

Report..

Needs Assessment on Capacity Development and Learning of Civil Society Organizations (CSOs) in Cambodia

**Commissioned by
The Cooperation Committee for Cambodia
(CCC)**

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EXECUTIVE SUMMARY

This is the Report of the Organizational Capacity Development and Learning Needs Assessment of Civil Society Organizations (CSOs) in Cambodia, commissioned by the Cooperation Committee for Cambodia (CCC). The assessment was conducted between 17 September to 10 November 2012. Both qualitative and quantitative methods were used to assess the capacity and learning needs of civil society organizations. Two hundred and forty seven CSOs participated in the online survey and twenty nine senior CSO staff attended the focus group discussions and four CSO experts involved in semi-structure interviews. The assessment is based on perception of CSO officers about the strengths and weaknesses of their organizations. Since our findings are largely a collation and analysis of perceptions, the data is subjective rather than an objective measure of organizational capacity development.

The survey indicates that the capacity development of the surveyed CSOs in Cambodia was fairly good. The findings from undertaking an assessment of specific components of CSO capacity development (governance, project/program delivery human resources, finance and adaptation) are all fairly equal. Despite fairly positive findings from the survey completed on behalf of 247 CSOs, the feedback from respondents in the face-to-face consultation processes made it is clear that many CSO staff are very concerned about the degree of capacity development in their organizations in key areas. We have presented the components in order of our findings from strongest to weakest.

Governance: The highest level of capacity development amongst the CSOs was in the area of governance. Most surveyed CSOs claimed to have adequate legal framework such as by-law, written vision and mission statements, core values and guiding policies for the operation. However, the assessment also shows some areas of governance that needed improvement. They include long term monitoring and evaluation planning, interpretation of vision and mission statements, functioning of boards, strategic planning and a diversion from plans because of donor agendas and objectives.

Project/program delivery: This component is not as sound as governance. In this area, CSOs were assessed to see whether they followed project management principles, complied with their mission in the overall project design, consulted effectively with various stakeholders and reported on time. The areas of improvement needed include documentation, capacity and commitment of staff, project cycle principles, project data collection, and monitoring the impacts of their work.

Human resource management (HRM): The surveyed CSOs claimed to have clear roles and responsibilities between staff and management. Staff were hired based on their skills and qualifications. Legal framework and human resource policy were in place and management was supportive to staff development. Areas that need improvement in the HRM component include human resource strategic plan and staff development.

Financial management and administration performed similarly to the HRM component. In this component, the surveyed CSOs were reported to have clear written financial policy and clear accounting practice. However, despite their good practice, the studied CSOs were found to have a number of weaknesses including external challenges such as unpredictability and uncertainty of funding.

Adaptation and collaboration capacity was the area where CSOs performed most poorly and where they need to pay the most attention to improve their capacity. There are both strong and weak points in these areas though. CSOs were found to have networks and be members of a civil society network, umbrella group or sectorial organization of some sort. Despite this, they were not capable of placing their work within the national and international development agenda, and in relation to other main stakeholders.

This is true with both local and international CSOs and regardless of the CSO's size. Some larger CSOs struggle to adapt to the fast changing environment due to their values, vision, and mission statements and heavy administration procedures. Different forms of partnerships amongst same sector NGOs exist, but different sector NGOs appeared to be weak despite that networking between NGOs suffers from competition for funding and visibility as well as personal and political conflicts. In addition, CSOs were reported to have poor collaboration with media outlets and the private sector.

Learning Needs

The surveyed CSOs have identified 10 key learning needs in order to enhance capacity development in their organizations - listed in order of priority as indicated by CSOs:

1. Fundraising
2. Monitoring and evaluation
3. Strategic planning
4. Proposal writing
5. Human resource management
6. Project management
7. Financial management
8. Community empowerment
9. Transparency and accountability
10. Policy development

KEY RECOMMENDATIONS

Based on the assessment and analysis of available data, a number of recommendations are made for individual organizations, network leaders and donors to improve the capacity of civil society organizations in Cambodia. In the simple terms, it is recommended that individual CSOs in Cambodia should strive to maximize the components in which they are strong that have been identified through this assessment and minimize their identified weaknesses. At a network level like CCC, a comprehensive strategy to build CSO organizational capacity is recommended. The intervention strategy will encompass two different but complimentary approaches simultaneously: training and non-training.

Training

Training is often used as a tool to build organizational capacity. The top ten learning needs have been identified as important and relevant to current and future needs of CSOs. In addition, specific training topics based on the elements of organizations (governance, project, HRM, finance, administration and collaboration) have been prepared. When providing trainings, training institutions should consider the following points:

1. Training institutions may use the learning needs to modify their courses (despite our findings that the identified learning needs are currently available in the market place).
2. Training methodology and length of time and training venues, fees and quality of trainers needs to be considered when designing the courses. More interactive and innovative training methods, combined with mentoring and outside classroom support should be adopted to provide better trainings.

Non-Training

Organizational capacity development does not require only training but also other non-training interventions. Based on the assessment and discussions, a number of measures have been requested to improve the capacity of civil society organizations. These measures include:

1. Technical assistance: International CSOs, network organizers, larger CSOs and donor agencies could play this role by funding and working with local CSOs.
2. Mentoring: A trusted and knowledgeable supervisor or trainer providing support and guidance on organizational capacity development.
3. Peer exchange: Network organizers can provide opportunities to their members to share and exchange ideas and experiences of best practice.
4. Expand and promote the NGO Governance and Professional Practice (GPP) certification program more widely to CSOs.
5. Establish and facilitate CSO learning network: National CSO Capacity Development and Learning (NCDL) could play a bigger role to facilitate and identify areas where training institutions can work together and complement each other to provide better trainings to CSOs in Cambodia.
6. Promote CSOs learning networks initiatives in the provinces: CSOs in each province should use their monthly meetings to share best practice examples from their organization or their sector and from time to time invite experts to speak and share on issues that are relevant to them.
7. Create collective fund for CSOs organizational capacity development: CCC and other network organizers may play the role of writing proposals and approaching donors to get a collective fund for capacity development of civil society organizations in Cambodia. A scholarship scheme may be provided to individual CSO staff to attend training either in Cambodia or abroad.
8. Upgrade CSO training to a university degree: CCC and training institutions should update and link their CSO training program to education or university level at both local and international levels. Specifically, they can work with universities and mainstream non-profit management courses to local universities to provide non-profit management courses or degrees and provide scholarships to CSOs in Cambodia. This will benefit both current and future CSO staff.
9. Donor agencies have the moral responsibility to contribute to building the capacity of CSOs in Cambodia. With the current project focused funding it is very difficult to find the funds/time for CSOs to undertake any kind of additional capacity building/professional development.
10. Further research is required to identify which specific areas and levels of training are needed most before curriculum of each identified training need could be developed. For example, fundraising has been offered widely but participants still asked for it. Similar assessment but with specific sector focus should be conducted to assess the status capacity of CSOs in specific sector so that specific measure could be made to intervene more effectively.

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ABBREVIATION

AAD	Angkor Association for the Disabled
ACT	The Alliance for Conflict Transformation
APHEDA	Australian People for Health, Education and Development Abroad
Asia HRDC	Asia Human Resource Development Center in Cambodia
AFD	Action For Development
AVI	Australia Volunteer International
BFT	Build Your Future Today Center
CANDO	Cambodian NTFP Development Organization
CBO	Community Based Organization
CCC	Cooperation Committee for Cambodia
CESO	Cambodian Elder Support Organization
CFC	Child Fund Cambodia
CFC	Charity Foundation for Children
CGA	Cambodia Global Action
CGF	Cambodia Global Fund
CHEC	Cambodia HIV/AIDS Education and Care
COCD	Cambodia Organization for Children and Development
CODEC	Cooperation Development for Cambodia
CORD	CORD South and East Asia
CLA	Children and Life Association
CPN	Cambodian People Living with HIV/AIDS Network
CRD	Cambodia Research for Development
CRF	Child Right Foundation
CRS	Catholic Relief Services/Cambodia Program
CRRT	Cambodian for Resources Revenue Transparency
CSO	Civil Society Organization
CSSD	Cooperation for Social Services and Development
CVCD	Cambodian Volunteers for Community Development
CWDA	Cambodian Women's Development Agency
CYK	Caring for Young Khmer
DARE	Development Association Resource Economic
DKA	Day Ku Aphiwat
ECPAT	End Child Prostitution, Abuse and Trafficking in Cambodia
E & D	Enfants & Développement
EHE	Environment and Health Education
FIDR	Foundation for International Development/Relief
FOC	Farmer of Cambodia Organization
GADC	Gender and Development for Cambodia
GPP	NGO Governance and Professional Practice
HRTF	Housing Rights Task Force
IDE	International Development Enterprise
ILDO	Islamic Local Development Organization
INGO	International None Governmental Organization
JCIA	Japan Cambodia Interactive Association
KAMO	Kamonohashi Project
KAVTV	Khmer Association for Vocational Training and Vocation
KMR	Komar Rikreay Association Center
KPF	Komar Pikar Foundation
LAC	Legal Aid of Cambodia
L-CDI	Leadership Character Development Institute

LWD	Life With Dignity
LNGO	Local None Governmental Organization
MB	Mlup Baitong
NCDL	National CSO Capacity Development and Learning
NGO	None Governmental Organization
NPAT	Norwegian People's Aid
OI	Open Institute
OEC	Operation Enfants du Cambodge
PPS	Phare Ponleu Selpak
RWC	Rain Water Cambodia
SVA	Shanti Volunteer Association
SCADP	Street Children Assistance and Development Program
STEC	Save the Earth Cambodia
UNDP	United Nation for Development Program
VCAO	Vulnerable Children Assistance Organization
VFC	Village Focus Cambodia
WPM	Women Peace Makers
WVC	World Vision Cambodia
YCC	Youth Council of Cambodia
YRDP	Youth Resource Development Programme

INTRODUCTION

This is the Report of the CSO Capacity Development and Learning Needs Assessment commissioned by the Cooperation Committee for Cambodia (CCC). CCC is membership organization of CSOs in Cambodia that's vision is to see "a strong and capable civil society, cooperating and responsive to Cambodia's development challenge." To realize this vision, it has the mission of being "A professional association of non-government organizations in Cambodia that provides quality services to civil society and influences Cambodia's development partners with its shared voice." Specifically, it strives to strengthen the capacities of NGOs to effectively improve their contribution to the development process in Cambodia, creates opportunities for Cambodian civil society actors to enable them to take on a leadership role; and reinforces the work carried out by NGOs through its capacity building program.

The assessment aims to provide the required knowledge and information for designing and developing a national learning program that better responds to the CSOs' needs and requirements and that would contribute to increasing the capacities and broadening the knowledge of civil society organizations to better contribute to promoting society development in the country. It also hoped to serve as a useful source of information to improve coordination of the provision of services to CSOs in Cambodia.

Setting the Context and Scope of Assessment

The term capacity development (CD) in our assessment refers to abilities, skills, understandings, attitudes, values, relationships, behaviors, motivations, resources and conditions that enable individuals, organizations, networks/sectors and broader society systems to carry out functions and achieve their development objectives over time (CIDA, 2000). Learning needs are priorities set to improve the organizational capacity and individual in the organization. They include both trainings and non-trainings.

