 1991, the government allowed NGOs to recruit local staff, and it was then that I had a chance to work with World Vision as an administrative clerk. I had to learn so many new things, including English, how to answer the phone, and practical office work. A few months later, I was transferred to work at the operation Supports Unit where I started to learn how to use computers and many other things. World Vision had a community development program in several districts of provinces, and some of our work was related to providing more accurate project information about the work of World Vision Cambodia at the field with the beneficiaries and communicated to the Support Offices in different countries, which provide the

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funding sources. As a result, I also had to learn about the work in the field and found that it was quite different from office work. When I worked in the office, I was involved with many things, but when I played a supporting role for the community development work I had to know more about work in the field.

Later on, there were more and more local staff in the organization, and World Vision established a training unit to provide capacity building for its staff. I moved to work at the new staff development unit after I was trained to be a translator and to coordinate all training courses, which meant I needed to know all about the materials and has a skill to facilitate the training. I eventually learned how to facilitate the training courses to orient new staff about the ministry of World Vision. I also helped arrange English language training for new staff at the Australian Center of English and I facilitated the Secretary skills to the staff and coordinate with other training information and institution in Phnom Penh.

In 1995, I was sent to study facilitation skills in Australia for 2 weeks in a short-term course of "Gift that Releases." The course was based on the concept of people centered in development written by John Steward, WV Australia. I was taught to facilitate this course by using videotape and workbooks. When I returned, I was then able to teach our local field staff in the field about what I had learned. World Vision also sent me to the Asian Institute of Technology (AIT) in Bangkok, Thailand to participate in a one-month course on "Management Training Center." At that time, my English was still very poor, and I could not understand everything. The course aimed at formulating staff development strategies including assessments, techniques and evaluation. This course helped me a lot because when I came back I had ideas about how to plan small-scale trainings for staff capacity building Unit.

In my teaching role for these development courses, I realized that it was not enough to facilitate the course if I knew only the theory. I needed to know how the staff in the field worked so that I could adjust the teaching concept to their situation. At this time, I decided to apply to work as a staff development coordinator based in Kompong Thom province so that I could be closer to the field in order to better understand field staff's work and feelings and broaden my understanding about World Vision ministry to the poor. I wanted to accompany them to all the districts, and walk through the mud together with them because as a field facilitator I had to know my audience well. During the year, I worked as a national staff development coordinator in Kompong Thom, I taught staff about Participatory Learning Action (PLA) and Participatory Rural Appraisals (PRAs), how to make plans related to the project site management, analyzing situations, and implementing work plans.

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This was supposed to facilitate their learning, but I just followed what I had seen from my teachers. In the past, traditionally schoolteachers just transferred their skills to students by telling them to recite everything, even if they do not understand. They were thinking that teachers were the ones who know everything, and so the students were just receiving lessons without any discussion. I followed that method as well at that time, and so I do not know how much they really learned. And besides, almost all teaching materials at the time were in English.

After working for 1 year as a staff development coordinator for Kampong Thom, I applied for a position of Operation Manager (OM) in charge of 3 Area Development Programs (ADP) in the districts of Prasath Balang, Prasath Sambor, and Sandan in Kampong Thom province. The number of total staff was over 40 persons, including administration staff. My teaching strategy was to encourage teamwork and help staff implement community development by responding to people's needs, such as wells, schools, health centers, cow banks and rice banks, provide IPM training to farmers, etc. I worked as an OM in Kompong Thom for 3 years and then returned to Phnom Penh.

Also during that period of time, people considered foreign expatriates as the head of organization, and local staff just followed the plan that the foreign expatriates made without any analysis. I think this was a habit from society as well. For example, I was born in a family where I never had any chance to speak or to make any decision on my own because everything was prepared or ordered by my parents. During the Pol Pot regime, I also did not have any chance to make any decision, so I always kept quiet and did not dare to speak. I was not able to do any analysis, even when someone gave me a book to read, as I just read without analyzing or do critical evaluation. This is what I feel of myself in my past experience. To "fear" is what I have leaned the most.

In 1997, World Vision had training on Planning Monitory Evaluation (PME). World Vision in Cambodia, as well as World Vision all over the world, changed its strategy from one-year to five-year planning. I also participated in the group of facilitators working with the country director at that time. When we collected data using PLA information and household surveys, we were able to gather data, but we were not so good in analyzing it. Writing reports was also more difficult to describe the impacts. We knew about certain things related to our direct experience in the community, but our analysis was still poor.

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In 1999, World Vision sent me and two other colleagues to join the Analyzing Development Issues (ADI) course that was held in Kompong Som and Kompong Cham. The teaching was mainly focused on training in analysis. We were taught to look at many aspects of development at different levels, such as regional, national, international and to see whether there was any impact on our current work from globalization. For example, for a particular development issue, we had to analyze about the cultural, political, economic, and other aspects so that we can foresee the implications more widely. We studied about the site of Prek Thnoat dam and then went to collect information from people in Sre Ambel and analyzed the data. We also did a course break assignment (CBA) that I think was very useful for strengthening our understanding and practice. For example, when we study, we might think that we might understand it, but when we practice it we find some difficulties. So after we do it again and again to perfect our study and to be familiar with all steps, then we began to understand the concepts much better. These tools have helped us improve our work a lot so far.

In 2003, I participated in another course at VBNK called CHART (Creative Holistic Action of Research Relationship Transformation) for over a year that was divided into nine modules. This training also helped me to analyze by using other tools like: Six Hats thinking, other thinking tool such as ARLP (Action, Reflection, Learning and Planning), Other People's Views (OPV), etc. The method for this training was to help trainees to reflect on and analyze the situation and to find advantages and disadvantages, to make recommendation for any rectification.

To compare these two courses, I would say that the ADI course concerns a broader scale, and helped me to see a bigger picture, while CHART was more concerned with details. For instance, CHART suggested that when a problem happened, it was related to poverty, to local authorities, powerful persons or others. So CHART helps us in analyzing the local context, but ADI also helped us to see things at the broader level, the national level and globalization. As for method, to be more effective during study or research in the field, I think we should have coaching to help support us. I think the CHART training helped me change some of my ways of thinking. For example, every morning we spent 20 minutes for meditation and then "mirror exercise" and do reflection of what we have done. Every day almost a full morning was devoted to meditation and reflection. When I first started, I thought it was useless, but after joining the course a few times, I was aware that my brain working better as I remembered everything. The lessons I learned was internalized in me, it comes to my ears, then my brain and it goes down into my heart not in the book anymore.

The ADI course that I attended was new to me, and I think it was very new for the teachers as well. But it was really good, as the course helped us to clearly analyze reality. We analyzed the crops of industrial plantation and animal raising, and we discussed these things among all the trainees. Sometimes we could not see any improvement in our daily work, such as how to ask questions, analyze information and making recommendations. In World Vision, we want people to have some capacity for analysis, so we have sent all our ADP managers to participate in the ADI course.

As I am a member of the strategic planning group for World Vision, I have had a chance to analyze the internal and external situation using feedback from our staff in order to reflect on the five year plans for World Vision. There are 5 expatriates and 5 Khmer staff, including me, on the strategic steering committee. I think my habits and attitudes have been changed so far. I used to be mostly a quiet person. Even when I first started the ADI course, I only said things when the situation required. Since participating in the ADI and CHART training, I have become a more active leader. I am sharing a lot of my ideas in making plans, and I am thinking and reflecting a lot more than before. Regarding analysis, I found it quite easier than in the past. In our daily work, we need to make decisions and to consider how our decisions will impact on people. So when we get information, we can analyze and respond. We have now been doing our work this way and we realized that it happens automatically without much difficulty. I have also developed more confidence in my own capacity after the ADI and CHART courses. I can understand things better, even at the organization level, and I actively share my opinions in the discussion with the strategic steering committee that includes the World Vision senior leaders. Since I was young, I used to think that it was not necessary to speak out. But now I think I have to speak out so that my ideas can be implemented if they are good suggestions.

World Vision has set up a plan to help all ADP staff to evaluate their development work. For measurement, World Vision uses 12 Transformational Development Indicators (TDI) for all ADPs. These indicators are evaluated based on information collected from household surveys and focus group discussions. The lessons from the TDI course have provided many guidelines for analyzing the Focus Group Discussion information. I am now preparing to train staff in Battambang for one week on how to analyze the information they have been collecting. As a facilitator in this short course, I will draw on what I have learned from both the ADI and CHART courses to fit the topic and I am confident my teaching will go smoothly.

In Cambodian society, I observed that most people have the habit of just following other people's order and do not consider whether the result may be good or bad. The basis of this idea is really not good and also very difficult for me when I do monitoring staff. I keep wondering why they don't analyze and add their own ideas to improve their work. They write exactly what we expect to happen, and they do not make any creative ideas that use analytical skills. Therefore, when I go back to being an Operations Manager, I will build staff capacity by encouraging them in analysis. This will also help me to review both the ADI and CHART methods together, again. I can begin by asking the staff to identify small problems, and then help them think through the problem and analyze it. This is where the idea of coaching is important, and this is something I think I can do well to help staff analyze problems. For example, I also supported the ADI trainees in Round 2, who went to do their CBA research in Kampong Thom on the lives of disabled people as well as land issues. That was very good and useful research. If at that time, I had not yet participated in the ADI training course, I would not have allowed them to come to my area to do that, so this is another important change in my behavior.

Another benefit from the ADI course was that I have more new friends who I never knew before. The number of trainees in that course was about 20 people from various NGOs and we got to know each other then. Since then, we have kept in touch with each other. This is a good way to build personal networks and relationships. ADI also arranges an annual forum and invites all trainees to come and reflect on and share what they have learned with each other. This is a really good idea, although I am not always able to attend. ADI also often sends me new information about new research. Based on the experience of the ADI course, managers also have to be aware of the news like current events. I used to dislike reading or listening to any news in the past, as I was so lazy to hear about this or that problem. I used to think I was a woman who had a nightmare during the Pol Pot regime, so I do not need to listen to or to hear any information. But now I think differently, I want to read, as I know the value of information. I want to know every thing so that I can analyze the impact of different things on our lives. The ADI analysis made me to be aware that reading and hearing the news are very important.

The ADI course has also helped us a lot to analyze environmental issues where we are working. I would like to tell ADI that I want to learn more if ADI can provide an advanced course so that we can expand our understanding of analysis at the national and international levels as events at these levels have direct or indirect impacts on the communities where we are working. We should also concentrate at

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the macro level and should know also how it influences local situations. I think NGOs cannot only work at the community level as the situation in our country requires macro level changes as well. We need to influence and lobby with the government, and advocate on laws and other issues. Even agricultural development cannot be focused only on small farms; my dream in agriculture development is “Cambodia Green”. We have to find a way to move ahead by asking ourselves and government to search for solutions. We have to study and plan large-scale projects, such as developing dams, canals, and irrigation systems, by using strategic thinking.

I don't know what the strategy is of all NGOs in Cambodia at this moment. I think ADI should play a role to make a master plan or guideline. I think our advocacy should concentrate on marketing at the macro level. Can ADI arrange a course to help us to think about and make recommendation to NGOs that we are working with? As the government is still so weak, I think NGOs need to help working on this aspect of development.

In conclusion, I am glad to say that I gained a lot in building up my capacity from the ADI training course. I have a lot more friends. I have changed my attitude in the way of speaking, and my feelings of solidarity. I use ADI methods analyze different issues every day. I will keep using it with my future work to help Cambodian people and my organization.