Civil society organizations are not homogenous and there are many variations among them. They include organizations such as local non-government organizations (LNGOs), international non-government organizations (INGOs) and community-based organizations (CBOs). It is therefore a challenge for us to provide a thorough and concrete assessment of CSOs across the board in Cambodia. This report is an attempt to provide an overview assessment of the status of the CSOs in Cambodia. Where possible, we will classify between LNGO and INGO. In the context of this assessment, CSOs refer to both non-governmental organizations (NGOs) and community-based organizations (CBOs) that have been recorded in CCC contact list. The NGOs here include both local and international NGOs.

The scope of this assessment focused on three main areas:

1. Organizational Development and governance
2. Program/project development and management
3. Adaptation capacity to the external environment that creates an enabling/disabling environment for effective civil society operation

ASSESSMENT METHODS

Both qualitative and quantitative research methodologies were used in this assessment. Specifically, we conducted a review of relevant documents, interviews, focus group discussions, and an online survey. This multi-methodological approach allowed us to triangulate, cross check and validate with the aim of reaching objective and evidence-based conclusions.

Document Review:

Document review was conducted for the study. Existing relevant reports were reviewed in order to understand what research had previously been undertaken and the content of existing reports and findings in relation to CSO's capacity and their learning needs.

Interviews:

Semi-structured interviews with organizational capacity development experts, capacity builders and CSO researchers/consultants were also conducted to get more insights on the capacity development issues. Four CSO experts and capacity builders were selected and invited to the interviews. All of them had many years experience with CSOs since 1993, when the rebirth of CSOs in Cambodia began. They are now executive directors and advisors of leading CSOs and training institutions in the country.

Focus Group Discussions (FGDs):

Six focus group discussions with 29 senior CSO officers were conducted to provide in-depth information on capacity development and learning needs. Each focus group comprised of 3 to 7 people in the group. To ensure adequate representation of a cross-section of CSOs in Cambodia, selection criteria were developed. The criteria included: the nature of activities of CSO; size of CSO; geographical location; and whether a local or international CSO. In addition, participants from CSOs were also selected based on their age, gender, and profession to ensure a representative population was studied. The Consultant team facilitated the discussions and ensured that every member participated in the discussions. Each focus group discussion lasted about 1.5 hours. During this time, participants were asked to share their experience and thoughts on capacity development and learning issues and challenges facing with CSOs in Cambodia and how they overcame those challenges. Specifically, the focus group discussions were designed to:

1. Assess the current and future capacity and learning needs related to: organizational development and governance; project/program development/management; and national and international policies and framework that affect CSO's operation.
2. Identify current and effective approaches used for capacity development and learning in relation to CSOs in Cambodia.
3. Identify available capacity development and learning institutions, entities and individuals that provide capacity development services to CSOs and
4. Assess how the training institutions interact and complement each other

CSO Survey Design:

An online survey through the Survey Monkey software with 247 respondents was used. The purpose of the survey was to get information from a larger sample of the CSO population in relation to particular areas of interest with regards to CSOs and their capacity development and learning needs. The scope of

learning needs assessment focused on three areas: organizational development and governance; program/project development and management; and national and international influence on CSO. The survey also sought information on the capacity development approaches that CSOs used for learning and where they got capacity development services/support for their staff. In addition, the respondents were also asked to share their thoughts on how capacity development institutions could improve to better meet CSO capacity development needs in Cambodia.

To ensure that a fair representation of CSOs being studied were surveyed a sampling frame of CSOs was developed drawing on the available lists and databases of CSOs from CCC's existing database and NGO Forum and other sources. CSOs were selected for the study based on several criteria including: size of organization; nature of activities; and geographical location of organization. The questions were initially devised in English, with the final questionnaire being translated into Khmer. Organizations selected for the survey were given a choice of language for the survey. Respondents were asked to answer yes-no questions and evaluate their agreement to statements along with five-point Likert-scales (1 = strongly disagree, 5 = strongly agree). Since some questions are single or multiple choice answer types, the total number of respondents was not always the same for certain question. A pre-notice and an invitation to the survey followed by a reminder/thank were sent via email to participants with email address contacts.

Results from interviews and focus group discussions and interviews were categorized into themes, topics and priorities. SPSS software program was used to analyze data from the survey. Specifically, descriptive statistics, frequency and percentages were used for data synthesizing. To analyze the status of organizational capacity development of civil society organizations, summing of all available scores from 1-5 and compared with the possible total scores was calculated.

To achieve a high level of reliability and credibility in the results several steps were taken. First, the questionnaire was tested for accuracy, word choice and comprehensiveness before it was employed. Twenty CCC organization members were asked to fill out the draft questionnaire. They were asked to give feedback on ways to improve the questionnaire and any particular words or terms that did not make sense to them. Second, the data from the Survey Monkey system was exported to SPSS program, coded, cleaned, screened and checked for accuracy, missing data and any error, before analyzing.

The assessment followed strict research protocols. Specifically, permission was always asked from respondents before the survey was conducted. Respondent's privacy was strictly respected. Participants were treated as co-researchers and experts in their field. Though participants were randomly selected from a list, their volunteer participation in the survey was respected. The selected participants voluntarily joined the study by confirming through email or a phone call.

Limitations

Beside its strength in identifying the status of capacity development and learning needs of diverse groups of CSOs in Cambodia, the study has several challenges and limitations. CSOs are complex and Civic Society is a broad concept. The study is based on perception of CSO officers. Since our findings are largely a collation and analysis of perceptions the data is subjective and therefore qualitative rather than an objective measure of organizational capacity development. Finally, this study is snapshot: data collected at a specific point in time. We advise that further investigation periodically into specific sectors of CSOs should be conducted to provide specific information about capacity development and learning needs of certain group of CSOs and more specific intervention strategies could be developed.

Another limitation of the Assessment was that only 29% of the organizations sent surveys completed and returned them. Therefore those that participated effectively self-selected and would have done so for their own reasons. It is plausible that CSOs with a reasonably high level of capacity would be more likely

to take up the invitation to respond because a) they have greater capacity and b) they would have been proud of their capacity and possibly more inclined to share that in paper. It is telling that the results from interviews and conversations indicated a significantly lower level of capacity than the surveys.

FINDINGS

The findings are first reported based on the survey. They are presented in table. The results from FGDs and SSIs are reported in the discussion to support or contrast the survey results.

Profile of the Respondents

The online survey was distributed to 856 CSOs in Cambodia and 247 CSOs completed it. Of the respondent CSOs, 71% were local NGOs and 29% international NGOs (Table 1 in Appendix 1). Thirty percent (the highest percentage) of the respondent CSOs had been in operation for 6-10 years (Table 3 in Appendix 1). The surveyed CSOs in Cambodia work and provide services in various sectors. However, education, health and human rights are the top three sectors (Table 2 in Appendix 1). The surveyed CSOs operated in various provinces throughout the country. However, more than half CSOs operated in Phnom Penh. Siem Reap, Battambang and Kampong Cham housed CSOs respectively (Table 7 in Appendix 1). On average, each organization had thirty one full time staff with median of 15 staff, the middle number between the least the greatest number of staff and mode of 6, the most repeated number of staff (Table 4 in Appendix 1). Twenty six percent of the staff completed Bachelor Degree and twenty percent finished high school (Table 5 in Appendix 1). Of the individuals who completed the survey more than half were the director, founder and/or country representative, and more than half of them had completed a Masters Degree (Table 6 in Appendix 1).

Organizational Capacity Assessment

Through the data gathered in the surveys it was found that the overall capacity development of the surveyed civil society organizations was 79% of the total possible scores (Table 1), when results from individual aspects are combined. If translated into words, it indicates that overall the surveyed CSO's capacity development is fairly good.

The percentage is derived from the calculation of available and possible scores. The available score of each organizational component is derived from the summation of all five-point Likert scale from 1-5 that the respondents chose in response to each question. The possible score is derived from summation of all 5 scores, the greatest in the scale. In other word, the mean score of the organizational capacity development is 3.92, moving closer to four and five in the five-point Likert scale (1 = very poor and 5 = very good).

Table 1 Overall Organizational Capacity Assessment

Item	Mean	Available Score	Possible Score	Difference
Governance	4.03	9592	11870	81%
Project/Program	3.99	7686	9615	80%
Human Resource Management	3.91	8496	10855	78%
Financial and Admin	3.86	7371	9510	78%
Adaptation Capacity	3.84	9029	11700	77%
Total	3.92	42,174	53,550	79%

The assessment also found that in general, the capacity of local NGOs is slightly lower than their counterparts – INGOs (Table 2). The difference in the findings between the capacity of local NGOs and INGOs was consistently around 4% on each measure, however in areas of finance and administration the gap grew to 7%.

Table 2 Overall Organizational Capacity Assessments by Local and International Civil Society Organizations

Components	Score for LNGO (%)	Score for INGO (%)	Score for Both (%)
Governance	80	84	81
Project/Program	79	83	80
Human Resource	77	82	78
Finance and Admin	76	83	78
Adaptation	76	80	77
Total	78	82	79

Looking at the survey results alone, it would appear that the capacity of civil society organizations is quite high considering the Cambodian context. However, the qualitative information and data from the focus group discussions and semi-structured interviews provided lower scores than from the survey. When asked what number from 1 – 10 (1 = very poor; 10 = very good) they would like to give to CSO overall capacity in Cambodia, the focus group and semi-interview respondents gave only 5.7 or 57% on the average. This is a significant difference in response and warrants examination. The following sections discuss the results from the three different methods of data collection, and strengths and weaknesses of each organizational component.

A. Governance

In the survey results CSOs in Cambodia received the highest score (81%) of the total possible scores on governance on an average (Table 1). On a Likert-scale from 1 – 5, participants scored more than 4 on average on by-law, written vision, mission, and core values, guiding policies and staff involvement (Table 3). The surveyed CSOs reported they had adequate legal frameworks for their operation. The respondents also reported that their staff were involved in developing their policies. It appears that at the governance level, particularly on vision, mission, value, legal framework and staff involvement in developing policies, CSOs had better performance than other components. This finding is also confirmed by CCC (2012).

Table 3 Assessing Organizational Capacity on Governance Component

Governance	Rating (1 – 5)					
Item	Very Poor %	Poor %	Fair %	Good %	Very Good %	Mean
Vision			7	37	56	4.49
Mission		1	7	37	55	4.44
Value		0.8	13	47	39	4.24
Legal framework	1	3	17	42	38	4.13
Staff's involvement	1	4	21	40	34	4.04
Functioning board	1	7	19	39	34	3.99
Strategic plan	2	6	17	42	33	3.98
Board meets three times a year	2	13	24	24	37	3.83
Interpretation of Vision, Mission	0.8	5	26	51	17	3.80
M & E plan	5	19	24	37	15	3.36

The assessment findings also show that CSOs in Cambodia have some areas of governance that need improvement. These include long term monitoring and evaluation plan, interpretation of vision, mission,

functioning of boards and strategic plan, all of which received lower average scores, less than 4 (Table 2). The survey results were corroborated by the results from FGD and SSI. Participants from the FGDs and SSI indicated that some organizations had M&E plans and strategic plans. Some already had plans but implementation was problematic and some activities varied significantly from their planning documents. A common concern reported by the CSOs, particularly LNGOs was a diversion from their plans because of donor agendas and objectives and needing to pursue funding opportunities that may be outside core business.