Mr. Mot Sana

**Mr. Mot Sana**  
**Program Coordinator**  
**Emergency Response and Disaster Mitigation**  
**World Vision – Cambodia**

My name is Mot Sana. I was born on 16 April 1971 in Krouch Chhmar district, Kampong Cham province. During the Khmer Rouge period, my family suffered like all Cambodian people. I was 6 years old and became a cow herder, and collected manure for fertilizer. After Pol Pot in 1979, when I was 9 years old, I attended school in Roka Knol village in Krouch Chhmar. In 1985, I attended junior high school in Svay Kleang, and senior high school in Suong, Tbaung Khmum district. In 1990, I came to Phnom Penh for higher education. I studied at the Faculty of Medicine for a year to prepare myself for the university entry exam.

At the end of 1991, I applied to the Chamkar Daung Agriculture University and studied agronomy for four and a half years. For my thesis, I did research at the International Rice Research Institute (IRRI), an NGO that was funded by AusAid. Students whose thesis had an excellent grade were automatically selected for volunteer work at IRRI, and I was one of those selected. After a year, I got a position with IRRI as a Research Assistant to monitor research on “the Integrated Soil Nutrition Management”. After working for two years as a research assistant, I became interested in the socio-economic team, so I worked in this field for two years more. During that period, I was sent to Australia to learn about “the Project and Programme Evaluation” skills for two weeks. I was then assigned to evaluate rice and rice seed in Cambodia. I did research around the Tonle Sap Lake to assess the impact of IRRI-Cambodia’s Rice Varieties released.

In 2000, I wanted to work in development, so I applied to World Vision for a field coordinator position in Kampong Tralach district in Kampong Chhnang province. World Vision eventually offered me a position as National Relief Coordinator to manage an emergency response project, as Cambodia had experienced many flood disasters. World Vision needed a person to manage a project of almost 1 million US

Mr. Mot Sana (World Vision – Cambodia) dollars, so I was very lucky that they gave me a chance to work in management. This project lasted for 8 months and then World Vision let me apply to be an Area Development Project (ADP) Manager in Prasat Sambor, Kampong Thom province. As it was my first experience with development, I was working as an “in-training” ADP Manager.

At that time, I did not have much skill in community development, as I had just moved from a technical career to a management position. I was feeling that I was too young and inexperienced. My supervisor, Mrs. Yos Kam Molly, said that I and another manager should join the ADI course. I had already done technical research, but I was not familiar with development research and I wanted to learn about analyzing information. As I read the ADI announcement, I realized that this course would help me monitor my projects better, so I decided to apply. At that time, 2001, World Vision had sent a few managers' names to apply for the Round 6 course, but I was only one selected from the area. ADI suggested that the other candidates attend the next rounds. At the start of the course, I was bored and felt that it was not so useful as it was just repeating what I had already studied. But after going deeper, I started to feel that the course was very useful for me as a manager to learn research skills related to development issues. Even though I had learned about technical research, I realized that development involves a mix of issues.

I think it was really good that in the second part of the course we had a chance to practice in the field and then develop a research paper. ADI provided us with skills in critical thinking, analysis, and advice about what information to use and not to use. I did my course break assignment (CBA) research on "fertilizer utility" at my ADP in Prasath Sambor district in Kampong Thom province. I selected the topic of using local fertilizers because my background is in agronomy. I used ADI methods for the CBA, such as selecting a sample, designing a questionnaire, identifying key information, and outlining my research report. We got the same information as I had done with IRRI, so the research topic was not very important. But the best thing was that ADI coached all participants on how to use the skills that we learned from the course. With that knowledge, we had a successful result and we could write a report and present it to the participants.

I saw that the ADI skills were truly relevant to World Vision's daily work in the field, and that all staff and managers require such skills. So after we finished the training course, we applied our knowledge every day. We had to make plans at least twice each year, and in order to review the plan we used ADI skills again and again. At first, I felt that only managers should attend the ADI course, but now I think all

Mr. Mot Sana (World Vision – Cambodia) development staff, including community development workers (CDWs), should also attend, as they are the people who use such skills more often than the project managers. We managers sometimes only coordinate and manage projects, as well as write reports. I think it would be very useful if ADI could simplify all the modules and lower the fees in order to train CDWs. I understand that the fee is not expensive, as it includes accommodation, food, and transportation for a month. I suggest this because NGOs have limited budgets, and if it is expensive it may not fit the organization's policy.

After the ADI course, I spent almost 2 years in the field as an ADP manager in Kompong Thom province. I applied many of my ADI skills, but felt that I lost my English language skills, such as writing proposals. At that time, World Vision reopened the position for Emergency Response and Disaster Mitigation due to the draught in late 2002. I applied to go back to work as a National Relief Officer helping an expatriate who was hired to start up the project. I still use all my ADI skills for this project when we go to the community to do research by interviewing, analyzing information, and writing our reports.

Overall, ADI has helped me a lot in designing research and analyzing information, as well as proposal writing. I would personally suggest that ADI should provide more education on programming in their modules, such as how to design a project. It would be more helpful if ADI could do it, as they encouraged us to do research on project impact. If we need to make an impact assessment, then we need to do research. We need to know clearly about the program's concept and how it was implemented. I don't know about the others, but for myself I feel that I need more programming skills. Since I began working as a relief officer again, I don't use many ADI skills, but I have done lots of proposal writing and that was also part of what I learned from the ADI course. For example, they talked about the method of writing, such as what the main idea should be and then the next idea.

When I was working as an ADP manager, I thought that the ADI skills were almost 100 percent relevant to our daily work as we used it a lot. But when I moved to the position of program coordinator at the National Office we don't do much research related to the communities. We have designed evaluation questionnaires just one or two time a year and rarely do casual focus group discussions, but we do some evaluation and we require lots of coordination and communication skills. For example, I am coordinating with a consultant to do some evaluation work, so I don't even do the writing by myself. I still feel that my ADI knowledge is still useful, however, as it helps me monitor the work of the consultant. As I have

Mr. Mot Sana (World Vision – Cambodia) moved from program management job to program coordinator involving more leadership, I feel that I require another level of program skill training.

World Food Programme has been our partner, so after the training I challenged my skills to write a proposal relevant to the Food for Work project, and I got 20 tons of rice for the project. I used ADI methods to collect information to make an assessment and to make a report before submitting our proposal to World Food Program. I also received 200 tons of rice for a food for work project in response to another proposal. With that rice we could build new roads for the villages. So far this year, I have written 2 proposals on behalf of our Disaster Mitigation Program and got 220 tons of rice for 2 districts in Kampong Thom.

Concerning other training, I had a chance to attend a Silaka course on basic proposal writing and when I was working with IRRI, I spent 6 months in the Philippines for the training on “On-Farmed-Based Research Technology”. I have also joined several short courses in the country, such as Research Design Protocol, and sometimes I do the research by myself. However, I found that those courses were not as detailed compared to the ADI course. I have been so busy with my work for the last 2 years and so I have not been able to attend any other courses. Anyhow, I have tried using my past experience and knowledge for on-the-job training, as I have to run my program by myself.

I need to learn about Memorandums of Understanding (MOUs), but I don't know where to go to learn. Sometime I look for the formula, then I just apply what I read from a book. MOUs are used for setting up contracts at the program level. This kind of skill cannot be found easily in any school, so most of my knowledge is coming from on-the-job training by reading books, applying past experience, or learning from other people around. I therefore think on-the-job training, or practice, is very important and can be the best method of learning. So even if we go to learn from ADI and we do not use those skills afterwards, it does not mean it is useless.

It is good that ADI has discussed globalization, but it should relate to the actual basic needs in the community. Sometimes, globalization has moved in the opposite direction away from the needs of the community. As the country is now a member of WTO, what should NGOs do to fill the gaps, for example, in marketing local products? The Ministry of Agriculture has tried to encourage people to grow everything, but the flow of foreign products has had a big impact on local products. An example of this is in Samlot where people have grown peanuts and soybean, but

Mr. Mot Sana (World Vision – Cambodia)  
they have no market. Lots of issues should be identified where NGOs should try to link the community with the government's policies. I think it would not succeed if our program only focused on the community without keeping an eye on the government's strategy. I think ADI is working on these issues now, as I have seen many research reports relevant to the impact of migration and other subjects.

Another thing that would be good is that ADI should provide some scholarships to government staff, such as department heads who act against corruption. ADI should also work in partnership with the government leaders like the Council of Ministers. I mean we should invite department heads or ministers to study with us in the training course so that they have a chance to come and be involved with society. This would help give us a voice with the government leadership.

The ADI course has also brought people together and provided a chance for trainees to build friendships among different training rounds. For example, when we go to the field and introduce ourselves as former ADI participants, we get good cooperation. ADI has also done a good job keeping in touch with all ex-participants by sending newsletters, research information, and relevant books so that all ex-trainees can learn more and review the techniques and skills that they learned from ADI.

I really appreciated the ADI team because they have very good coordination skills and the course was relevant to a lot of development work. For the advanced course, I would really like to have it relate to programming skills in combination with strategic skills to prepare for the future, as I really need to identify what issues should be considered relevant to the present situation of Cambodia.



Ms. Chhum Sarany

## **Ms. Chhum Sarany**

### **Income Generation, Education, Gender Officer**

### **Lutheran World Federation (LWF)**

I am Chhum Sarany. I was born on 10 January 1956 in Kampong Cham province. I eventually moved to study in Phnom Penh because of the fighting during the Lon Nol regime. I later studied at the Faculty of Pedagogy, but had not yet completed my studies when Pol Pot came to power. At that time, we fled back to Kampong Cham, but could not reach the village where I was born. My uncle had vouched for my family to move back to the village, but he was killed before we went there. We then had to stay in a far remote village until 28 December 1978, when the Vietnamese began fighting in that area. We fled once again, this time to Suong district. All my family members – my father, my brothers and sisters died. Only my mother and I survived. In the past, I was a very weak girl, but after living through the Khmer Rouge regime of 3 years and 8 months, I became a strong person.

After liberation in 1979, I returned to Phnom Penh and worked at the orphanage center in exchange for rice. A year later, the Ministry of Education called me to work for the General Education Department. I later went to study the Vietnamese language at the Foreign Language School for 2 years. In 1985, I worked for the National Central Youth Committee in charge of child-care and protection. In 1990, my mother passed away and I was very lonely.

I left my government position in 1993 to work for the United Nations Transitional Authority in Cambodia (UNTAC), as my government salary was not enough to live on. Later on, I began looking for work with an NGO, and in 1995, I got a job with Lutheran World Federation (LWF). I have worked with LWF ever since for 9 years. My first position was a training officer, and a year later I was promoted to be a project monitoring assistant stationed in Battambang province. I worked there for 4 years, and was then transferred to work in Kampong Chhnang province for 2 years as a project coordinator.

Ms. Chhum Sarany (Lutheran World Federation)

I love to work for LWF very much, as they have never refused any staff to go to study. Besides the training course with ADI, I have also had a lot of opportunities for training locally or overseas. For example, I studied project management for 3 months in Denmark, and in Germany I also studied project management for one month more. In the Philippines, I attended a meeting about advocacy. And when I was working for the government, I also visited many socialist countries, such as Armenia talking about “Peace Children Development”. I have also been to Bulgaria, Hungary, Russia, Vietnam, and Czechoslovakia. I have just recently been to Laos to give a presentation on village banks.

During this time, I still felt that I needed more education for my work. As I had seen the organization send many staff to the ADI training course, I asked my Program Manager for a chance to take the course. I subsequently attended ADI in Round 8 in 2002. What ADI taught was very useful and relevant to my daily work. We learned that all problems must have a solution, and that in order to solve a problem fairly, we need to use appropriate principles and methods.