Vision/Mission statements: Although the CSOs had written mission and vision statements, FGD and SSI results indicate that the vision and mission statements were frequently too broad and not necessarily committed to or communicated to internal stakeholders. Some were copied from other and staff had difficulty interpreting or personalizing them for applicability in their daily operations. This might be why the local NGOs tended to get lower scores than their international counterparts in governance. Implementation that diverges away from the stated mission, for the sake of funding and visibility, was also common.

Board members: Though the CSOs claimed to have a functioning Board in the organizational structure so as to demonstrate that it was a functioning CSO, there were still some issues and challenges related to Boards. FGDs indicated that in some cases Board members were friends to each other and they helped serve as Board members for their friends' organizations. This can create conflict of interest situations and diminish the accountability and transparency of decision making and also possibly intervene in growing the organization.

Recruitment and engagement of Boards: Another issue reported was that it was very hard for small NGOs to get a good and/or active Board. For the big, well-known, or international organizations, it was said to be easier to recruit/attract board members through competitive process. People want to serve as Board members for big and well-known organizations because of the prestige and networking opportunities. In addition, FGD participants indicated that some organization Boards were not active for example they rarely met. Participants expressed the opinion that in some cases the board was mainly established to fulfill the registration requirements of the Ministry of Interior and to show donors and to provide advice rather than act as the governing body of the organization. In addition, FGDs also indicated that most Board members were male.

Relevance of by-laws: The discussions suggested that the CSOs have created by-laws but most date back to when the NGO was founded and have not been reviewed or updated except when it was necessary to reduce the number of the Board members to ensure quorum. Again, these by-laws were mainly established in compliance with registration requirements rather than to provide a framework for decision-making and division of roles. They are rarely referred to except during elections or when there is struggle of power within the NGO.

Leadership: The majority of CSOs covered were led by a small number of individuals, particularly their founders, directors and senior staff, despite their commitment to regular elections.

The focus group discussions and various literature reviews suggested that personal leadership rather than collective leadership was common and an established feature in the Cambodian CSOs. The leadership was mostly concentrated in one person, usually executive director or president or group of individuals, who tended to make decisions on behalf of the whole NGO. This group of leaders sometimes could be from the NGO's founders, who have been able to maintain power and privileges over other members due to their qualifications, performance, commitment, society status, access to funding, members' personal loyalty, or dictatorship leadership style combined with other members' indifference or obedience. This makes many Cambodian CSOs run like a personal organization or business rather than institutions where decision-making and management systems follow set procedures into entities.

Though the governance had the highest scores, there are still critical issues that need attention and improvement to achieve a higher level of good governance in CSOs in Cambodia.

B. Project/program

Project/program received the second highest scores (80%) in the survey, immediately below governance (Table 1). The surveyed CSOs were reported to follow project management principles, comply with their mission in the overall project design, were consulting with various stakeholders and reporting on time (Table 4). The survey result was confirmed by the results from the FGD and SSI. Participants appeared to be proud to tell us that they had ability to run the projects or programs. For example, many senior positions, which were formerly held by expats and international staff in a number of NGOs are now held by Cambodian people.

Table 4 Assessing Organizational Capacity Development on Project Capacity

Project capacity	Rating (1 – 5)					
Item	Very Poor %	Poor %	Fair %	Good %	Very Good %	Mean
Project is in line with mission	0.4	0.4	7	45	47	4.38
Consult with stakeholders		2	15	52	32	4.13
Report on time	0.4	2	20	45	30	4.04
Regular monitoring		4	23	45	28	3.96
Collect baseline data	0.4	3	23	49	24	3.93
Follow project cycle	0.4	4	24	46	26	3.92
Capable staff		4	26	51	19	3.86
Documenting	1	7	31	43	19	3.71

However, there are still shortfalls that need to be addressed in the capacity/ability of CSOs to manage and run projects and/or programs. These include documentation, capable and committed staff, project cycle principles, project data collection, and monitoring the impacts of their work (Table 3). The survey results were also confirmed by the FGDs and ISS results.

Disseminating information and knowledge: The discussions suggested CSOs were poor at documenting and sharing knowledge and best practice. The surveyed CSOs had a hard time presenting their results/achievements to their constituencies. This finding was also confirmed by Pearson (2010). The author reported that information and knowledge sharing among CSOs in Cambodia was very limited.

Projects in relation to Mission Statement: The participants also indicated some CSOs had vague mission statements and did not adequately elaborate the strategic linkages between their mission statements, capacity, projects they were implementing, and its desired impact. For example, the organization's mission is to work on environment and conservation but many resources of the organization were allocated for other sectors.

Staff capacity: Staff competency in project design, planning, coordinating and monitoring and evaluation was an issue for many CSOs in Cambodia, particularly with local ones, that could not afford to pay attractive salaries therefore finding it challenging to recruit capable staff.

Proposal writing: Many CSOs, particularly local ones reported that they find it difficult to write proposals in a way that convinces their donors to fund them. This sated to be an issue of trust that donors were uncertain they would implement effectively and manage the fund with transparency and accountability. Writing proposals in donors' languages, particularly English language is still a challenge for many LNGOs. This is not so much about the challenge of writing the applications but the credibility and trust that donors have for them is poor. To address this issue, many LNGOs use native speakers, many of whom were volunteers and advisors to their organizations to develop proposals for them. The participants seem to suggest that having foreign staff in their organization is a symbol of trust and is likely to win donor's trust in fundraising.

Strategic Planning: It appears that the surveyed CSOs lacked strategic program planning and systems for assessing the needs of stakeholders or beneficiaries and developing programs accordingly. Exceptions to this exist, among older well-established CSOs, and relatively newer organizations, that follow a strict professional system and have supportive Board members with diverse expertise.

Monitoring and Evaluation: The surveyed CSOs also lacked of set systemic monitoring and evaluation methods. Most did not have set indicators and did not measure their progress regularly. This is especially true for smaller CSOs, where a few CSOs represented in the focus groups said they never implemented any monitoring and evaluation.

Service CSO project impacts: The participating service CSOs could not clearly describe their impact of the work. They described their work as one continuous set of programs that delivered services to a certain number of beneficiaries. The added value of the CSOs contribution in terms of priorities in Cambodia, or to the systemic changes needed to ensure the sustainability of the impact of their work. Sustainability in the view of many participants was the sustainability of the CSO itself and the continuous implementation of services, rather than dealing with the root causes of the problems that caused these needs, or holding state institution accountable for improved services.

Advocacy CSO project impacts: However, measuring the impact of their work is the issue with the advocacy CSOs. FGD participants who were from advocacy organizations appeared to have a better idea of their impact. These change driven CSOs appeared to have the clearest view of their impact, describing over the life span of their projects concrete results including achieving changes in law and policy (relating to people with special needs for example) and putting the issues they were advocating for on the agenda (like violence against women or HIV and land issue). These CSOs were clear on their mission and on how their programs over the years were closely tied to that mission (their theory of change). However this did not necessarily mean they had good program specific evaluation and impact assessment procedures.

Service based CSOs, especially those with a larger number of beneficiaries described their impact in terms of the number of people reached, claiming that by their work they had minimized possible damage on most vulnerable groups. In the case of Cambodian NGOs, most didn't see value or possible impact in an advocacy approach towards the Cambodian Government or in achieving any real developmental impact in their communities, given the harsh reality within the community and the inability to change a broader context that continues to recreate the needs. Interestingly none of the respondents from the CSOs mentioned the possible negative impacts of their work (like aid dependency and disempowering local structures).

C. Human Resources Management

Human resources management received the third highest scores after governance and project capacity (Table 1). The strengths of CSOs in this component are various (Table 5). The roles and responsibilities were clear among staff that were hired based on their skills and qualifications. Legal frameworks and human resources policy were in place and management was supportive of staff development. The CSOs paid attention to staff development and trainings. CSOs offer good access to jobs and at the same time offer a forum to gain essential society and managerial skills. CSOs as a whole created 52,650 jobs for Cambodian people (CCC, 2012).

Table 5 Assessing Organizational Capacity Development on Human Resource Management

Human Resources Management	Rating (1 – 5)					
Item	Very Poor %	Poor %	Fair %	Good %	Very Good %	Mean
Clear TOR		2	12	52	35	4.19
Right skills for the positions		1	16	54	30	4.12
HR policy	1	5	12	45	37	4.11
Management supports training	0.4	2	22	48	28	4
Annual staff appraisal	2	8	14	41	34	3.95
Gender equity	1	8	20	40	30	3.91
Grievance policy	2	11	22	38	27	3.78
HR program	0.5	9	33	34	23	3.69
HR plan	1	18	34	34	13	3.41

Despite the strengths, there were some challenges with CSOs in the HRM component (Table 4).

It appears that many CSOs lacked human resources strategic plans. Some lacked programs and budget lines for their staff development. This situation was worse among LNGOs compared to INGOs.

FGD results indicate that few CSOs did not even have job descriptions for their staff, staff development plans, adequate benefits, or clear performance and complaints procedures. A very small percentage had a systematic annual staff performance appraisal system and a systematic mechanism of providing regular and comprehensive feedback on staff performance. Sound human resources management is noticeable in older NGOs with more secure funding and for project-based employees in organizations with international funding. Volunteerism is a great asset for CSOs but it was found to be poorly exploited, due to the lack of volunteer recruitment and management systems within NGOs in Cambodia.

Brain drain was an issue for small LNGOs. Though some CSOs paid attention to their staff capacity development by facilitating further training and even higher education opportunities, after their skills had been developed or they were working for a period of time, the trained and competent staff quit due to absence of career development opportunities, leadership style, frustration due to lack of participation and transparency in decision making or higher salaries offered from larger international NGOs and private companies. This results small CSOs with fewer capable staffs.

The discussions also suggested that staff training and development were not planned but were assigned ad-hoc according to availability of fund and what was offered to the CSOs on short notice. This is attributed to the lack of an annual or semi-annual learning program or timetable of offered workshops that allows the CSOs to plan the training of their staff according to themes and time-availability. Adding to that, once a learning opportunity is available, the selection of which staff or member is to attend was influenced by either personal preference or the availability of the persons regardless of his/her profile suitability to the themes of the workshop. Recruiting, selecting and retaining good staff is important for organizations such as CSOs because they need highly capable and motivated employees to work for society causes and in order to achieve the CSOs objectives and those of donors and stakeholders.

D. Financial Management and Administration

In terms of the survey responses Financial Management and administration were perceived to be on a par with the human resource management component (Table 1). The strengths were that organizations had written financial policy, clear accounting practice that yield accurate information and their financial reports were shared and distributed to their stakeholders (Table 5).

Table 6 Assessing Organizational Capacity Development on Financial Management and Administration Components

Financial Management	Rating (1 – 5)					
Item	Very Poor %	Poor %	Fair %	Good %	Very Good %	Mean
Financial policy	0.4	2	16	43	39	4.18
Accuracy	0.4	3	14	46	36	4.13
Information	0.4	3	16	51	29	4.05
Administration system	0.4	2	24	49	24	3.94
External audit	3	12	14	30	41	3.93
Financial plan	1	11	23	41	23	3.72
Conflict of interest	1	12	25	38	24	3.71
Fund	5	18	37	30	10	3.23

Despite the strengths, CSOs had some weaknesses in their financial management and administration including lack of funding, conflicts of interest, lack of financial plan, unsatisfactory external audit and administration procedure systems (Table 6). Money is a perennial issue for CSOs that rely on charity and donations. Fund is not stable and not predictable. FGD and SSI participants reported that they were finding it harder and harder for them to get fund for their operation. As a consequence some CSOs have reduced their projects or programs dramatically in recent years. Conflicts of interest arise from and are related to poor governance, inadequate project management and poor HRM and recruitment practices. The participants reported that employing friends and close relatives occurred in some CSOs, especially smaller ones. Some used their organization's property for their own benefits and some hired their own property such as houses, vehicles or motorbikes to the organizations in which they were employed or were Board members. The surveyed CSOs lacked of a comprehensive administration procedure system. Some FGD participants complained that they had to make forms by themselves when they wanted to write report or communicate about their project, administration or financial stuff because they were not a standard part of administration. According to them different staff had different ideas and different ways to make their own forms therefore this practice had led to misunderstandings among staff in the same organization and slowed operation. However, this was not the case with larger and older CSOs because they tended to have better administration system in place. A key reason why having good financial and administration management and practices with transparency and accountability is important for CSOs is that they depend on charity and the goodwill of the public and need to demonstrate integrity in order to maintain the trust and support of their donors.

E. Adaptation and Collaboration

The ability of CSOs to adapt to external environments and collaborate within the sector received the lowest scores in the survey, 77% (Table 1). The finding is confirmed by several studies: Banez-Ockelford & Catalla (2010), UNDP (2010), CCC (2012) and Marshall et al (2011). Lack of trust and scarce space for realistic and regular reflection to build shared goals and take decisions among CSOs were the two main reasons for poor performance (UNDP, 2010). There are some strong and weak points in this component though. The strengths include: relationship with donors and relevant government agencies at a local level, good internal relationships and good networks with same sector organization (Table 7). The participant CSOs reported that their organizations were members of a civil society network, umbrella group or sectorial organization of some short. The respondents reported that they had good relationships with their donors, relevant government agencies, internal relationship among their staff and same sector organizations. FGD and SSI respondents believed that having good relationship and good collaboration with relevant stakeholders including beneficiaries, community, relevant government agencies,

organizations that worked in their sectors and their donors is important for the success of their work. They explained that having good collaboration with these stakeholders could allow them to access to more resources both financial and non-financial terms.

Table 7 Assessing Organizational Capacity Development on Adaptation and Collaboration Components

Adaptation and Collaboration	Rating (1 – 5)					
Item	Very Poor %	Poor %	Fair %	Good %	Very Good %	Mean
Good relationships with donors	0.4	0.4	5	44	50	4.42
Good relationships with relevant government agencies	0.4		11	48	40	4.28
Good internal relationships	0.4	1	13	59	36	4.19
Same sector networks	0.4	2	13	50	35	4.17
Comply with government requirements	0.4	6	29	43	22	3.79
Resilient		6	35	47	12	3.64
Different sector networks	2	11	33	39	15	3.53
Comply with international standards	1	11	39	37	11	3.47
Good relationships with media	1	12	34	42	10	3.47
Good relationships with private sector	1	10	38	38	12	3.47

Networking: Although Cambodian NGOs proved to be generally well networked, their external relations varied depending on the type of both NGO and partner. Most participants admitted that their organizations had a hard time to place their work within the national and international development agenda, and in relation to other main stakeholders. Different forms of partnerships amongst same sector NGOs existed, but cross-sector networking between NGOs appeared to be weak.

Donor relationships: It is often argued that the donor-NGO relationship is unequal. If NGOs want funding, they must submit to donor demands. However, exchange theory tells a different story. In theory, donors and NGOs are 'highly interdependent'. Both NGO and donor need each other. NGOs need economic capital and donors need to be recognised as effective in their distribution of resources – this can only be achieved if they are able to demonstrate that they support successful organisations. Most donor respondents agreed that their fund and credibility depends on the performance of their partner organizations.

However, this interdependent relationship is not widely understood. It was the perception of some FGD and SSI participants that funding agencies came with their own agenda, and it was difficult to negotiate with them to support projects on the grounds of of society impact or need if it did not fit with their imperatives. The participants said that they believed there was funding available but it was not suited to the needs on the ground, which, they claimed was difficult to properly assess given the lack in studies and credible needs assessments. International donors target larger local NGOs for their support or alternatively work with locally based international NGOs that mediate/facilitate between the smaller NGOs and the donors. The participants stressed their perception about the importance of personal relations in attracting and securing funding.

The respondents understood that having good relationship with government was important for their work, however, relationships between NGOs and the national government is not always positive, particularly in Cambodia context, where the government endeavors to control and limit the activities of CSOs rather than encouraging and promoting CSOs (Marshall, et al., 2011). The authors reported that the

cooperation with governmental authorities is often interrupted by ministries' bureaucratic working procedures, personality of individual government counterpart officials and differences between officials' and NGO representatives' understanding of development priorities. However, the authors reported that good cooperation existed between CSOs and local authorities, particularly at the commune and provincial levels. Banez-Ockelford and Catalla (2010) also reported that in general, service NGOs tend to have better relationship with government at both local and national levels than advocacy and policy NGOs, which are often challenge policy or are critical of the government.

Private Sector Collaboration: Collaboration between CSOs and the private sector is reportedly very limited. FGD and SSI respondents suggested that the poor partnership between CSOs and the private sector resulted from at least two main reasons. First, the two sectors generally have conflicting purposes, which contributed to misunderstandings and a lack of trust. For example, the private sector's ultimate goal is to make a profit which can be more easily achieved by keeping labor and input costs low while NGO's main goals are often community empowerment, sustainable livelihoods development and society change. Second, the different approaches to operations and the expectations from relevant key players within the sectors have prevented the identification of mutual goals, roles and responsibilities essential to an effective collaboration.

However, the participants foresee improvement in the future and recognise the importance of increased collaboration between the private sector and CSOs. CSOs are beginning to see an important role of private sector in development work and respondents perceived a place for business and marketplace strategies in development work. Some participants had seen examples of private businesses sharing their profits to community they operated through private donation and establishing foundations. As a result, a growing number of businesses and CSOs are beginning to work together. The participants recognized that by working with the private sector, they could tap into new resource opportunities and expertise from the private sector to improve the lives of local communities.

Collaboration with Media: Media is a very powerful tool of communication. It gives a real impact to the mass audience. Thus, having good relationship with media for society change is important for CSOs. However, CSOs have not been effective in exploiting the power of media because collaboration between the two has not been well established in Cambodia. Only a small number of NGOs using clear strategic media plans, particularly NGOs whose activities revolve around advocacy seem to have been able to create real partnerships with the media. The majority approach the media mainly for advertisement of their activities and position vacant and not as partners in society change. Some CSOs appear to want to promote their organizations more than they seek to advocate or educate on the themes they were working on, or only wanted media coverage to fulfill donor requirements. If CSOs want to build partnerships with media outlets then they need to address the fact that their messages might not be easily understood by the media. If the society change were going to be achieved, it is important that the partnership between CSOs and media be established and strengthened.

Learning Needs Assessment

To improve the capacity of CSO, the participants have identified a number of specific learning needs. The followings are the top ten identified learning needs for CSOs (Table 8). The top ten learning needs are ranked based on scores from the multiple choices that the survey respondents chose.

Table 8 Top Ten Learning Needs

Learning Needs	Rank
Fundraising	1

Monitoring and Evaluation	2
Strategic planning	3
Proposal writing	4
Human Resource Management	5
Project management	6
Financial management	7
Community empowerment	8
Transparency and Accountability	9
Policy Development	10

Fundraising is the process of soliciting and gathering voluntary contributions as money or other resources, by preparing proposals to and requests for donations from individuals, businesses, charitable foundations, or government agencies. Most CSOs in Cambodia rely heavily on foreign aid donors to support their operations. This may not be sustainable in the long run. Foreign donors, especially foreign governments usually have their own imperatives dictating how they allocate their aid budgets. It would be wise to develop internal fundraising strategies in Cambodia however this is not a simple task with relatively low levels of corporate sponsorship or philanthropy in the country.

Monitoring & Evaluation: As mentioned earlier, CSOs have a hard time assessing the impact of their work. The survey participants identified monitoring and evaluation as their second priority learning needs. Although the words “monitoring and evaluation” are usually used together as if they were one word, monitoring and evaluation are, in fact, two different concepts, related but not the same. Monitoring is the systematic collection and analysis of information as a project progresses. It is aimed at improving the efficiency and effectiveness of a project or organization. Evaluation is the comparison of actual project impacts against the agreed strategic plans. It looks at what an organization sets out to do; at what it has accomplished, and how it accomplished it. Evaluation can be formative that occurs during the project life or it can be summative that can be done after the project implementation.

Strategic planning: was identified as the third important learning needs. Strategic planning is a process whereby key stakeholders in an organization clarify and articulate its long term objectives and goals and then create a strategy or set of time bound steps to take it in the agreed direction enabling it to achieve its objectives. It does this by making decisions and allocating resources to pursuing the strategy. In order to determine the direction of the organization, it is necessary to understand its current position and the possible avenues through which it can pursue a particular course of action. In many CSOs, this is viewed as a process for determining where an organization is going over the next year or – more typically – 3 to 5 years (long term), although some extend their vision to 20 years.

Proposal writing: CSOs depend largely on donor funding - which must be sought. When seeking grants/funds, a grant proposal is the standard tool to get it. A grant proposal, in its simplest form, is simply a request for money or resources from donors – which can be a non-profit entity, private foundation or government. To get funds, effective grant writers produce documents that are well prepared, logical, compelling and grab the attention of the readers or donors. Writing grant proposal in a foreign languages, particularly English is a major challenge for many smaller CSOs, which do not have resource or capable staff to do the task. However, this is not the case with larger CSOs, which often had professional staff assigned to proposal writing tasks.

HRM: Human resources is probably the most important asset of any organization or business. Attracting and maintaining capable and committed staff is both an art and science of human resource management. Human resource management (HRM) is not only attracting, selecting, training, assessing, and rewarding

of employees but it also overseeing organizational leadership and culture, and ensuring compliance with employment and labor laws. HRM is a specialized and complex area and the consequences of poor HRM can be profound with inappropriate or unskilled staff impacting on organizations and their service delivery. In smaller CSOs, HR's duties are usually done by a few professionals or even by non-HR personnel. However, in larger CSOs, HRM is performed by dedicated staffs who are specializing in various HR tasks and functional leadership engaging in strategic decision making across the field. Therefore many non-specialist HR staff in CSOs would benefit from HRM training.

Project Management: Most CSOs are project/program-based organizations – they are funded to undertake specific projects that will run for a finite period of time and achieve agreed outcomes. Project management is the process of applying knowledge, skills, tools and techniques to design, organize, implement, lead and control resources to achieve specific goals (Heldman, 2011). Project management is not every day work. It is a temporary endeavor set out to produce a unique product or service that has not been produced before. According to the Project Management Institute (2010), the primary challenge of project management is to achieve all of the project goals and objectives in a given the scope of work, time, quality and limited budget.