For the course break assignment (CBA), I chose the topic of HIV/AIDS in Kampong Chhnang province, which is close to Phnom Penh and is second in the country in terms of the number of people living with HIV/AIDS. The reason I chose this topic is that our project there also focuses on HIV/AIDS. The topics that the ADI trainees selected for their CBA fieldwork were useful because we could take the knowledge that we learned from the course and apply it in our daily work. For example, in my project I learned more about the reasons for the HIV/AIDS problem, such as people moving to this area due to the poverty. Based on our research, we need to educate people in that area to let them know that this disease might spread to them if they are not careful. We created teams of key educators and home care providers, as well as AIDS Committees for the villages, communes, and districts so that they can help us with this issue.

I also applied the ADI “Ten Steps to Analysis” to evaluate a project of the International Cooperation for Cambodia (ICC) organization in Preah Sdach district, Prey Veng province. ICC is an NGO that LWF supports, and when they do any evaluation they ask LWF staff for help, as they do not have staff skilled in research and analysis. As I was a project coordinator in charge of income generation in Kampong Chhnang province, I wanted to help in order to see whether the tools that I learned from ADI could be applied or not. When I went there, I had a lot of confidence as I had been trained by ADI. That was my first time to do a project evaluation for another organization. We looked at the village credit project to find

Ms. Chhum Sarany (Lutheran World Federation) out why it had failed, and we found that there was a lack of monitoring, the records were not clearly kept, and there was no follow-up, as they did not understand what to do. This made the donors feel that they had thrown their money away. Our solution was to strengthen the capacity of the credit group members, as well as the credit committee head. We arranged an exchange visit with a successful village so they could take what they learned back to their village. I can see that they run that project very well now with good progress.

My benefit from the ADI course is that I have been able to improve my work in areas where it was weak before. For instance, in the past before coming through ADI course, I was very short tempered in my communication. But now I try to think deeply in order to find the root cause or background of the problem, and then do research to collect information so that I can analyze and evaluate our recommendations or conclusions. For example, in dealing with land conflicts, we need time and patience to find the source of the problem in order to have enough information for analyzing and evaluating each situation. When we do this, it makes me feel good about being a manager.

The project that I was supervising in Battambang had eight component activities, with a village development committee (VDC), which we helped strengthen so they could eventually take over the project from LWF to run by themselves. We have coordinated with local NGOs in the province to provide the training courses in human rights or to raise awareness among people in the area so that people could know about their rights. It is especially important that the VDCs and commune councils understand the laws so that they can help sort out problems fairly for their villagers when there are any conflicts.

We also had a food security project in which we have concentrated on agriculture and domestic animal raising. We employed an agriculturist to teach farmers to get better yields by using new techniques, such as compost fertilizer. We also provided village livestock agents with 3 weeks of training so they can treat animals in the village. Another project concerns village banks for credit. Some village banks are now very strong and run smoothly. We have coached them to form credit associations by themselves. As a result of our capacity building efforts, the VDC, the village bank and credit association committees are able to do audits, transfer money, and make assessments.

As for education, we have helped repair and build school buildings, as well as provide school uniforms and stationary to poor children. We also have established

Ms. Chhum Sarany (Lutheran World Federation) non-formal education for members of the credit project so that they can learn to write and make calculations for their business. For health and water, we have provided primary health care and built health care posts. We have concentrated mainly on the HIV/AIDS issue. We also provide cement and well molds so that villagers can make wells or treadle wells. We have helped repair dams so that farmers have enough water for their rice fields. Another project concerns the environment, where we have established a forestry association to plant trees. We also have a project for disaster preparation.

We of course experienced some difficulties, as our target is to help people in far remote areas where the government and other NGOs cannot reach. For example, some places we have selected in Battambang province are full of land mines. We did not know that we were driving vehicles in areas with land mines, until we hired Cambodian Mine Action Center (CMAC) and Mines Advisory Group (MAG) to search and mark the spot of land mines. Most people in these remote areas are illiterate, and they just follow their customary ways of working. They do not believe or pay any attention to what we tell them, as they could not understand our explanations. Those who are very poor never came to our meetings, as they had to go forage in the forest for potatoes or young bamboo shoots.

Another difficulty that we faced was the lack of human resources, as we did not have enough skilled people to monitor each project, until ADI started to provide training that helped our managers learn more about development. For example, as a manager I have to reflect deeply when any problem occurs in order to identify the source of the problem, and then analyze the information to find a solution so that I can provide appropriate recommendations by applying ADI tools. While working in Kampong Chhnang and having had a chance to participate in the ADI course, I have been able to successfully facilitate the work of our project staff, and get good cooperation with local authorities at the village, commune, and district level, as well as the villagers. We have achieved good results, and always go over our target for each year of planning.

I have just transferred to work at LWF in Phnom Penh as an Income Generation, Education, and Gender Officer. In my new position, my duty is to help each field manager run this program components smoothly. We have to evaluate the policy to see if it needs to be amended or not. So far, we have reviewed the income generation policy for most of the programs. The purpose is to make sure the income generation projects run well so that all village banks can continue successful operations. To reach our targets, we also have to help our income generation

Ms. Chhum Sarany (Lutheran World Federation) officers with what they need, such as providing training assessments so that they have stronger capacity.

For our education work, we have a good relationship with the Ministry of Education to extend the education network. We have helped to build and repair primary school buildings, forming non-formal education classes, and helping poor children with support for school uniforms and other things they need. Before each school year starts we make a survey to see if poor children will be able to complete the school year or drop out. If we think they will drop out, we meet their parents to find out the reason. If it is because they need money, we then lend them some so that they can keep their children in school.

Concerning my work on gender, I am still refining the policy for the gender program, as our donors prefer that LWF have more woman leaders. At our head office in Phnom Penh now, there is only myself as a woman leader, and when I was working as a project coordinator there also was only one woman leader. After I left that position, another woman was recruited in Battambang to work in the gender project. So, we have had to advocate so that they can recruit more women to have more equality between male and female leaders. Based on my experience, I think village project leaders should be women because they can work better than men, even when talking to village or commune heads. Women seem to have more skill in communicating with the heads of the villages or commune councils. As for the village banks, if men head the projects they are rarely successful as normally it is difficult work. But for women, they can stand and just keep working with them even when they are tired.

The ADI course also introduced more friends to me during the training process. There were about 20 trainees for the course and we had never met each other before. We became friends and now keep in touch with each other. If we ever have a problem, we just call to share our ideas, and sometimes we meet each other somewhere. ADI also maintains relationships with all trainees by sending reports of all their research. Regarding the advanced course, it would be good if ADI could arrange it in the beginning of the year, such as in March and April, or August and September, because during the rainy season project staff are not so busy and it is easier for us to participate.

I have received information about ADI's advanced course that will start this year, but as I have just transferred to a new position, I am still busy making a report for the end of the year. I am also preparing to join a meeting on micro-credit in

Ms. Chhum Sarany (Lutheran World Federation)  
Bangladesh in November, so I don't think I can join this year. I will probably go to  
study next year.





Mr. Khem Sophal

**Mr. Khem Sophal**  
**Community Development Officer**  
**Lutheran World Federation**  
**Integrated Rural Development through Empowerment Program**  
**Phnom Srouch, Kompong Speu**

I am Khem Sophal. I was born on 1 January 1975 in Borsed District, Kampong Speu province. I had 6 brothers and 4 sisters. When Pol Pot came to power, my family fled to the neighboring district of Borsed, which was in an even more remote area of the province. During the Pol Pot regime, I lost my father and 6 siblings due to starvation and forced hard work. After liberation in 1979, we moved to Kampong Speu provincial town, where I started my schooling. My mother later died in 1984 due to a disease from the Pol Pot times, and so I and my three remaining siblings became orphans.

Thanks to the help of my brothers and sisters, I was able to complete Senior High School in 1991. As we were having difficulty with our living situation, I could not continue with further higher education. I then decided to look for work, and in 1992, I got a job with Holt International, an NGO that was working with children. I worked as a local consultant for two years advising orphans and helping send them to provincial training centers. After Holt ended their contract in Cambodia in 1994, I began working in community development for another NGO, Cambodia Family Development Service (CFDS), which was based in Phnom Penh. In 1995, I started working in community development in Kompong Speu.

In 1996, I applied to Lutheran World Federation (LWF) to gain more experience, and got a position as a community development staff. By the end of 1997, I was promoted to be a community development worker in Phnom Srouch district, Kampong Speu province. The work place is very far from town and it is quite difficult for people to access government services. Our office is in Oral district about 20 kilometers behind Kirirom Mountain on the border with Kampot, Koh Kong, and Kompong Speu provinces. At first, it was hard to even find a path to this area, but we have had good collaboration with the government and now the

Mr. Khem Sophal (Lutheran World Federation) infrastructure in the area has been improved. The goal of LWF has been to help strengthen the living condition of villagers by providing integrated development services, including health, education, and environment.

While working for LWF, I have had good opportunities to join several short and long training courses arranged by LWF on a variety of subjects, including community development methods, small project monitoring, community forestry, and farmer extension. I have also attended many training courses organized by other NGOs, such as community development and changing personal attitudes with Silaka, and management with VBNK, as well as courses in Bangladesh, Germany, Thailand and Indonesia.

In 2003, the LWF managers in Phnom Penh and Kampong Speu told me about the ADI training course. I had already been interested in this course, as I had observed that LWF had sent many management staff from Phnom Penh and the provinces to participate. The first phase of the course was in Battambang, and the second phase was in Kampong Som. The knowledge I gained from this course, especially analyzing small scale cases, has really addressed the needs of my current work. We can now analyze situations by ourselves and make recommendations for solving problems. I learned from the course about the various steps of analysis, better writing, and new ideas about development. For example, I raised the issue of land conflicts in Phnom Srouch, where I am working, and ADI staff were very interested and made recommendations that I was able to use.

For my course break assignment (CBA), I wrote about the local rice banks where I was working. I spent about 10 days on the research. My research received a lot of attention from all the trainees and trainers during the second phase. They were very helpful and made recommendations about my writing assignment. I felt that my research project was successful, and when I returned to work I implemented the rice bank using the advice I had received during the ADI course.

I have applied a lot of ADI knowledge to my work in the district, where we are working closely with the people and their committees in the villages. We have found many problems, such as poverty, draught, low education (about 70 percent of the villagers are not able to write or read), and a lack of access to government services. I have 12 staff working with me and every month they always raise problems that they meet. I provide them with advice and recommendations, drawing on ideas from ADI to demonstrate how to analyze problems by defining a research objective, creating questionnaires, and selecting the people for

Mr. Khem Sophal (Lutheran World Federation) interviewing. After showing my staff this, I help them create questionnaires and then ask them to do pilot interviews. We then analyze our information to identify the source of the problem, and propose solutions. We have sorted out many problems this way.

For example, recently in Treng Trayoeung commune (Phnom Srouch district, Kompong Speu), my community development staff told me about a problem involving a committee leader who did not participate in the development activities. He always went to the forest and said he thought our project had no benefit to him. I advised my staff that we could see only his external picture, but we did not know his internal concerns yet. So we selected a group of people who we could talk to in order to identify the source of the problem. We made a questionnaire and then spent two days interviewing people before analyzing the information together. We found that the first problem concerned his living situation and relatives. The second problem was related to his knowledge, because when he went for a training course, it was too short and he was worried that he could not carry out his duty. Based on this information, I recommended providing more training for him, and asked my colleagues to visit him and his family more often. We also got people with influence to explain to him more about the issue of community development. We started to work little by little and we found that he became more active, which was very satisfying for us.

Another example that involved the collection and analysis of information concerned a serious land conflict that we worked out in cooperation with the NGO Adhoc. The problem occurred in Aya village of the same commune Treng Trayoeung, where a private company had contracted with the government for 8,000 hectares. The conflict started when the company began doing business on this land, as people felt the land belonged to them. Each family had about five hectares of rice fields, as well as residential land. The company grabbed all the rice fields and farms and gave villagers only the residential land where they had no hope to survive. This was a difficult problem for me and my staff, as the conflict seemed to be provoked by powerful people and the authorities.

At this point, I drew on the ideas from ADI and told my staff to identify a group of people with whom they could talk. I also asked them to meet with other key stakeholders, including the village head, the representatives of the company, and local authorities of the village in order to collect information from the beginning of the story when the company took the land. We found that the contracts were done in a special way with the Royal Government and that the company was given the

Mr. Khem Sophal (Lutheran World Federation) right to occupy that surface of land, with the signature and seal of the Minister of Agriculture. The agreement also included a note from the Prime Minister, who specified who among the company and the village was to own what. But the company just wanted all the land without thinking of who owned it.

I then recommended to Adhoc and the community development staff to meet with the representative of the company and ask their management about discussing and collaborating on this issue. As I studied the situation more deeply, I realized that the land was given to the company after the Khmer Rouge had returned to join the government, and after that the government authorized the Khmer Rouge to establish villages as needed. They then allotted each family with 5 hectares, even though they had no ability to clear the forest, or to do farming. By law, then, this land could not be owned by anybody. I saw that the villagers would not be able to win the case if they wanted to continue to sue in court. This conflict took a long time to sort out, and at last the company agreed to give 2 hectares of land to each family, in addition to the residential land that they had already occupied. This was how I showed them to look for the root of the problem by collecting all the related information in order to solve it in the right way. If we just go ahead without analyzing the problem and just favor one side, there may be a big reaction from the other side.

Sometimes my staff told me to come and work only during the daytime, as we had to leave the area in the afternoon because of a lack of security. Actually, the policy of LWF is to help people by advising them how to solve their own problems, rather than doing it for them. We only gave them our recommendations, telling them to have sympathy for each other in solving any problem. If they cannot sort it out themselves, they should use the law and go to the court and local authorities, as well as any NGO that could help to complete the proper forms. During the above activities, some soldiers thought that LWF was playing the role of solving the problem, and they showed some hostility towards us. We knew then we had to stay away from the village until the situation changed. In some areas, soldiers have had problems with our staff, but after they understand our duties we can become good friends. At first, they thought that LWF persuaded people to do advocacy, but later on they understood that we only helped people to find legal solutions.

Another benefit of the ADI course concerns the development of writing skills, such as reports. I have also shared information with my colleagues about writing reports or minutes properly. My project manager is very satisfied, as he has seen a lot of progress in my work after coming back from the training course. I told him that if I

Mr. Khem Sophal (Lutheran World Federation) had no chance to attend the ADI course, I would not be changed at all, so the training was very useful. I have suggested to him that LWF should send more staff to ADI, such as sectional chiefs. In the past, LWF sent only upper-level staff from Phnom Penh and the provinces. But now LWF has started to send lower level officers, and I really feel that this training helps me a lot with my work in this way.

I am now trying to coach my community development colleagues about better writing. I have introduced ADI methods about writing a story or analyzing the reports, such as selecting key words. Every month they have to make a report and send it to me. I check their style of writing and make recommendations about how they can improve their report so the reader understands their information better. Up until now, I have seen a lot of improvement as they have learned from this way of practicing. This is a one way that I can help build the capacity of my staff.

My program manager, who was also an ADI trainee, had the idea to encourage the staff to write stories as a picture report. They could write about any issues that interested them, whether positive or negative. They then sent those stories to him, and summarized and published them in the trimester magazine. The stories were about a variety of topics, including a land conflict, a farmer who had successfully grown taro, how to manage a plantation, and a credit project that involved teaching people how to start up a business. This creates good opportunities for the staff to practice writing, and LWF selects good stories to publish in the annual report with the names of the writers. The books are published and then are distributed to all provinces where LWF has its projects. I have also written some interesting stories about my community, such as the problems of constructing and maintaining a bridge. I explained why one of our projects had failed, and observed that we can learn from this experience for future projects.

My way of applying ADI has been to train my staff to know how to find the main objective, identifying key people to interview, designing questionnaires, conducting the interview, analyzing the problems, and identifying the main problems facing the public. It is very important to find the main source of the problem; if we cannot find it we could not solve any problem even after many years. We should avoid determining the source of problems without doing research and analysis. Based on this experience, I also learned that we need to collaborate with local authorities to solve problems successfully.

The ADI training course also helped me make more friends. We had never known each other before, but during the training we all became friends. We now keep in

Mr. Khem Sophal (Lutheran World Federation) contact with each other, mostly by phone from time to time, as we all are busy with our work. As I am busy with my project and the office is too far away, I have not been able to join any of ADI meetings to which I have been invited. But ADI continues to send me their research documents, such as those relating to the commune councils and marketing. I read them all and I think it is useful and relevant for my work.

Regarding the work of LWF, I think ADI course is very important, because if I had not attended the training I don't feel that I would be able to sort out any of these problems so well. I hope that ADI will spread this knowledge wider. It should be available not only for upper-level staff, but also for ordinary development staff so that they are able to find ways to analyze and solve even small problems in their work for better results.

I am very satisfied with my work helping Cambodian people, as I am Cambodian. It is good for me that I have chance to serve in the area where I was born. I am glad to see poor people having better living conditions. In the future, I will continue the method of "on-the-job-training", which means that I will use my knowledge to build the capacity of my staff and also transfer knowledge to the community and villages. My dream is to see that not only staff, but also community people can analyze and solve problems by themselves, even if there is no LWF staff or myself there.

In addition to working with LWF, I have continued studying management at Build Bright University on Saturdays and Sundays. I was very surprised during the third year when they also taught us a part of the ADI theory by introducing some forms and objectives for key questions and interviewing. I learned that the teacher was a former ADI participant, and that is why they use this approach. I really need a lot of reading material at the university, and so the ADI documents that I have received from Rounds 11 and 12 have been very useful. The ADI trainees have written a lot of material, and so when I need anything I contact ADI. I will complete my bachelor degree this year. I want to continue for a Master's degree, but I think I will not be able to because of the finances. Instead, I will look for short term English and computer courses for another year more. Education has no limitation, and I am also thinking of attending the advance course of ADI sometime in the future.





Ms. Phon Pheuy

**Ms. Phon Pheuy**  
**Creative Holistic Action of Research Relationship**  
**Transformation (CHART)**  
**Project Counterpart**  
**Vicheasthan Bandosbondal Neakropkrong Kangea Aphivath**  
**(VBNK)**

My name is Phon Pheuy. I was born in 1974 in a poor family in Boeung Rang village, Svay Por district, a rural area in Battambang province. The village is on the way from Battambang to Pailin, and from 1980 to 1994 it was a very unsafe area, as there was much fighting with Khmer Rouge soldiers then. I have four brothers and sisters in my family. When I was young, we struggled a lot to maintain our livelihood and get out of poverty. During my childhood, I did everything, such as making cakes, selling noodles, and growing rice on our farm. So we had many means of sustenance, like selling things and farming, and step-by-step we tried to build our business up bigger and bigger.

My parents had clear plans for the family, and we were seen as a model family in the village. All family members understood our family goals of unity, and all of us were committed to helping our family. At that time, I knew nothing about vision or objective, I just followed what my parents said. My father was quiet but was very strict and traditional, and all the children were afraid of him and respected him very much. After dinner, we would discuss with each other what to do next and solve problems if there were any.

My father understood the value of education, and he encouraged all of his children to go to school. He did everything he could to find money to support his children's education, so when I came back from school I would help with my family's work and do my homework. He also had very advanced ideas in that he did not pull any of his daughters out of school, even though we were living in a rural village. After primary and junior high school, I had to go to the senior high school in the provincial town, which was about 6 kilometers from my village. The road was very bumpy, and when it was raining it was very muddy and slippery, so it was quite

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hard. It was also very dangerous and risky, as Khmer Rouge attacked this part of the road very often. I could not find any place to stay as I did not know anyone in the town and I did not have any money with which to rent a room. There were a few students from my village who traveled with me to the school in town, so we all went in the morning and returned home in the evening by bicycle.

My favorite subjects were Khmer literature, biology, mathematics, and physics. There was no university in the town, so when we finished high school we discussed among ourselves what to do next. A friend of mine, whose father had similar ideas to my father about supporting his children's higher education, was going to Takmao town to stay with her uncle. Her uncle let me stay with her there so we left Battambang together. Coming to Phnom Penh for me at that time was like coming to a new place, a new country. We arrived in Takmao town at 9 o'clock at night, and I didn't even know where Phnom Penh was. I was 18 years old at that time. This was in 1992, during the United Nations Transitional Authority of Cambodia (UNTAC).

I had studied at Phnom Penh University for 3 months when I talked with my friends about how I could continue studying, as I did have not enough money to pay for all the materials for every subject. I had to work very hard and I found a place to stay behind the Institute of Technology then. Besides studying, I did anything to earn money and I also sold things. A friend of mine told me about Maharishi Vedic University (MVU), a new university in Prey Veng province supported with funds from Australia in cooperation with the government. I decided to take another risk like going to Phnom Penh, even though I didn't know where Prey Veng provincial town was.

While I was at this university, my parents sent me 200,000 riels with a sack of rice per month. But a few months after I started, my father became seriously ill with cancer. My brother sent me a letter to call me back home, as the family could not manage to support me any more. I was very disappointed with this news, as it would only be 5 years more until I could reach my goal. I cried because I had to struggle with this giant problem of my life once again. I encouraged myself to be brave so I could talk to foreigners, even though my English was still very poor. It was also a good way for me to learn about foreign culture when I communicated with them. It was at this time that I decided to see the University director who came from France and the vice director who was from Australia. They were able to help me eventually complete my education.

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When I began working with Vicheasthan Bandosbondal Neakropkrong Kangea Aphivath (VBNK), I had a position as a trainer, and I facilitated some training courses on communication and problem-solving skills for local organization staff. Luckily, soon after I started working, I attended the TOT (Training of Trainers) at World Education. It was a short course for a week or ten days, during which I learned about TOT methodology. I feel this training has helped my career, as it provided me with an opportunity to build my capacity.

I had observed that some of my colleagues from VBNK had attended the ADI training course, and I thought I might like to attend as well. Later on, my manager and some staff recommended that I should attend the course. My manager said that he was interested in the ADI course very much and he would like to send his staff in order to build their capacity by learning more about development work. I was still weak in analysis, evaluation and development issues, so I was glad to participate in the course in Round 9, which was held in Siem Reap and Sihanouk Ville.

At first, I was nervous, as I had never known any of the other trainees before. But when we started the trip, the ADI facilitators created a good environment and I found that it was a very good and leisurely trip as we started to know each other quickly. On the way, we introduced ourselves to each other and we soon felt that we all were friends, especially when I heard that Mr. Il and Mr. Savuth were from Pursat, which is a neighboring province to my hometown. The distance from Phnom Penh to Siem Reap is quite far, but due to the good atmosphere that included lots of jokes, we felt that we had spent very little time for traveling. Overall, the team of facilitators performed very well from the first day all the way through to the end of the course. They also took very good care of all trainees in a way that I think few others could do.