Financial Management: Keeping good financial track is a must for organizations, particularly CSOs, whose fund is from charity and donations. Financial management is more than just keeping accurate accounting records. It also involves planning, controlling and monitoring financial resources to achieve organizational objectives. At a minimum, a financial management system should ensure that costs are properly categorized, tracked and charged to the appropriate accounts, and that managers are able to report financial information accurately to the Board and to donors. A good financial management system makes it easier to be accountable to donors and project beneficiaries, thereby enhancing their respect and confidence in the organization. This, in turn, helps an NGO be more competitive and can increase its chances of maintaining long-term financial health. Many CSOs may have only an accounting or bookkeeping system rather than a financial management system, which encompasses both administrative systems and accounting systems. Administrative systems provide the framework for handling procurement, travel, inventory, facilities and personnel matters such as payroll and benefits. Accounting systems encompass the methods, procedures and controls established to gather, record, classify, analyze, summarize, interpret and present accurate and timely financial data.

Community Empowerment: empowerment is both a means and an end of human development. Empowerment is used as a strategy to achieve well-being and happiness but empowerment is also the ultimate goal that development agencies such as CSOs should strive to achieve. Community empowerment refers to the process of enabling communities to increase control over their lives. Labonte and Laverack (2008) argue that people cannot be empowered by the others; they can only empower themselves by acquiring more of power's different forms. The authors suggested the role of external agent is to facilitate or provide necessary support to the community in demanding their power, ownership and freedom from poverty and all forms of oppression.

Transparency and Accountability are two of the central pillars of good governance. Transparency is a precondition for accountability since without access to clear, accurate and up-to-date information, it is impossible to judge whether the standard promised has been achieved. Accountability is an obligation or willingness by an entity to explain its action to its stakeholders and transparency is an obligation or willingness by a charity to publish and make available all data about the organization including critical. In the end, CSOs that are accountable and transparent are more likely to act with integrity and learn from their mistakes because they want donors to know that they're trustworthy. Generally speaking, CSOs that follow best practices in governance, donor relations and related areas are less likely to engage in

unethical or irresponsible activities without being caught. Therefore, the risk that charities would misuse donations should be lower than for charities that don't adopt such practices.

Policy Development: CSOs in Cambodia are increasingly influencing policy development. Policy development can be defined as a process that consists of the identification of public issues, the transformation of these issues into political problems through the government agenda, and the elaboration of solutions to resolve these problems. Despite this simple definition, the concept of policy development is an extremely complex political process that relates to general issues of state governance. In a democratic society where people are actively involved in developing their countries, including involving in making policy, NGOs are increasingly involve in influencing policy at all levels and in many fields. This is a trend that CSOs in Cambodia are experiencing. Compared in the last decade, CSOs only provided society services. Recently, there is a growing number of CSOs that work on this area.

Different Learning Need Priorities LNGOs Vs INGOs

Not all CSOs interviewed had the same learning needs. There are interesting differences between local and international CSOs (Table 9). Though many of the top ten learning needs for both LNGOs and INGOs are the same, the level of importance of each training need is not. For example, while fundraising is the top priority for LNGOs, fundraising is the third one for INGOs. FGD participants explained that LNGOs were usually short of funds thus, their main task is to get fund for their operations. The participants believed that improving knowledge and skills in fundraising would help raise fund for the organizations. This may not be true with the INGOs where fund is almost guaranteed from their main source countries. Instead, what they worried most were leadership and human resources. Participants from the INGOs believe that improving their leadership and other components of their organization would help them get more funds for their organizations. This clearly explains the different belief and priority between LNGOs and INGOs in running CSOs in Cambodia.

Table 9: Different Learning Needs between LNGOs and INGOs

Learning Needs for LNGO	Rank	Learning Needs for INGO	Rank
Fundraising	1	Leadership	1
Strategic planning	2	Human Resource	2
Monitoring and evaluation	3	Fundraising	3
Proposal writing	4	Proposal writing	4
Project management	5	Monitoring and Evaluation	5
Financial management	6	Financial management	6
Human Resource	7	Project management	7
Policy development	8	Strategic planning	8
Community empowerment	9	Facilitation skill	9
Transparency and Account.	10	Advocacy	10

There is another difference in identifying the training need between LNGOs and INGOs. LNGOs have identified three learning needs that were not the need of INGOs. They are: policy development, community empowerment and transparency and accountability. Meanwhile, INGOs have identified three learning needs that were not the needs of local NGOs. They are: leadership, facilitation skills and advocacy.

When asked if the identified learning needs were not available in the training market in Cambodia, sixty one percent of the participants said that the identified learning needs were available in Cambodia (Table 12 in Appendix 1). The mapping of existing training institution also indicates the identified learning

needs were offered by various training institutes. However, taking the training barriers and low attendance of training from the CSO staff in the last three years into consideration, the identified learning needs are valid needs for CSOs.

Learning Barriers

The level of attending training sessions in the last three years was not high. Among the surveyed participants, only sixty four percent had attended at least one CSO training in the last 3 years (Table 13 in Appendix 1). Three years is a long period of time for 36% of CSO staff respondents to have received training. Although training opportunities may not be easily available within NGOs the answer to the next question may partially explain why attendance had been relatively low. When asked to rate the quality of previous trainings, fifty eight percent of the surveyed respondents said that the training was somewhat useful to their work and twenty four percent said they did not know and only eighteen percent said the training they received was very useful (Table 14 in Appendix 1).

Table 10: Learning Barriers

Barrier	Frequency	Percent
Too expensive	136	36
Lack of time	73	20
Don't know where to find course	63	17
Training not available in my area	37	10
Too theoretical	27	7
Trainer not qualified	26	7
Too long	11	3
Total	373	100

There are several challenges and barriers to training including cost, time, and awareness of training courses offered, training venues, and trainer and learning approach respectively, all of which may contribute to the low attendance of learning in the last three years (Table 10). Respondents complained that the current training fee was too expensive for CSO staff. An average training fee for 3-5 day training is \$200 to \$250 per participant. This should be noted that most of the surveyed training institutions provided trainings to their own communities free of charge. However, when asked if they were willing to pay a training fee, forty four percent respondents said they would pay and thirty four said they would not pay and the rest was not sure.

Lack of time was the second main reason that prevented CSO staff from attending the trainings. CSO staff are often very busy people with their community. Attending long trainings would jeopardize their work. However, improving their capacity and knowledge through training would also help them work better. More than half of the respondents indicated that they preferred short course trainings, which lasted from 3-5 days or fewer days (Table 15 in Appendix 1).

The third reason was that some respondents did not know where to find training courses available to them. Some respondents indicated they wanted to get training but they did not know where to find it. This may result from the lack of training course marketing from the training institutions or a lack of research on the part of the participants.

Another reason was that trainings were not available in the respondents' area. Many CSO staff worked in a province but most training courses are offered in Phnom Penh. This is an obstacle for them to leave

their community and everyday work to travel for their own training. The respondents suggested training institutions provide trainings in their areas where they work. This may cut their cost and time.

The quality of trainers was also an influencing factor. FGD participants indicated that some trainers were not qualified to provide training courses. They were perceived to lack necessary knowledge about the issue or area in which they provided training. Some participants complained that trainers did too much facilitation of the training process rather providing their final analysis from their own knowledge and experience. The participants suggested that trainers should balance between facilitation and their own analysis and experience.

Last but not least, the training approach was also an important barrier. FGD participants said that most of the trainings were classroom based and only one-off training sessions. Participants were looking for trainings that involved both classroom-based and field-based approaches and included follow-up after training. Particularly, participants wanted to attend experiential trainings that provided both theory and practice in the field. After training, they asked that training institutions follow up and provide mentoring and coaching services to the trainees when they apply what they learned during the training in their field work.

Learning Service Providers

There are training institutions that have capability to offer both short and long-term training courses in various fields in Cambodia. A separate survey was conducted with the training institution. One hundred and fifty training institutions were invited to participate in the online survey. However, only forty nine training institution completed the survey. Of the responded training institutions, forty eight percent were both training institutions and development agencies (Table 17 in Appendix 1). Thirty percent were development agencies and only twenty three percent were training institutes. Almost all the surveyed organizations were not-for profit organizations (Table 16 in Appendix 1). Only three organizations were private training institutions and one was government training institute. VBNK, CCC and SILAKA were the top three training institutions that the respondents attended.

Almost half the training institutions focus on providing training services to their beneficiaries, who are usually local community people at the village level, thirty one percent targeted NGO staff and the rest targeted government officers, students and company staff. Fifty six percent of the survey training institutions also provided follow up and mentoring support after the training courses were completed, nineteen percent used classroom-based approach and eleven percent used training and field work approach (Table 22 in Appendix 1).

It appears that more than half of the surveyed training institutions used training, follow-up and mentoring approach. However, this approach was used mainly by training institutions that provided training services to their beneficiaries who were usually local community people at the village levels. For NGO staff, government officers and other clients, classroom-based, one time training and training with some limited fieldwork were commonly used. Forty five percent of the survey training institutions provided trainings based on client's requests and twenty percent have fixed and regular training schedule (Table 19 in Appendix 1). Almost half the surveyed training institutions did not charge training fees. This is explained by the early discussion that almost half of the training institutions provided trainings to their beneficiaries. Training fee for a typical training that lasted for 3-5 days for NGO staff and government officers and other clients ranged between \$200- \$250 per participant (Table 20 in Appendix 1). Half of the trainings took place in Phnom Penh, eighteen percent happened in Siem Reap, fifteen percent in Battambang and the rest took place at client place's location (Table 21 in Appendix 1).

There was a range of courses offered by the various training institutions. Different training institutions provided similar training courses. The most common training sessions/topics were: leadership; project management; communication; gender; monitoring and evaluation; and training of trainers. When asked what courses that they were good at, different respondent organizations appear to have different specialties. For more information about training institutions and their training courses please see the Appendix 2.

CONCLUSION AND RECOMMENDATIONS

This assessment report presents the status of organizational capacity development and identified learning needs of civil society organizations in Cambodia. Using both qualitative and quantitative methods, the assessment found that the capacity development of CSOs in Cambodia was fairly good. The assessment of specific components of CSO capacity development (governance, project/program delivery, human resources, finance, administration and adaptation) are all fairly equal with governance being the strongest and adaptation being the weakest performers. Top ten learning needs have been identified to improve the capacity development of CSOs in Cambodia. This assessment provides valuable data and insights with regards to the capacity development challenges faced by CSOs in Cambodia and their weaknesses. The findings also highlight their perceived key learning needs of individual staff within the CSOs. Despite fairly positive findings from the survey completed on behalf of 247 CSOs, results from the focus group discussions show lower scores on capacity development of CSOs in Cambodia.

The recommendations are made for all relevant stakeholders including CSOs themselves, CCC, NGO Forum, and donors to commit the time and resources to a strategic, long term, integrated approach to raise the level of capacity development in Cambodian CSOs.

In simple terms, it is recommended that individual CSOs in Cambodia should strive to maximize their strong components that have been identified through this assessment and minimize their identified weaknesses. A comprehensive CSO capacity development strategy be developed that specifically addresses the findings contained in this document. The strategy needs to focus on both training and non-training aspects of organizations.

CSO Capacity Development through Training Approach

Training sessions and workshops are well established capacity building/learning needs interventions. They involve bringing together several participants to an event or sessions for the purpose of transferring skills and/or knowledge. Workshops or seminars can cater to several individuals from a single organization or individuals from multiple organizations, delivered on-site or off-site. In addition to face-to-face training, training institutions can also take advantage of technology. Online training courses could be designed and organized so that people in the province with access to internet can also get training online without physically coming to the classroom.

The following are recommended training topics based on each organizational component.