During the course I was very interested in the survey topic about rural roads in Thmat Porng in Siem Reap province. We went to do research there in order to get information about a variety of questions, such as: When did they make the road? Did they form any committee to maintain the road? How many people were using the road? How many of them participated in the project? How were they involved with the project?

It was a very memorable survey. We were working in groups with good facilitators and good participatory teamwork. When we came back from the village we continued to work in groups to do the analysis until late at night, but we were still happy. We helped each through good cooperation, and we were open and honest

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with each other. I was very impressed with the activities and the way that the facilitators and trainees built up their cooperation, relationship and communication. I learned a lot about these kinds of skills and have tried to use everything I observed.

For the course break assignment (CBA), I chose the topic of "The Impact of Women's Sewing Project in Prahout Village, Banteay Mean Chey Province", as I wanted to observe the work of a local organizations and its impact on Cambodian women in a rural area, like Banteay Mean Chey and Poipet. In order to do the CBA, I received cooperation and assistance from Avenir des Femmes et des Enfants du Cambodge (AFEC). My manager was my CBA supervisor; and he made many comments and recommendations, as this was the first serious research I had done alone since leaving university. It was very hard to work alone and I had to do it during my spare time because at VBANK everyone is busy and my research did not involve other staff. I got some help from the team involved, Ms. Ngoy Pumsen, who helped edit the questionnaire, and from time to time, I called on the phone to consult with the ADI team. I spent several nights in Banteay Mean Chey in order to collect information, and VBANK supported the costs for this. I was very satisfied with the research, and I could see that it was the result of my patient work.

Personally, I think the ADI course was very useful, as it brought participants to meet and make friends with each other. We have shared experience among the trainees, built relationships, and we have stayed in touch so far. ADI has also kept sending us frequent information, such as surveys, newsletters, and books. I think this is very important so we can renew our knowledge.

As I was a trainer in the Training Unit of VBANK when I finished the course, I have applied a lot of the ADI methods in my own teaching at VBANK. I copied the teaching styles used in the ADI course, such as the way the teachers' stand in the classroom, their way of speaking to the trainees and how to build relationships with trainees, and their use of case studies. When I applied some of these techniques, I have observed that they were very successful methods and that my trainees were very pleased. Several months later, I moved to work on a new training project called Creative Holistic Action of Research Relationship Transformation (CHART), which included only my manager, Mr. Nigel Goddard, and me. I have told him often about the benefits of the ADI course and that I liked the style of teaching. In 2002, VBANK held a retreat that was facilitated by someone from South Africa who taught about "Strategic Life Management". He asked all the participants to draw and then divide a circle showing what they liked so that the participants could learn

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more about each other. My circle's section for the ADI course was bigger than any other, as it was my favorite training course from which I learned a lot.

ADI and CHART share similar concepts as both focus on rural development, and CHART is also a training project for rural community development workers. We designed the course to include 2 weeks of training in the classroom. We would then accompany the participants to the village to observe and provide support. For example, we have some participants from World Vision. Some of their work in the community involves village requests to build a road. I used my experience from the ADI training to answer questions or to give recommendations to the CHART team. For example, I asked if we build the road, what committees should we set up.

So with CHART I have applied a lot of ADI skills every day. I use teaching methods that involve short stories so that participants do not feel sleepy. I try to build good relationships, encourage them to respond to all questions, and participate by brainstorming. I always try to comment constructively about what they say. For example, in the ADI course, this was one of Mr. Il's favorite methods. I remembered he would say, "Oh, good Pheuy", "So in this story you mean like this or like that", or "What do you think about it, Pheuy?" It was a good way to encourage people to talk and it also built good relationships. Brett also used similar ways of encouragement and he always commented on people's ideas. For example, he might say, "It is very interesting", "Great", "Your speech is very interesting." This helps with motivation and shows that the teacher pays attention to the participant's story so that they can speak more and more. This method has produced great results for me. I don't know if Mr. Nigel has observed this, but for myself I feel this is a very good method and I have made a lot of progress. When the CHART participants go to the field, I also try to use the ADI style to facilitate the trip by creating a good environment and build relationships among the trainees and trainer.

This knowledge may also help me in making small-scale research for my Master's degree thesis. My CBA report was placed in the library of VBANK and has been used by some trainees for their research on the garment industry or AFEC's small-scale handicraft work in Banteay Meanchey. I also helped some friends and other students with their assignments by sharing my experiences. I have not had any chance to join any course or seminar overseas yet, but in October this year I will join a Meditation course in Thailand for 10 days. This experience will be useful for my work with CHART, as most of the lessons at CHART are aimed at teaching staff how to know more about themselves.

From my point of view, I would first like to recommend to ADI something concerning the budget. I think ADI should reduce its expenses by about 10 percent. I suggest this because I want to sustain the project. Second, ADI should not spend such a long time explaining things on the first day of the course so we can have more time for research later. Third, ADI should invite more guest speakers. We had two at that time I attended, but if ADI could invite one or two more it would be much better. It is very important to have guest speakers, as it changes the atmosphere and we have a chance to learn from other people. ADI also needs to work with the speakers to prepare the lesson so that it fits to the length of time available and relates to the topic. ADI should also search for more useful information for videos, like what was used when Dr. Makthoeung gave a presentation on national economy. Also, speakers should prepare slides or flip charts before coming to share their information.





Mr. Hang Vuthy

**Mr. Hang Vuthy**  
**Operation Manager**  
**Health Sector Support Project**  
**Kampong Cham Province**  
**Save the Children Australia**

I am Hang Vuthy, born on 15 March 1954 at Suong Commune, Tbaung Khmum District, Kampong Cham Province. I started my primary school in the village and junior high school in the commune. The senior high school in Suong Commune was shut in 1970 after the coup d'etat, and when the war started, I had to move to Kampong Cham provincial town for high school. I completed Senior High School in 1973 and then moved to Phnom Penh. I entered the Faculty of Medicine and studied there until 1975 when the Khmer Rouge came to power. I was evacuated along National Route 4 to Kampong Speu province and was resettled at Rong Commune far off the national road. I was ordered to be in the Mobile Youth Group and later sent to stay in the southeast with a mobile youth group based in Angkor Borei district, Takeo province. In 1979, the Pol Pot regime was overthrown, and I returned to Phnom Penh where I resumed my education at the Faculty of Medicine. During this time, I lost all my family and relatives.

When I heard that my parents might still be alive and were living abroad, I dropped my studies and tried to find way to join them. I left Phnom Penh and went to the border camp "Site II". I found a job with Medicine Sans Frontier (MSF) at Nong Chan camp and continued my education as well. Later on, I worked for the NGO CARE in the nutrition section, while still continuing my education in law. By the beginning of 1993, I had almost completed my law education, with only one term remaining, but we had to repatriate. After returning to Cambodia, I found a job with the United Nations Transitional Authority in Cambodia (UNTAC) and worked as a translator. Later on, I got a job with Save Children Australia (SCA) as a translator. I was promoted to be a field officer, and then to be a field manager, and again to be an operations manager in our health sector support project. Save the

Mr. Hang Vuthy (Save the Children Australia) Children is an NGO that works with the Ministry of Health with support from Asian Development Bank (ADB) and World Bank loans, among others.

During this time, I had several chances to study other subjects such as Training of Trainer (TOT) in Surin, Thailand, on Baby and Mother Care Health (BMCH) and Primary Health Care Program (PHCP) at Khon Khen University in Thailand. I also studied PHCP at Mahidol University – Asian Institute for Health in Thailand. To help with my research work on health, I also learned about epidemiology. I also attended a mid-level course in management and report writing.

While working in the health sector, I sometimes still had difficulties reaching my goals, so I decided to attend the ADI course in 2003 to learn about small-scale research. I have used the knowledge that I learned from ADI to do some research about my project. For example, we did some research among the minority Stieng people in far remote villages in Memot, Kampong Cham, about women who do not go to health centers for childbirth, or otherwise use hospitals. We found that traditions do not allow them to use health services, and that male attitudes and behaviors are the main factors, as men do not allow their wives to go to any health center or hospital. In the past, we had concentrated our efforts on providing health education to women and elderly females who were taking care of children. But we had never considered the role of men who were the actual decision-makers.

Based on our findings, I recommended that we meet with the district health managers to inform them that we should also pay attention to men, and that this would be better than only training mothers and elderly females. We then changed our education strategy and were able to make some progress. However, this problem involved other geographical and social factors. For example, the village was in a remote area and there were no road links for transportation. The people were also very poor and had no money for travel, even though we provided health services free of charge. After we educated the men and worked things out with the local authorities, we saw rapid progress as some women came to consult about their health and delivering babies at the health centers. Some men even brought their wives for pregnancy check-ups at the health centers. At the health centers in Slar and Thmar Toteung villages in Kampong Cham, we started to receive pregnant women every day who came to deliver their babies.

A good example of our success is Thmar Toteung, which is a Stieng village. They believe that if any babies were born at the same place where they live it will bring bad luck. They used to think this applied to the health center or hospital as well. But

Mr. Hang Vuthy (Save the Children Australia) after we provided the training, the head of the village brought his wife to deliver their baby at the health center and he told all the male villagers about the advantages of using the health center. The men started to change their behaviors and began to bring their wives to see the doctors and medical staff. Now people of these villages have changed their attitude and their living condition have been quite improved. This is how I used the new skills that I learned from ADI to improve our project.

During the ADI training, I did my course break assignment (CBA) on the attitudes and behavior about health among the Stieng minority. However, the time to do the CBA was not long enough, as I had to study and also work at the time, so I could only work on my report at nighttime. My organization of course gave me the time for studying, but I also had to be responsible for my duties, and I did not want my work to pile up. The objective of this CBA was related to my work, and my colleagues helped by providing data. The interviews and analysis I did by myself. I could then share this knowledge with all my colleagues who helped me with the analysis, as I taught them to ask me the question "Why?" until I identified all factors to include in the report.

I was later appointed to be a consultant to evaluate the work of primary health care in Vietnam, where SCA also had a similar project. It was my best honor and I was very proud, as I had the knowledge from ADI, Mahidol University in Thailand, and from the Public Health Care National Management Institution in our country, as well as computer skills for analysis. I have combined this knowledge together and it helped me do this job successfully. For the quantitative analysis, I used a computer program, and for the qualitative analysis I used ADI methods to collect information from interviews and analyze the factors to identify the obstacles in the project. As we have seen that the qualitative and quantitative data were related to each other, we just put them together to make a report in which I could draw my recommendations.

SCA's main activity in Kampong Cham is a "Health Sector Support Project." We have provided complete services to 2 operational health districts (OHD) in Memot and Ponhea Krek–Dambe districts. In the Memot OHD, SCA has provided the support, treatment and health education so that the poor can come to get services in order to reduce the number of baby and mother's death. In case that the health center cannot do any treatment, then they can send that patient to the hospital for surgery. When we also provide public health services, such as health check-up, vaccination and health education, then people will come to use the services. We provide all types of vaccinations in complete doses to all children and we educate

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people in the community about how to prevent diseases such as malaria, diarrhea, and fever dengue. When our projects do not reach the planned targets, we need to identify the obstacles. So far, there are no problems with vaccinations, but for the delivery of babies we have only achieved 23 percent of our target after educating women during the first phase. This is why I needed to do the new research that I mentioned above in which we found that men made the household decisions about health.