Governance

- Board Effectiveness: CSO governance and role and responsibilities of board
- Laws governing the work of CSOs and their membership General Assembly, compliance
- Models for organizational development that combines institutional work with its representational role.
- Financial

- Fundraising
- Organizational development and restructuring
- Strategic planning
- Business Planning
- Non-profit management
- Sustainable Development
- Building organizational cohesion and functionality
- Leadership
- Building organizational commitment and staff motivation
- Effective communication strategy
- Conflict resolution

Project/Program Management

- Community engagement and participation strategies
- Needs assessment techniques and tools, including problem tree analysis
- Project planning
- Logical frameworks Design
- Project design
- Proposal writing
- Managerial skills: meeting facilitation, leadership skills, conflict resolution and effective communication
- Monitoring and evaluation
- Documentation and reporting

Human Resources Management (HRM)

- Skills revision/upgrade for HR Managers
- HRM for non-professional HR Managers
- HRM for senior managers, executive director and board members
- Labor Laws – existing and any amendments
- HRM strategic planning
- Volunteerism: what is volunteerism and how to prepare for, recruit, retain and motivate volunteers
- Human resource appraisals and performance management
- Developing, reviewing and restructuring job descriptions/ToR

Financial Resources and Administration (FRA)

- Basic financial and accounting practices
- Annual budgeting, financial planning and management
- Administrative, communication, and organizational skills
- Design and management of income generation projects
- Financial analysis and reporting
- Auditing: preparation and compliance.

External Relationships

- Key development concepts
- Aid Effectiveness
- Multi-stakeholder Analysis and Management
- Creating communication bridges between NGOs and funding agencies
- Organizational advocacy
- Building and strengthening partnership and collaboration with government
- Improved communication with the media and private sector

- Manual/toolkit on communicating with the media, developed by media personnel, and including best practice examples as well as contact details of media outlets
- NGO networking, creating long and short term partnerships and coalitions,
- Documentation/publication of cases of best practices in cooperation and networking.
- Society marketing
- Building partnership and collaboration, network building

CSO Capacity Development through Non-Training Approach

It has been proved that training alone does not build organizational capacity although it is an important way of providing access to knowledge for individuals. The intervention strategy, using non-training approach should focus on strengthening capacity of NGOs, and facilitating their engagement with the broader society and cultural environment and partnership with a wide array of stakeholders, through the following:

1. **Mentoring** is a process in which an individuals or an organization (the mentor) serves as a role model, trusted counselor, or teacher and provides opportunities for development, growth, and support to less experienced individuals or organizations (the mentee). International NGOs and network organizers like CCC may be able to provide mentoring service to their partners and members. The mentoring service could respond to specific challenges, or alternatively help individuals and organizations to re-examine their own ideas in order to come up with solutions. The mentors share tacit knowledge¹ that has a bearing on what the individual or group is experiencing. They may also assist individuals with sourcing or providing appropriate, tailored personal and professional development. For example, GPP certification program is considered to be a good mentoring program for building organizational capacity. The program involves a GPP team going to the applicant organization to explain and assist them in applying and meeting the set criteria.
2. **Technical assistance** provide targeted operational or management assistance, designed to enable a partner to complete and implement a specific and significant capacity building task, which can be done through project and development assistance. The assistance may focus on any of a wide range of capacity building issues, including, fundraising assistance, budgeting and financial planning, program planning, policy or systems development, marketing and other aids to management. Again this is an important possible role for donor, network organizers and larger CSOs who are in a position to provide technical support and assistance to smaller and/or less resourced organizations.
3. **Peer exchange interventions** involve bringing two or more partners together to share knowledge, experiences and/or challenges. These interventions build capacity by creating spaces and providing opportunities for partners to share and learn through interaction with one another. For the best results partners must feel comfortable with one another, so it is important to focus first on activities that build trust, before moving on to capacity building issues. To do this, the network organizers may provide opportunities to their organization members to come together to learn and share their best practice examples whether through inform and formal meetings.
4. **Establish and facilitate CSO training institute network:** There is a growing number of training institutes that provide a variety of training courses to CSOs in Cambodia. The network is a forum where training institutions can share their knowledge and complement each other rather than

¹ Unwritten, unspoken, and hidden vast storehouse of knowledge held by practically every normal human being, based on his or her emotions, experiences, insights, intuition, observations and internalized information.

competing each other. For example, the newly established National CSO Capacity Development and Learning (NCDL), hosted by CCC is a good example for this purpose.

5. **Promote CSOs learning networks initiatives in the provinces:** Many CSOs, particularly smaller ones are located in the provinces and have limit access to trainings and capacity development. Thus, establishing and strengthening provincial learning networks that can engage emerging grassroots organizations, CBOs, traditional organizations and NGOs in an action-reflection-learning process addressing locally defined society priorities.
6. **Create a CSO collective fund for organizational capacity development and learning:** Collective funds could be sought for CSO capacity development and learning needs to pay for the increasing training fee. Criteria to use fund with accountability and transparency should made and agreed by the network members. Training costs for qualified CSO staffs should be paid through scholar scheme/program.
7. **Expand and promote coverage of GPP certification program to more NGOs.** CCC has initiated and run the Good Practice Project (GPP) for NGOs in Cambodia since 2004. The project is voluntary and provides certification to NGOs that meet its minimum standards. The project also provides training, mentoring and coaching support to NGOs and encourages them to apply for certification. Many NGOs have benefited from the program and CCC has demonstrated expertise in this area. Many local NGOs lack knowledge of the project and would require more information and support to understand the importance of and begin the process of accreditation. Thus, GPP certification program, especially training, mentoring and coaching services could be expanded and promoted to a wider number of CSOs.
8. **Upgrade CSO training to university level:** Most CSO trainings are one time training events and are not accredited. Participants who attend several series of training should add up to degree program after the participants have attended and fulfilled degree requirements. Training institutions and CCC could work with universities to mainstream non-profit and CSO related courses into university programs. This is good for both current and future CSO staffs to improve their knowledge, skills and attitude in managing CSOs.
9. It is the moral responsibility of donors to contribute to building the capacity of CSOs in Cambodia. The donors need to recognize that many organizations struggle with development capacity and require financial support to undertake all of the above. With the current project focused funding it is very difficult to find the funds/time for CSOs to undertake any kind of additional capacity building/professional development.
10. Further research on specific sectors and specific level of learning needs should be conducted. This assessment provides general view of CSO organizational capacity in all sectors. The identified learning needs are also generic in nature. CSOs in specific sector may have different needs. Thus, sector assessment may provide specific results and measures to address the learning needs.

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Appendix 1: Survey Results

Table 1: Is your organization local or international?

CSO	Frequency	Percent
LNGO	140	71
INGO	58	29
Total	198	100

Table 2: On what sectors does your organization work?

Sector	Frequency	Percent
Education	39	16
Health	33	13
Human Rights	30	12
Community Development	21	9
Agriculture	16	6
Disability	9	4
Society Justice	7	3
Environment	7	3
Peace Building	6	2
Capacity Building	5	2
Morality	4	2
Governance	4	2
Media	3	1
Water	2	1
Art and Culture	2	1
WASH	1	0
Total	247	100

Table 3: How many years has your organization been operating?

Years of Operation	Frequency	Percent
6-10 years	58	30
1-5 years	51	27
11-15 years	41	21
16-20 years	26	14
21-25 years	8	4
> 30 years	7	4
26-30 years	1	1
Total	192	100

Table 4: How many full time staff and volunteers does your organization have?

Statistics	Paid staff	Unpaid staff (Intern/volunteer)
Sum	5857 (190 CSOs)	2458(119 CSOs)
Mean	31	21
Median	15	3
Mode	6	1

Table 5: Approximately, how many staff have finished the following educational levels?

Level	No of Staff	Percent
Bachelor	1689	26.3
High school	1375	21.4
Associate	983	15.3
Junior	905	14.1
Elementary	604	9.4
Vocation	425	6.6
Master	422	6.6
Ph.D	13	0.2
Total	6416	100

Table 6: What is your educational level?

Education Level	Frequency	Percent
Master	103	52
Bachelor	69	35
Associate	12	6
High School	9	5
Ph.D.	4	2
Vocational	1	1
Total	198	100

Table 7: In what provinces does your organization mainly work?

Province	CSO Distribution	Province	CSO Distribution
Phnom Penh	102	Pursat	31
Siem Reap	63	Svay Rieng	30
Kampong Cham	52	Kratie	26
Battambang	52	Ratanakiri	24
Kampot	40	Sihanouk Ville	19
Banteay Meanchey	38	Koh Kong	19
Prey Veng	37	Mondulhiri	19
Kampong Chhnang	37	Stung Treng	18
Takeo	36	Oddar Meanchey	17
Kampong Thom	36	Pailin	14

Kampong Speu	35	Preah Vihear	14
Kandal	34	Kep	14
Total			807

ORGANIZATIONAL CAPACITY DEVELOPMENT ASSESSMENT

Table 8: To what extent do you agree or disagree with the following statements about your organizational capacity development? (1 = Very poor, 5 = Very good)

Item	Mean	Available Score	Possible Score	Difference
Organizational Capacity	3.92	42,174	53,550	79%
Governance	4.03	9592	11870	81%
Vision	4.50	1093	1215	90%
Mission	4.45	1081	1215	89%
Value	4.24	1039	1225	85%
Interpretation	3.80	916	1205	76%
Strategic plan	3.98	936	1175	80%
Legal framework	4.13	980	1185	83%
M & E plan	3.36	748	1110	67%
Board	3.99	950	1190	80%
Board meeting	3.83	910	1185	77%
Staff involvement	4.03	939	1165	81%
Project/Program	3.99	7686	9615	80%
Project cycle	3.92	947	1205	79%
Baseline data collection	3.93	933	1185	79%
Consult with stakeholder	4.13	989	1195	83%
Project & Mission	4.38	1065	1215	88%
Staff competency	3.86	938	1215	77%
Report on time	4.04	974	1205	81%
Regular monitoring	3.96	952	1200	79%
Documenting	3.71	888	1195	74%
Human Resource Management	3.91	8496	10855	78%
HR plan	3.41	822	1205	68%
HR program	3.69	899	1215	74%
HR policy	4.11	1005	1220	82%
Right people	4.12	1011	1225	83%
Clear TOR	4.19	1028	1225	84%
Staff appraisal	3.95	966	1220	79%
Gender equality	3.91	939	1200	78%
Grievance	3.78	866	1145	76%
Supervisory role	4	960	1200	80%
Financial and Admin	3.86	7371	9510	78%
Financial plan	3.72	881	1180	75%
Financial policy	4.18	1018	1215	84%
External audit	3.93	902	1145	79%
Fund	3.23	764	1180	65%
Accuracy	4.13	990	1190	83%

Admin system	3.94	955	1210	79%
Information	4.05	980	1205	81%
Conflict policy	3.71	881	1185	74%
Adaptation Capacity	3.84	9029	11700	77%
Resilient	3.64	856	1175	73%
Comply with government	3.79	892	1175	76%
Comply with international	3.47	678	975	70%
Internal relationship	4.19	1028	1225	84%
Relationship with government	4.28	1036	1210	86%
Relationship with donors	4.42	1063	1200	89%
Relationship with media	3.47	816	1175	69%
Relation with private sector	3.47	821	1180	70%
With same sector organizations	4.17	1005	1205	83%
With different sector organization	3.53	834	1180	71%

TRAINING NEED ASSESMENT

Table 9: Is your organization willing to pay for the training fee?

Willingness	Freq.	Percent
Yes	99	44
No	77	34
Maybe	50	22
Total	226	100

Table 10: From what learning methods do you learn best?

Learning Methods	Rank
Learning By Doing	1
Group Discussion	2
On job training	3
Case study	4
Active learning	5
Experimental learning	6
Lecture	7

Table 11: What do you think of the following statements about general training in Cambodia? (1 = Strongly Disagree; 4 = Strongly agree)

Opinion Statement	Average (1 - 4)
CSOs pay attention to staff development and training.	3.08
Trainings use interactive, participatory and practical methods.	2.96
There are possibilities to deepen skills through more advanced trainings.	2.96
There is a vast menu of trainings on variety of topic/subject relevant to CSOs.	2.93
There are qualified trainers and experts available to CSOs.	2.93
Trainings are tailored to the specific needs and capacity levels of CSOs.	2.87
Trainings incorporate self-learning.	2.87
There is a good level of follow-up after training.	2.76
After training, there is possibility for staff promotion.	2.69
The cost of training is affordable for CSOs.	2.55

Note: Average score from 1-4; 1 = Strongly disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

Table 12: Are the identified training courses available in Cambodia?

Availability	Frequency	Percent
Yes	138	61
Not sure	81	36
No	8	4
Total	227	100

Table 13: Have you ever attended any CSO training in the last three years?

Attend	Freq.	Percent
Yes	146	64
No	83	36
Total	229	100

Table 14: What do you think of the last training quality you attended?

Training Quality	Freq.	Percent
Very Useful	36	18
Somewhat useful	115	58
Don't Know	46	24
Total	197	100

Table 15: How many days of training would you like to attend?

Duration	Frequency	Percent
3 - 5 days	130	58
1 - 2 days	77	34
> 5 days	11	5
Don't know	4	2
Less than a day	3	1
Total	225	100

TRAINING INSTITUTIONS

The following questions about training institutions.

Table 16: Is your organization a non-profit, private or government agency?

Status	Freq.	Percent
Non-profit organization	45	92%
Private	3	6%
Government agency	1	2%
Total	49	100%

Table 17: Is your organization a development agency, training institution or a bit of both?

Training Institution	Freq.	Percent
A bit of both	21	48%
Development agency	13	30%
Training institution	10	23%
Total	44	100%

Table 18: Who are your target clients?

Target Clients	Freq.	Percent
Community	19	49%
NGO staff	12	31%
Government staff	3	8%
Students	3	8%
Company's staff	2	5%
Total	39	100%

Table 19: How often does your organization provide training?

Frequency of Training	Freq.	Percent
Depends on client's request	22	45%
From time to time	10	20%
Every month	10	20%
Every week	7	15%
Total	49	100%

Table 20: How much does your organization charge for a typical training per participant?

Training Fee	Freq.	Percent
Free of charge	18	49%
\$201-\$250	5	14%
Less than \$50	4	11%
\$51-\$99	4	11%
\$100-\$150	3	8%
\$151-\$200	3	8%
Total	37	100%

Table 21: Where does your organization usually provide training?

Location	Freq.	Percent
Phnom Penh	26	50%
Siem Reap	9	18%
At client's place	8	15%
Battambang	8	15%
Sihanouk Ville	1	2%
Total	52	100%

Table 22: What training methods does your organization use when conducting training?

Training Methods	Freq.	Percent
Training, follow up and support	20	56%
Classroom-based approach	7	19%
One time training	5	14%
Field-based approach	4	11%
Total	36	100%

Table 23: What training courses is your organization good at?

Specialty 1	Count	Specialty 2	Count	Specialty 3	Count
Leadership and Management	4	Agriculture		Demand for good governance	
English	3	Gender		Child right, psychology	
Project Management	3	Governance		Gender Mainstreaming	
Agriculture	2	Health		Communities	
Climate Change	2	Human Resource Management		Project management	
General Office Skills	2	Monitoring and Evaluation		Taxation	
Rights Based Approach to Development	2	Business Formation		Accounting and Financial	
Skill training to disable people	2	Child Participation		CCA and DRR	
Training of Trainer	2	Community development		Citizen Journalism	
Accounting & Audit	1	Computer		Computer	
Business	1	Disaster Risk Reduction		Creativity using arts	
Cambodian law	1	Education		Critical and analytical thinking skill	
Citizen's Report, CRR	1	enrollment Campaign		English	
Good governance	1	Facilitation		Essential Skills for New Appointed Manager	
Human resources management	1	Human Rights		finance Management	
Organizational Development	1	Interpersonal Skills		Health	
Personal Development	1	Library		Human resource consultancy	
Play devising	1	Management		Law & Human Rights	
Society & Holistic Health Development Management	1	Motivation Skills		Life Education	
Vocational Training	1	Organizational Development		Professional Report writing	
WASH	1	Participatory Rural Appraisal		Program Development, Management & Sustainability	
		Peace building		Research	
		Playwright		Sustainable Livelihoods	
		Project management			
		Sustainable Livelihood Approach			
		water, sanitation and hygiene promotion			

		Youth and civic participation			
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Appendix 2: Mapping of Training Institutions in Cambodia

No	Name	Specialty	Courses offered	Target clients	Training Venue	Fee	Contacts
1	AAD	1. Vocational Training 2. Health & Agriculture / Environment & Climate Change 3. Law & Human Rights	1. Human Rights 2. Climate Change 3. Health 4. Agriculture 5. Environment 6. Vocational Training	• Community	• Phnom Penh • Siem Reap	Less than \$50	angkorad@gmail.com
2	ACT	1. Multiple Approaches to Conflict transformation 2. Nationalism and Ethnic identity 3. Conflict and cause of conflict 4. Interfaith peace building	1. Multiple Approaches to conflict resolution skills 2. Training of Trainer course 3. Nationalism and Ethnic identity 4. Multiculturalism 5. Conflict and cause of conflict 6. Interfaith peace building 7. Conflict understanding tool	• Commune • councilors, • religious leader, • police, • community leader, • teacher, • provincial staff and MoI staff, MoRC	• Kg. Chhnange • ACT office • Phnom Penh • Kampong Cham • Kampot • Siem Reap • Banteay Meanchey • Battambang	According to the negotiation Some courses are free	
3	APHEDA	1. Training of Trainers 2. Sustainable Livelihood Approach	1. Sustainable Livelihood Approach 2. Training of Trainers Monitoring and Evaluation	• Community • Disadvantage group	• Phnom Penh • Client's place	Free	apheda.pp@online.com.kh
4	APV	1. Accounting and Audit 2. Business Formation 3. Taxation	1. Finance Management 2. Finance Management 3. Leadership and management 4. Internal Auditing 5. Business	• Company's staff	• Phnom Penh	\$201-\$250	info@apvcambodia.com
5	Asia CEO and Entrepreneur Co., Ltd	1. Leadership and Entrepreneurship 2. How to prepare the effective Business Plan	1. Leadership and Entrepreneurship Skills 2. How to prepare the effective business plan 3. How to develop effective	• Staff of profit and non-profit organization • Business/Non-Business owner,	• Park Café • Red Wine House • CJCC • Outdoor	\$29-\$490 Some courses are	H/P: 092 211 001 T: 023 210 918 E: info@asiaceo-entrepreneur.com Address: Phnom Penh Centre,

		3. How to develop effective standard policies and procedures (SOP)	standard policies and procedures (SOP) 4. Practical Management Skills 5. Practical internal control, fraud, and risk management 6. Effective corporate governance 7. Practical financial management for non-finance manager 8. Accounting Principles and Practices 9. How to be a great staff 10. How to be a great manager 11. Starting your business with little money seminar -from a journey of employee to entrepreneur. 12. Customer Service Excellence 13. Leading a Happy and Successful Life Seminar 14. Team Building Champion Seminar Outdoor activities. 15. Amazing Sale Techniques Seminar. 16. Practical Human Resource Skills for Non-HR Manager. 17. Effective Selling Skills. 18. Behavior Base on Interview Skills. 19. How to become a supper learner Seminar. 20. Why Rich and Poor Seminar? 21. Holistic thinking skills seminar.	those who dream to start a business • Fresh graduate, new accountant • Who want to start business with little Money		less than \$50 but some courses can be \$490	Building A, 3rd floor, Room 324, Corner of Sihanouk (247) & Sothea Blvd (3), Phnom Penh Capital, Kingdom of Cambodia.
6	Attitude Education	1. General Office Skills 2. Human Resource Management	1. Project Planning & Design 2. General Office Skills 3. Training of Trainers 4. Negotiation Skills	• NGO	• Phnom Penh • Client's place	\$51-\$99	attitudeeducation@gmail.com

		3. Essential Skills for New Appointed Manager	5. Communication Skills 6. Human Resource Management 7. Monitoring and Evaluation 8. Leadership Development 9. Motivation skill 10. Conflict resolution 11. Leadership and management				
7	Asia HRDC	1. English 2. Computer 3. Life Education	1. English 2. Computer	• Student	• Phnom Penh	N/A	asiahrdc@hkam.org
8	BFT	1. Leadership Skill and Development 2. Participatory Rural Appraisal 3. Project design / development by using the methods of Project Circle Management (PCM)	1. Sustainable Livelihood Approach 2. Report Writing Skill 3. Project Planning and Design 4. Project Proposal Writing 5. HIV and AIDS 6. Health 7. Gender 8. Training of Trainers 9. Research 10. Negotiation Skills 11. Communication Skills 12. Project Management 13. Organization Development 14. Professional Report Writing 15. Leadership Development 16. Facilitation & Learning 17. Team Building 18. Motivation Skill 19. Conflict Resolution 20. Leadership & Management 21. Proposal Writing and Fund Raising 22. Participatory Impact Assessment 23. Agriculture 24. Environment 25. English	• NGO staffs • Mixture of trainees	• Siem Reap • Some time in other provinces including oversea lecturer	\$100-\$150	info@center-bft.org

			26. Computer literacy and Internet Access				
9	BMAP	1. Society & Holistic Health Development Management 2. Human Resources Management 3. Program Development, Management & Sustainability	1. Project Planning & Design 2. HIV and AIDS 3. Health 4. Gender 5. Training of Trainers 6. Negotiation Skills 7. Communication Skills 8. Project Management 9. Human Resource Management 10. Organization Development 11. Monitoring and Evaluation 12. Project Needs Assessment 13. Leadership Development 14. Facilitation & Learning 15. Team Building 16. Motivation skill 17. Governance 18. Leadership and management 19. Proposal Writing and Fund Raising 20. English	<ul style="list-style-type: none"> • Community • NGO staff • Company staff • Health care staff 	<ul style="list-style-type: none"> • Phnom Penh • Ratanakiri 	\$151-\$200	docfil@yahoo.com
10	CCTD	1. Project Cycle Management (Basic and Advance 2. Community Development Skills 3. CCA and DRR	1. Sustainable Livelihood Approach 2. Climate Change 3. Project Planning & Design 4. Project Proposal Writing 5. Disaster 6. Project Management 7. Organization Development 8. Monitoring and Evaluation 9. Project Needs Assessment 10. Leadership Development 11. Facilitation & Learning 12. Team Building 13. Leadership and management 14. Proposal Writing and Fund	<ul style="list-style-type: none"> • NGO • University student • Community 	<ul style="list-style-type: none"> • Phnom Penh • Provinces 	\$100-\$150	buildingcapacityforthefuture@gmail.com