We have planned to start a class for good model mothers to educate them about sanitation and other relevant health issues. I am thinking of doing this by the third quarter of this year, as I am now busy in setting up a new program at the Ponhea Krek OHD. We have about 180 government staff working under our supervision. It is very hard, as they are used to providing the public health services themselves, and now all the work has changed to be under SCA management, including financial control. The government staff have a totally different character from NGO staff in terms of thinking and work style. Their words with patients are not always good, and we have to encourage them to speak and act more like us. We have helped change things little by little in order to avoid problems and conflicts. The technical government staff at these 2 OHDs include 240 persons, and we hired about 28 more people for administration and cleaning. In addition to their government salaries, we have provided them monthly stipends so they are able to work for 8 hours a day. We have done some research to understand why their attitudes do not change, even though their income should be enough for work. We have to study and analyze all the factors so that we can find the best solutions.

SCA has planned its health sector support project from 2003 to 2007, so I still have 3 years more with the new contract with this NGO. I am very satisfied to work with the communities, as I have seen a lot of development in their society over the past 10 years. We are successful when we work closely with them. We have persuaded the villagers to do extra business to earn more money for their living, such as making baskets, and growing mushrooms, morning glory, cucumber, melon and other vegetables to sell, besides doing rice farming. I have invited agricultural experts to come to teach them how to farm for better yields, such as how to use rice seed and fertilizer, as well as techniques for growing vegetables. We have also seen a lot of changes from small cottages to wooden houses with zinc roofs in the villages. Children are healthier and they have no more skin diseases, lung problems, coughs, or diarrhea like before, so it shows they have better sanitation and food. We have also trained them about prenatal care, vaccinations, and family planning so that they do not have too many children.

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Thanks to the ADI course, I was able to make my project successful, and I was able to also do a good job in Vietnam, as I stated above. Moreover, the course has brought me in contact with other people from various NGOs, and we made friends and have kept in contact with each other. Sometimes we have called each other, and sometimes we have met to discuss and share each other the experiences that we have faced. The ADI team also still keeps in touch with me, when they have any research documents they send them to me. I also have received documents from other NGOs when they have new surveys. With all of this material, I can read and continue to build my capacity.

I have seen the announcement from ADI about the advanced course, and I am very interested. Unfortunately I am going to start a master's degree course in public health this year and it will take 2 years. I enrolled last year, but I could not start that study, as I went to work in Vietnam as a consultant. I hope I will be able to join the advance course with ADI when I finish my degree.



Mr. Ea Tharady

## **Mr. Ea Tharady**

### **General Secretariat**

### **National Assembly**

My name is Ea Tharady. I was born in Svay Rieng province on 8 September 1960. My father was an ex-teacher and my mother was a farmer. I was in grade 3 in Phnom Penh when Pol Pot came to power. I went to Region 23 on the border of Prey Veng and Svay Rieng provinces. I was sent to work in a mobile youth group to build the irrigation dams and canals for the collective villages. In 1977, the Khmer Rouge made war with Vietnam and I was sent to the frontier to work on a supply team carrying food and ammunition for the soldiers. In January 1979, the Vietnamese fought back and the Khmer Rouge soldiers fled the battlefield. I left with those soldiers and met my parents in the village.

I could not afford to study in Phnom Penh, so I attended grade 6 in the provincial town. I also had to work as a bicycle taxi driver, and grow rice in the field while studying. I completed junior high school in 1983, and then applied to study to be a junior high school teacher. I attended the Pedagogy Faculty for 3 years from 1983 to 1986, and studied science. After the training course, I was appointed to teach at the provincial Pedagogy School. After 2 years, I passed the exam to study at Phnom Penh University. It was not easy during this time, as there was no electricity, and I had a small scholarship of 580 riels. There were also no materials for study; the documents were only in Russian and Vietnamese.

In 1992, I graduated from the university and returned to work at the provincial educational department. My responsibility was to make a curriculum for training primary school teachers. After I was married in 1995, I transferred to Phnom Penh to teach at Yukun Thor High School for one year. In 1996, I moved again to work at the Information and Research Department of the General Secretariat of the National Assembly. It was a good job, and I wanted to learn more in this field, but I decided to leave before the second election. I wanted to work with civil society. I applied to two places, including Star Kampuchea, where I was eventually hired as a trainer.

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I had some difficulty at the beginning, as I did not have any experience in the private sector. I was used to teaching students in general education, and now I was training well-educated staff from various NGOs. I had to learn a lot from observing senior trainers and picked up good points from local and foreign trainers. I also requested to attend any training courses to build my capacity, and was sent to join several short courses. Star Kampuchea then sent me to join Round 6 of the ADI training course in 2000, under the sponsorship of the NGO CIDSE. I was very happy and interested in this training. I had a chance to improve my knowledge of advocacy, a new topic in Cambodia, and also meet new friends who work in the private sector. As a result, we have been able to build our capacity through the ADI course, as well as VBNK courses, on how to write proposal and make reports.

I did my course break assignment (CBA) about land grabbing in Kampong Cham. At that time, I was in charge of an advocacy program in Kampong Cham and it was a hot issue in that area. The problem involved land on a rubber plantation in Chamroeun Phal village. The authorities took the land from local people and gave it to a private company. When the company ended their contract, the land should have been given back to the local people, but powerful people then took the land. The conflict was going on with no possibility of resolution when we did the CBA. Our network tried hard to solve this problem and we pushed for the return of some land back to local people. I think I was not able to do the writing assignment so well, but I tried to learn from the other trainees who did good assignments. The participants from other NGOs were very strong in English language, so I could not understand some of their points. It was good for me that the training course was in Khmer, as this helped me learn more. As for the course, I think a month for theory and practice was too short and it was not enough.

As for my work, Star Kampuchea established advocacy networks in Sihanouk Ville, Kampong Cham and Pursat provinces, so we needed a lot of human resources to manage this network. It was not such an easy thing, as the leaders of those networks were the directors of NGOs or institutions who had a lot of experience working with communities, and we had to work closely with them. Moreover, we tried to get them involved voluntarily, rather than using money to run the networks. At that time, I was responsible for Kampong Cham province where we had 23 NGOs in various projects, such as development and human rights. It was quite hard to get them to collaborate with us voluntarily. We eventually got the networks started, and after that the organizations provided some budget to support the advocacy work. We were very tired, but sometimes when we got a phone call and we had to go immediately to solve the problem. If it related to law, we had to contact the

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local authorities. In this way, we helped sort out people's problems by bringing together the authorities and local people. By observing our methods, people felt they had learned from us and they respected how civil society had helped to change the attitude of the authorities.

We informed them about advocacy, and used our knowledge from the ADI course to teach them methods for analysis and advocacy. We also strengthened the capacity of all 23 NGOs partners on how to debate, to analyze, to monitor their community, as well as to sort out conflicts. Our network of colleagues, in turn, extended this knowledge to their communities. For example, one serious problem concerned fishing lots in Kompong Cham province. Local people were not allowed to do any fishing and sometimes their fishing nets and equipment were seized. We helped the people advocate successfully in Tong Rong commune so that the authorities and the fishing lot holders allowed them to fish. At the end of 1999, the Prime Minister announced that the fishing lots in Siem Reap province would be handed over to the community, which was our goal. We persuaded people to form fishery committees, and we encouraged local and international organizations to get involved in these affairs. For example, the NGO Forum collaborated with us in providing training to local people on how to work on this issue. Many fishery committees have been set up, and have kept operating to protect people's benefits. As far as I know, there are also more land communities to protect land rights. This helps explain the results from our working experience, as well as the theory of ADI training course. I have told the ADI trainers that the concept of the ADI training is very useful and so important for developing human resources.

I worked for Star Kampuchea until 2003, when I went back to the government at the National Assembly. I would like to thank Star Kampuchea for supporting me during almost 5 years to train me in management, analysis, and community development planning skill, such as ADI training course. They also gave me a scholarship of US\$ 200 per year to study law, which I used to get a Bachelor Degree. I feel very thankful for the NGOs that helped me, as I had no ability to pay for higher education. There was also a lot of support and encouragement from friends, colleagues and local people with whom we worked, and I wanted to do my best to better serve people later on.

The ADI course has changed a lot of my personality. After the training, I started to reflect in more detail about the issues of community monitoring and networking, and gained more experience in project planning, analyzing problems, and preparing reports. This was so hard for me to do, but after learning and practicing, I have

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been progressing to the point where I can use this knowledge in government institutions, such as making plans for training. I think human resource development in the government is just as important as it is in the private sector, because I have seen that the government has less human resource capacity than the private sector. They have education degrees, but not much experience, and as a result they are using more theory than practice in their work.

I use the knowledge from ADI to help guide and plan projects and train human resources. This involves analysis and selecting the priority issues for planning. It is very difficult for me, as the working systems are different in the private sector and government. In government, all plans are done from above and then given to the staff to implement. Now I am trying to introduce private sector methods in my department. I have explained that effective and transparent planning involves staff participation. I think like this because of my experience with ADI, and with others, when I worked in the private sector. It is easier to carry out projects when the staff participate in making the strategy or operative plans. When staff or officials do it themselves, they recognize it as their own plan.

At this moment, I have observed that many organizations, such as the United Nations Development Program (UNDP) and the Canadian International Development Agency (CIDA), are assisting the National Assembly and the Senate in the field of law and planning. However, I feel that it is not enough, because when they teach planning methods the participants are not able to use this knowledge later. The Senate and National Assembly do not yet have the kind of knowledge that is taught by ADI. I think ADI should raise more funds to support the government so that the government and private sector have the same level of knowledge. I think it would be useful if ADI could provide some scholarships to government staff, including the National Assembly, as this group is working close to people. They need knowledge about analyzing, advocacy, lobbying, monitoring and planning skills so that they can improve their work. I am the only one where I work who has had training with ADI, so it is not easy to facilitate with government officials who have no notion of such methods. I hope ADI will consider this request and that we will have some scholarships for the next training courses. I am happy to link the relationship between ADI and the government, especially the National Assembly, as I want to have our nation develop smoothly.

Even though I am a bit old now, 46 years old, I still love studying, so if ADI supports me for another research training course, I will do my best to learn so that I can apply it in my work. I also would like to say my grateful thanks to the ADI

Mr. Ea Tharady (National Assembly) team, including Mr. Brett, Mr. John, Mr. Il, teacher Sopha, teacher Sakphea, and Ms. Khou Somatheavy, who supported me a lot in building my capacity. Even when I returned to the government, ADI never forgot me as a former trainee. I was still invited to join the research in order to strengthen the capacity and review the theory. So far after the training course, I have attended two special research sessions. The first was the research on the impact of tourism in Siem Reap. The second research was on the experience of commune councils in Kampot and Pursat provinces. I think these are very important topics for our country, as the impact of tourism in Siem Reap and the decentralization policy at commune level are very new. We do not know much about these issues, and even some of our officials do not understand clearly the implementation of the principle of decentralization system. The way to develop the communes concerns many things, so if we could make a report on this topic, it could be used as a guideline.

I would also like to request that ADI continue to arrange the annual forum so that all former trainees have a chance to meet each other and share their experience in order to learn from one another. I wish that ADI will always keep the door open and not forget me, even though I am now doing government work. I am still able to participate with the civil society groups and receive advice about how to solve problems in the government. In this way, we can strengthen the cooperation between the private sector and government.

We have unofficial relationships among the former trainees as we all are busy with our work, but we have a chance to meet each other at the annual forum for all former-trainees. I also recently received Khmer language research papers from ADI about the experience of commune councils. Mr. Savuth, Mr. Il, Ms. Sopha, Ms. Sakphea have taken care to send me new documents and sometime I just call them to ask if they have any new documents or any trainees' CBAs on good topics. I want both in Khmer and English, as I want to improve my capacity with English language as well. I would also like to request several copies of these kinds of documents, as I want to keep them at the library of Assembly and Senate so students and researchers can read and learn about the activities of the private sector as well. I think this is a good way to spread the information wider. I am also trying to collect even theses of law university students to place in the library.

I still love to work with civil society, and now I am still a consultant for the Working Group on Weapons Reduction (WGWR). I wrote about that topic in my thesis. In my opinion, the private sector also has to be transparent in order to develop the government's trust. They have to be careful about accusing the

Mr. Ea Tharady (National Assembly)  
government of various abnormalities, as they have some of the same problems as well. The private sector should adopt a code of ethics. For example, the government has learned a lot from the private sector, such as public bidding. Now they do not do like before when they only purchased from one source. NGOs always got quotes for every thing, but now we see some abnormalities, as some NGOs do not strictly implement internal audits. I think ADI should help on this issue, especially on the setting up and monitoring organizations with discipline and a code of ethics and bylaws.

I tried to set up the codes of ethics when I worked with Star Kampuchea. We presented it at the exhibition on NGO achievements and most of them signed. But it was still not used, as we did not have a law for NGOs. I think the private sector must implement this and should discipline any NGOs or association that tries to grab its own personal benefits. ADI should consider these points and try to find a way to strengthen this sector, otherwise it will decline and donors will withdraw their confidence. NGOs are non-profit, and do not serve a single person. Their objective is to serve all people, so we have to be fair and act as a good model and teacher. We have to teach not only by transferring knowledge, but also by showing good character and morality.



Mr. Kong Bunna (UNDP Partnership for Local Governance)



Mr. Kong Bunna

**Mr. Kong Bunna**  
**Planning, Monitoring and Evaluation Advisor**  
**Prey Veng Province**  
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My name is Kong Bunna. I was born on 10 January 1967 at Sangkat 3 in Phnom Penh. I started my primary school in Phnom Penh for three years and then Pol Pot came to power in April 1975. My family fled the city for Kampong Cham province, where my mother was born. I was the oldest among the four children in the family. It was very hard for my parents, as all of us children were still very young. After living there for about one month, they sent us to a remote area in Kampong Thom province. In 1977, my father became very sick and later died, as there were no medicines. My mother struggled to take care of us four young children. We were living in a very hard situation, but at least we survived.

After liberation, we moved back to Kampong Cham province, but eventually my mother decided to come to Phnom Penh, as she wanted her children to go to school. She found a job as a tailor at the Ministry of Commerce in order to earn a salary to feed us children. In 1984, I completed junior high school, and then went to study agriculture at Prek Leap. I chose "Agronomy" and completed the course of study in 1988. Afterwards, I was appointed to work at the Municipality Agriculture Department. I worked there for four years testing paddy seeds and crops by collecting data to compare the yields from place to place. I worked closely with farmers, counting paddy crops and the number of rice stalks in each bush, as well as classifying different kinds of insects that were good or bad for the rice plants. As a result, I learned a lot while working with the government.

I decided to leave my government post at the end of 1991 because the management was not good and human resource practices were not fair. The living condition of my family was also hard, so I wanted to work in the private sector. Around that

Mr. Kong Bunna (UNDP Partnership for Local Governance) time, the government started to allow NGOs to recruit local staff, and I got a post at Japanese International Volunteer Center (JVC) as a project manager in January 1992. It was my first time to work with an NGO, and it was also the first time I heard about "community development" for strengthening people's capacity and generating more income. I did not know very much about development, and I only heard that we had to work with local people. I was very proud of my new title, but I did not feel confident, as my capacity was still limited. My role with JVC was to do interpreting and coordinating. In Ang Snuol, Kandal, I talked to people to learn about their problems and then I tried to find ways to solve the main problems. As a result of group discussions, we found that the main problems were a lack of capital and poor soil. My knowledge on such issues was very limited, and I could only analyze the easy issues.

While I worked for JVC, I took a beginning computer course. JVC also sent me to participate in a Training of Trainer (TOT) course in Bangkok for one month. In 1993, I went to Bangkok again to join an international workshop on Sustainable Agriculture by using organic resources rather than using chemical fertilizer. It was also a new method for me, because when I worked for the government we used a lot of chemical fertilizer for growing paddy and vegetables. We just used chemical fertilizer to get a good yield without thinking of any other impacts. I also had a chance to learn from a local NGO, Khemara, about credit processes and how to encourage farmers to earn more income by creating groups for managing their funds.

I worked at JVC for 2 years, and then I applied to Padek (Partnership for Development in Kampuchea) in 1994 for a position as an assistant to technical advisor. At that time, there were about 4 - 5 local staff with one expatriate advisor from Belgium for the Sustainable Agriculture unit. Padek assisted four provinces: Prey Veng, Svay Rieng, Kampong Speu and Siem Reap. As I was an assistant to technical advisor for agriculture, I traveled to those four provinces to support staff in each area. We did research with local staff and met farmers in the field. We found that farmers lacked adequate water supply and capital, and had poor soils. We came back with that information, but we did not know how to analyze the information. Because I had some experience with training, I was asked to teach about agricultural affairs to local staff of Padek and other NGO staff, as well as government staff and farmers who were selected from various villages.

Padek arranged a TOT training by hiring a Thai trainer to teach us about paddy seed storage. This course was similar to the one I had in Bangkok with JVC, and I had

Mr. Kong Bunna (UNDP Partnership for Local Governance) gained some experience in community development by that time, so it was easier for me to understand. In 1995, I went to the Philippines for one month for a course about storing seeds for the next crop. I also went to the Institute for Rice Research Institute (IRRI) station. I also attended other trainings in Vietnam. I used to lead farmers for study tours to learn about integrated farming systems. This was a new method for growing rice and raising fish together in the rice field. The way we did it was to go straight to people's farms, and ask them to tell us about their activities and methods. I was eventually sent to the Philippines again to participate in another TOT course on sustainable agriculture, so that I could become a good trainer in this field. I learned how to prepare lesson plans, as well as how to choose trainees and training sites. I learned a lot from these training courses and other colleagues while I worked for Padek. I learned about monitoring funds, organizing projects, and communicating with people of different classes. I also learned about networking with NGOs, as well as learning from the successes and failures of other people's experience.

In 2000, Padek restructured its organization and transferred staff to different places, and I moved to Siem Reap. After working there for two months, I felt very lonely because it was too far from home. I decided to quit and applied for a job with the Mennonite Central Committee (MCC), an American Christian NGO. My new position with MCC was a Field Advisor in Takeo and Prey Veng provinces. MCC played two roles as both project implementer and donor. My work was to consult with MCC partners. I was very interested to work with the communities, but sometimes I had difficulties, as their needs and level of understanding were so different. As an advisor, I had to listen and learn from them and go along with them to facilitate. Our objective was to strengthen their living conditions so that they could protect and preserve the forests in their area.

In August 2000, I had a chance to join the ADI course in Round 3. I really wanted to do the ADI course, as I knew the value of this training from the bulletin and from other staff that had participated in the previous course. They talked a lot about what they learned, and said that ADI not only gave them theory, but also gave them a chance to go to the field to interview villagers and analyze the information that they got from the villagers. I also had a friend who worked with the ADI project and he used to be my colleague when we both worked for Padek. He told me about the advantages of the course, so I was very interested.

ADI had three staff, including two local staff, Mr. Oeur Il and Mr. Seng Savuth, and one foreign staff, Mr. Dave. We spent two weeks for the first session and then we

Mr. Kong Bunna (UNDP Partnership for Local Governance) had one month off for homework to do a course break assignment (CBA). I chose a topic related to the sandy soils in the area where I was working in Tram Kak district in Takeo province. Farmers faced a big problem, as they could not grow rice and other crops. I could not do all the work alone, so I trained four local staff to make a questionnaire and interview farmers. After checking the questionnaire, we did a pilot interview to test whether it was easy to understand or not. We chose a sample so we did not have to interview all the families. It took about 2 weeks for this project, but we did not spend full days to do it. I think it was a very efficient method, and I gained a lot of knowledge in analyzing problems that occurred in my working area, as well as other subjects. For example, if we understand the ADI lessons correctly, we can use ADI steps to do research on tourism and the environment. Personally, I think it helped me a lot in terms of planning, obtaining and analyzing quantitative and qualitative data.

When we returned to the second session, everyone made presentations so that the trainees and the ADI team could share their comments and ideas. Every one worked hard on this assignment and we achieved good results, even though some points required correction. After the course, I went back to my office, and discussed with my colleague who had attended previous ADI courses to share ideas about our experiences. We prepared a lesson plan using the ADI “Ten Steps to Analysis” to teach the rest of the MCC staff. We could not, however, do all the lessons and activities that we learned from ADI because of time and funding limits.

I know that I benefited a lot from the course, as I could make and test a plan, design a suitable questionnaire, evaluate the information, and make better reports. The ADI methods cannot be applied to academic research, as they really are concerned with small-scale analysis involving community development. Overall, we applied a lot of ADI knowledge to our everyday work, including training our staff, and monitoring and evaluating our work. Our director has acknowledged that the staff has improved a lot in terms of planning, even staff who have not yet gone to the ADI training course, as they have learned from those who had participated. Our staff was also interested in the ADI training, as I delivered ADI's newsletter in Khmer to them so that they could learn about the strategy and methodology of the ADI training. I also told some students who came to study at my organization about the ADI training project. In addition, I will never forget that we received broad general knowledge about the world, including globalization.

After the ADI course in 2000, I went to study at the Asian Institution of Technology (AIT) about Planning, Monitoring and Evaluation for one month. The professor of

Mr. Kong Bunna (UNDP Partnership for Local Governance) the course was interested in me, as I was from Cambodia, which was a country of first priority for human resource training. They eventually invited me to apply for a scholarship to study for a Master's Degree there, but I decided not to pursue this, as I was responsible for my family, and so I had to stay to work to support my family. If I went to university, I would have no income and then it would be very hard for my family. I thought I would be too old when I returned from the university. I plan to stay and work, and to support my family and I would prefer to send my wife to a local university instead.

After working with MCC for 3 years, I moved to work for United Nations Development Program (UNDP) as a Planning, Monitoring and Evaluation advisor. UNDP is an organization that supports the Seila program for government projects. My role in this project is very challenging, and I am satisfied with the job. I assist the national general secretariat in carrying out the provincial Seila program. For example, I help set up a plan for the departments that receive grants from the Seila program. After Seila carries out the projects, I help do evaluations, and train government staff how to manage and evaluate the projects. By the end of each year, we do an evaluation to close the projects. I have to prepare the evaluation criteria and train my government counterpart so they can help me, as I am not able to do everything in the six field departments. They cannot help unless they understand about this work. That is why I have to teach them how to plan the entire project, how to ask questions, and how to decide what data should be collected. The questions that we ask should not be too long and too complicated; rather the questions should be clear so that interviewees can answer them easily. The data has to be both qualitative and quantitative so we can analyze the information in detail to determine the impact of project budget. We also need to decide if we should continue to use the budget for that project or not, or consider improving certain points. This is the main point of monitoring and evaluation.

By the end of 2003, I went to Laos for two weeks to learn more about monitoring and evaluation. It was for a new project called Rural Poverty Reduction Project (RPRP) providing government loans to reduce rural poverty in Prey Veng and Svay Rieng. The International Fund for Agricultural Development (IFAD) has a budget to sponsor staff work involved in RPRP in Prey Veng and Svay Rieng provinces, This training was very useful and strengthened the monitoring and evaluation skills for all the participants, as it demonstrated ways to identify and rectify problems so projects run smoothly. The course made participants aware that the monitoring and evaluation team must work in good cooperation together so that project can be implemented successfully. Because of my experience in the field, and because of

Mr. Kong Bunna (UNDP Partnership for Local Governance) what I learned from my course break assignment for ADI, this training was not difficult for me.

I am satisfied working for UNDP in my position as it relates to my educational background, and all my colleagues are good-hearted and devoted to their work. They understand the working procedures and cooperate well. We have a good atmosphere in our daily working. In the future, I am thinking about helping small local NGOs that still have limited capacity. I want to assist them with writing proposals and making project plans. I would need to apply ADI methods in order to help small local NGOs raise funds independently. If this is part of the UNDP plan then I can work on this project, otherwise I will volunteer to help small Khmer NGOs.

In conclusion, the ADI course helped a lot to build my capacity in terms of making presentations, making plans, data analysis, and building relationships. ADI keeps sending research documents and newsletters to me very often. So even if I have finished the ADI course, ADI is not finished with me. The course is still offered, and relationships between trainees and the ADI team are maintained. ADI also arranges a special event for trainees from every round to meet each other during an annual forum at the end of each year so that they can share their experiences and solve any problems that they have encountered during the year. Regarding the other trainees from my round, we still keep in touch, such as Mr. Douk Reth, who was my classmate and also roommate. Now he has the same job as I do – Planning, Monitoring, and Evaluation advisor for UNDP on the Partnership for Local Governance (PLG) project in Pursat. I also have good relationships with Mr. Tep Bunnarith - Director of CEPA (Culture and Environment Preservation Association), and Mr. Mey Sarun of Lutheran World Federation (LWF), as well as other trainees. We talk to each other and help each other sort out our problems.

I am still interested in learning either formally or informally by participating in courses inside or outside Cambodia, as well as learning from senior staff that have good experience. I also heard ADI plans to start an advanced course, and I would like to join, as I feel that the ADI course is very active and motivating. I also think the course is very interesting for people who not only work in development, but also in advocacy and human rights. I think there is no other school in Cambodia that provides this kind of special course that concerns real practice that is suitable to the present situation in Cambodia.

# Afterword

After reading these stories, one must be impressed by the resilience and determination of people to survive, as in the case of people's struggles during the Pol Pot era and the immediate aftermath, and also to improve themselves through education and work. Nearly all of the stories make reference to the tragedies and difficulties the participants and their families experienced during the years of genocide and civil conflict. And every single participant has painted a vivid story of a strong will and resolute effort to improve themselves and provide for their families through sheer hard work and determination. Another fact that comes through clearly concerns these individuals' commitment to helping improve the lives of their fellow citizens. This is made clear by matter-of-fact references concerning the unfavorable conditions they often work under in remote and dangerous areas where their work is often misunderstood by local people and authorities. Mr. Khem Sophal's story is a good example of this. Perhaps most importantly, these stories reflect a strong commitment on the part of the participants to work through the myriad problems of social and economic conflict and development peacefully and in accordance with the institutions of law. Such attitudes and beliefs are the foundation upon which to build a peaceful, law-abiding civil society in Cambodia.

In this sense, one of the most striking themes that emerge from these stories concerns the way participants are applying their ADI skills and information in their everyday work. Nearly all of them have referred to feeling more confident in their work and job performance and their ability to link local issues with broader national, and in some cases international, issues. Some of the work-related areas included specific skills such as training techniques, as in the case of Ms. Phon Phuey, report and proposal writing, and how to identify, analyze, and resolve problems. In this sense, the participants seemed to emphasize the research side of the ADI course rather than the awareness building components. For example, nearly all of the participants referred to data collection techniques, designing questionnaires, and sampling methods, and using the analytic tools

they learned from the course. At the same time, several participants referred to the usefulness of information about and awareness about such topics as areas as globalization, macro-economic policy, or other macro-level themes that are part of the ADI curriculum.

I think there are two predominant, inter-related reasons for this phenomenon. First, the ADI participants, as with their colleagues in the NGO community, are focused on improving their job performance and skill levels, and hence the ADI training on research provides specific and concrete tools that they can use in their work. The macro-level topics are of course useful, but are more general and do not provide tangible tools that can be used in everyday work situations. Second, the course break assignment (CBA) appears to play a significant role in forming participants' perceptions and understanding of their ADI experience. They devoted considerable time and effort to their CBA projects and are justifiably proud of their achievements. Many of the participants, such as Mr. Hang Vuthy, did CBAs on topics that were specifically related to their work, while others chose topics that personally interested them, such as Mr. Mot Sana. In both cases, the CBA provided a direct link with the research component of ADI and their work.

I think it is also important to highlight the references to confidence building, as several participants clearly felt that the ADI course helped build their sense of confidence so they could speak out and actively participate more than they had prior to the training. Senior managers from both Lutheran World Federation (LWF) and World Vision who were interviewed in conjunction with this project all mentioned that they had observed a noticeable change in the confidence levels of ADI participants who had begun to play more active roles in meetings and other activities. This is especially important in the case of women who have traditionally been somewhat reticent about speaking out. The stories of Ms. Molly Yos and Ms. Chum Sarany, however, suggest that this may be changing, at least in the NGO community where gender awareness efforts are beginning to making a real impact.

Another important theme that is related to professional work and commitment to community concerns the efforts that participants

have been making to disseminate the skills and information that they learned from ADI to community members, agency colleagues, and partner community-based organizations (CBOs). These efforts include training techniques, report and proposal writing, designing questionnaires, defining problems and identifying solutions, as in the case of Ms. Ouk Chettra, as well as monitoring the natural resources, as in the case of Mr. Tek Vannara. At the same time, however, one gets the sense that such efforts are somewhat ad hoc. Although participants occasionally referred to the fact that they consulted with other former participants, such efforts are primarily self-initiated innovations. ADI could play a more active role in the future in giving shape to these efforts by providing a kind of ADI Training of Trainers (TOT), perhaps through its “advanced training course” format.

Another striking feature of the stories concerns the degree to which the ADI training “travels.” It is a well-known fact that individuals working within the NGO sector are highly mobile. One of the themes tying these stories together is that the ADI participants continue to use and apply their ADI training in new work situations and projects. For example, after moving from the Mennonite Central Committee (MCC), Mr. Kong Bunna is able to apply his ADI skills and knowledge in his work with the Seila Program in Prey Veng. As with their efforts to disseminate information and knowledge to community counterparts, these mobile ADI participants are in fact playing a major innovative role as they adapt their skills and experience to new organizational settings and contexts. This also helps explain how information about ADI has been informally disseminated so widely throughout the NGO community. Despite the frustration of expending agency funds for staff training only to have staff move on to other organizations, I think it is important that donors and participating organizations keep sight of the fact that they are making important contribution to the long-term development of human resource capacity in Cambodia when they provide the opportunity for their staff to participate in training courses like ADI.

It is evident from the stories that both international and local NGOs are continually seeking in-country training opportunities for their senior managers and community development workers. In this

sense, many of the interviewees referred to also having taken various training courses at Silaka and VBNK. The ADI course appears, however, to be the most versatile of all the locally available short-term training courses, as it meets a variety of needs at different levels. For example, agencies like LWF and World Vision try to provide training for senior level managers to broaden their perspectives and understanding, and have found the ADI focus on international and national level themes very useful. These and other agencies also are interested in providing conceptual and strategic skills for mid-level managers, as well as technical skills for community development workers. The participants' stories, as well as the agency interviews, clearly indicate that ADI has been able to encompass a remarkably diverse range of training needs and expectations. Indeed, several of the stories include recommendations from the participants to continue providing the course, perhaps in a modified form, to community development workers who are working at the field level.

The stories suggest that the participants have benefited from participating in other training courses, and many have also worked with more than one NGO. What this adds up to, then, is that these experiences reach a critical mass of experience in which the potential learning from a course like ADI is greatly enhanced. In fact, I think that the ADI course in and of itself might not necessarily achieve the remarkable results that we can see in these stories. Rather, the impact of the ADI course is very much a cumulative function of other training, work experience, and personal character. What the ADI course has done is to provide a catalytic forum in which participants are able to begin bringing together, or integrating, their various experiences into a more developed and coherent world view. I think it is important that NGOs bear this point in mind, particularly those working in human resource development, as they plan staff training. It seems that one has to take a strategic approach to staff development in which it is not so much the actual number of trainings, but rather the way a set of trainings fit together and interact to stimulate a certain result on the part of the staff.

Another constant theme concerned the importance that the participants attach to their membership and participation in the

network of ADI alumni. Participants routinely referred to how much they valued and appreciated receiving ongoing research papers and material from ADI, the opportunity to participate in advanced training courses, and the participation in the annual ADI forum. The fact that this material is produced in Khmer makes this information more accessible to both the participants and their colleagues to whom they pass it on later. Some of this material finds its way to unforeseen, though welcome venues, such as the National Assembly, where Mr. Ea Tharady works. Many of the participants have participated in at least one of the advanced trainings, and nearly every one specifically indicated that they would like to attend again as time and financing permits. Another important component of the networking concerns the professional contacts and personal friendships that participants formed at the time of their training. Nearly all the participants mentioned that they stayed in contact with their new colleagues and friends, and that the advanced training and annual forums provided an opportunity to renew such acquaintances as well as establish new contacts.

The network of ADI alumni has played an important role in terms of advertising the ADI course, as information about the method and content of the ADI training course has essentially traveled by word-of-mouth from former to prospective participants. In many of the stories, the participants mentioned that they had observed or talked with other colleagues about what they had learned from ADI and then approached their line managers about attending the course. ADI has, of course, produced brochures and fliers about its course and circulates announcements about its activities via email, but it appears that the former participants in fact serve as the most active emissaries of the ADI course.

There is another significant benefit concerning this emerging network that warrants comment, as it can make a useful contribution to the development of a civil society in Cambodia. All too often, individuals function in vertically structured hierarchies within society and their own organizations. These ADI networks represent horizontally-structured associations among like-minded individuals with similar professional and personal interests that cut across, or transcend, organizational and, even, traditional social boundaries.

These kinds of network relationships are a key component of sustainable associations and organization, and by extension, civil society. In this sense, some thought should be devoted to considering the feasibility and utility of somehow assisting this network to continue functioning beyond the life of ADI. This does not necessarily represent a call for the creation of yet another local NGO, but rather finding some institutional home for this network of ADI alumni in which to flourish. The CCC itself might play a logical role in sustaining the network on a semi-formal basis.

Finally, I think it is important to observe the important role that the scholarship fund for female staff from local NGOs has played in making this training opportunity available to individuals for whom it may have otherwise not been possible. For example, Ms. Yim Nimola talked about how much she appreciated the support from this scholarship fund, saying that she would not have been able to attend without it. Several of the male participants also mentioned the important role that scholarships played in making it possible for them to attend. For example, Tek Vannara specifically mentioned receiving help from Oxfam UK. I think it is important that donors recognize that this kind of targeted intervention for human resource development and capacity building not only works, it works very well. With this in mind, the clearest message that emerges from these stories is the fact that the partnership between CCC-ADI and its donors has been a tremendous success since its inception.

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Phnom Penh  
12 December 2004