			Raising 15. Participatory Impact Assessment 16. Agriculture				
11	CFC	1. Agriculture 2. Gender 3. Project Planning and Design	1. Sustainable Livelihood Approach 2. Report Writing Skills 3. Project Planning & Design 4. General Office Skills 5. HIV and AIDS 6. Health 7. Gender 8. Training of Trainers 9. Communication Skills 10. Project Management 11. Human Resources Management 12. Organization Development 13. Monitoring and Evaluation 14. Team Building 15. Leader and Management 16. Internal Auditing 17. Proposal Writing and Fund Raising 18. Participatory Impact Assessment 19. Agriculture	<ul style="list-style-type: none"> Community Student Government Staffs 	<ul style="list-style-type: none"> At CFC center in rural sector of Prey Chhor and Phnom Penh 	\$51-\$99	socheath_cfc@yahoo.com
12	CGA	1. Training of Trainers 2. Agriculture 3. Health	1. Sustainable Livelihood Approach 2. Climate Change 3. Health 4. Drug Counseling 5. Gender 6. Disaster 7. Training of Trainers 8. Communication Skills 9. Governance 10. Leadership management and 11. Agriculture 12. Environment	<ul style="list-style-type: none"> Community NGO 	<ul style="list-style-type: none"> At client's place 	Less than \$50	cga@cambodiaglobalaction.org

			13. Business				
13	CGF	1. English 2. Agriculture 3. Finance Management	1. Human Rights 2. General Office Skills 3. Agriculture 4. English	• Community	• Phnom Penh • Kampong Chhnang	Free	info@cgf-kh.org
14	CLA	N/A	Child's rights/child protection, agricultural basic knowledge to target communities, basic knowledge on hygiene, sanitation, nutrition, sexual reproductive health, HIV/AIDS care and support education to target people in the communities, Group building, youth leadership training to youth volunteers. In summary CLA doesn't provide training institute. We provide training or awareness raising to communities and all relevant stakeholder. We used to have been trained by other training institute.	• Community	• Prey Veng	Free	buthsaman@yahoo.com
15	CODEC	1. N/A	1. Human Rights 2. Sustainable Livelihood Approach 3. Citizen Report Card 4. General Office Skills 5. Coalition Building 6. HIV and AIDS 7. Health 8. Gender 9. Training of Trainers 10. Research 11. Negotiation Skills 12. Communication Skills 13. Project Management 14. Secretarial Skills	• Community	• Client's place	Free	codeckt@yahoo.com

			15. Organization Development 16. Professional Report Writing 17. Monitoring and Evaluation 18. Team Building 19. Motivation skill 20. Conflict resolution 21. Governance 22. Leadership and management 23. Participatory Impact Assessment 24. Agriculture				
16	CORD	1. Climate Change 2. Governance 3. Gender	1. Climate Change 2. Gender 3. Monitoring and Evaluation 4. Conflict resolution 5. Governance 6. Environment	<ul style="list-style-type: none"> • NGO • Government 	<ul style="list-style-type: none"> • Phnom Penh 	N/A	pidoru@cord.org.kh
17	Cambodian Researcher for Development (CRD)	1- Leadership of the New Century 2- Effective Communication Skills 3- Effective Project Management	1. Effective Communication Skills 2. Effective Negotiation Skills 3. Effective Project Management 4. Effective Principle Management 5. Effective Secretary Skills 6. Facilitating Meeting Skills 7. Human Resource Management 8. Leadership of the New Century 9. Management Development and Organizational Effectiveness 10. Organizational Development 11. Principle Management 12. Problem Solving and Decision Making 13. Professional Report Writing 14. Team Building	INGOs, LINGO, Company...	All courses are available at the provinces, and some course are also customized and based upon request.	\$200-\$250/per-person	Ms. Pheth Sokny Training Coordinator Tel: 023 (6) 364 263 H/P: 078 82 82 26/097 75 81 777

			15. Training of Trainers 16. Women Leadership				
18	CRF	1. Child /rights 2. Child Participation 3. Child Prevention on TSEC, and Promoting Positive Discipline in school	1. Human Right	<ul style="list-style-type: none"> Government 	<ul style="list-style-type: none"> Phnom Penh Siem Reap Kandal Kampong Cham Ratanakiri 	\$51-\$99	crf2002@online.com.kh
19	CWDA	1. Project Management 2. Organizational Development 3. Professional Report Writing	N/A	Poor students who finished high school but unable to continue to learn in University	<ul style="list-style-type: none"> N/A 	N/A	cwda@online.com.kh
20	DKA	1. Thinking for development	1. Gender 2. Conflict Resolution	<ul style="list-style-type: none"> Community 	<ul style="list-style-type: none"> Target area of DKA work 	Free	dka@camnet.com.kh
21	DARE	1. Training English, 2. Enrollment Campaign 3. Training Computer, Khmer, agriculture, credit	1. Research 2. enrolment Campaign, 3. Training Computer, Khmer,	<ul style="list-style-type: none"> Community 	<ul style="list-style-type: none"> Battambang 	Free	organizationdare@yahoo.com
22	EDM	1. Financial Management 2. Leadership and Management 3. Team Building	1. Communication Skills 2. Leadership Development 3. Finance Management 4. Facilitation & Learning 5. Team Building 6. Motivation skill 7. Leadership and management	<ul style="list-style-type: none"> NGO Student 	<ul style="list-style-type: none"> Phnom Penh Banteay Meanchey 	Free	camsspn@enfantsdumekong.com
23	EHE	1. N/A	1. Report writing Skills 2. Project Planning & Design 3. Monitoring and Evaluation 4. Facilitation & Learning	<ul style="list-style-type: none"> NGO Government Community 	<ul style="list-style-type: none"> Phnom Penh 	\$201-\$250	ehe.kgthom@gmail.com
24	FOC	1. Citizen report/CRR	1. Human Rights 2. Citizen Report Card	<ul style="list-style-type: none"> Community NGO 	<ul style="list-style-type: none"> Client's place 	Free	foc.org@gmail.com

		2. Good governance 3. Child Right/Human Right	3. General Office Skills 4. HIV and AIDS 5. Health 6. Gender 7. Research 8. Governance 9. Agriculture 10. facility skill	• Commune Council			
25	GADC	1. Gender in Right Based Approach 2. Gender in D&D - IP3 3. Gender Climate Change	1. Gender	• NGO	• City • Province • Community	N/A	sopheap_gad@online.com.kh
26	HFH	1. School 2. Library 3. Community	1. Project Planning & Design 2. Training of Trainers 3. Team Building	• Community	• Siem Reap		dyluch217@hotmail.com
27	ILDO	1. Agriculture 2. Health 3. Governance	1. Human Right 2. HIV/AIDS 3. Governance 4. Agriculture	• Community	• Battambang	Free	ildosokha@yahoo.com
28	JCIA	Providing skills training to people with disabilities and poor people	Business	• Community	• Phnom Penh	Free	jcia@online.com.kh
29	Khemara	1. N/A	1. Sustainable Livelihood Approach 2. Report writing Skills 3. Project Proposal Writing 4. General Office Skills 5. Coalition Building 6. HIV and AIDS 7. Gender 8. Leadership Development 9. Leadership and management 10. Proposal Writing and Fund Raising 11. Participatory Impact Assessment	• NGO	• Phnom Penh	Free	khemara@camnet.com.kh

30	KAMO	1. N/A	1. Communication Skills 2. Human Resource Management 3. Organization Development 4. Team Building 5. Conflict resolution 6. Agriculture	• NGO	• Siem Reap	Free	cambodia@kamonohashi-project.net
31	KMR	1. Organizational Development 2. Human Rights 3. Child Psycho Society	1. Human Rights 2. Drug Counseling 3. Organization Development 4. Monitoring and Evaluation 5. Finance Management 6. Agriculture 7. Business 8. Child Psycho Society	• Community	• Battambang	Free	kmrcambodia@yahoo.com
32	KPF	1. N/A	Occupational Therapy relate to children and youth with intellectual disability.	• NGO • Government • Community	• Phnom Penh	Less than \$50	info@komarpikar.org
33	Krousar Thmey	1. Education for deaf and blind children	1. Training of Trainers	• Government staff	• Phnom Penh	Free	communication@krousar-thmey.org
34	LAC	1. Legal right and law	1. Human right 2. Gender 3. Governance	• Government staff • Lawyer	• Battambang • Siem Reap • Client's place	Less than \$50	lacdirector@online.com.kh
35	L-CDI	1. Leadership and Management 2. Motivation Skill 3. English	1. General Office Skills 2. Gender 3. Training of Trainers 4. Communication Skills 5. Leadership Development 6. Finance Management 7. Team Building 8. Motivation skill 9. Leadership and management 10. English	• Community	• Phnom Penh • Svay Rieng • Kampong Thom	Free	g_potent@yahoo.com
36	LWD	1. Rights Based Approach to Development 2. Planning, Monitoring and	1. Sustainable Livelihood Approach 2. Report writing Skills 3. Project Proposal Writing 4. Monitoring and Evaluation	• NGO • Community leader • Commune Council	• Phnom Penh • As requested	\$151-\$200	sam.inn@lwd.org.kh

		3. Evaluation Sustainable Livelihoods	5. Leadership and management 6. Proposal Writing and Fund Raising 7. Rights Based Approach to Development				
37	Mlup Baitong	1. Project Planning and Design 2. Monitoring and Evaluation 3. Research	1. Report writing Skills 2. Project Planning & Design 3. Project Proposal Writing 4. Training of Trainers 5. Research 6. Communication Skills 7. Project Management 8. Human Resource Management 9. Organization Development 10. Professional Report Wring 11. Monitoring and Evaluation 12. Project Needs Assessment 13. Leadership Development 14. Finance Management 15. Facilitation & Learning 16. Leadership and management 17. Participatory Impact Assessment 18. Environment	• NGO	• Phnom Penh	\$201-\$250	mlup@online.com.kh
38	ODI	1. Leadership and Management 2. Interpersonal Skills 3. Human Resources Consultancy	1. Report writing Skills 2. Project Planning & Design 3. Project Proposal Writing 4. Training of Trainers 5. Negotiation Skills 6. Communication Skills 7. Project Management 8. Professional Report Wring 9. Monitoring and Evaluation 10. Project Needs Assessment 11. Leadership Development 12. Finance Management 13. Team Building 14. Motivation skill	• NGO	• Phnom Penh • Client's place	\$201-\$250	training1@odi-asia.com

			15. Leadership and management 16. Proposal Writing and Fund Raising 17. Business				
39	OEC	1. Human Right 2. Education 3. Good Governance	1. Human Rights 2. Report writing Skills 3. Project Planning & Design 4. Project Proposal Writing 5. HIV and AIDS 6. Drug Counseling 7. Gender 8. Research 9. Communication Skills 10. Project Management 11. Organization Development 12. Project Needs Assessment 13. Leadership Development 14. Motivation skill 15. Conflict resolution 16. Governance 17. Leadership and management 18. Proposal Writing and Fund Raising 19. Participatory Impact Assessment	<ul style="list-style-type: none"> • NGO 	<ul style="list-style-type: none"> • Battambang 	Free	oecc@camintel.com
40	PPS	1. Play devising 2. Play wright 3. Creativities using arts	Training related to arts (Playwright, Play devising and creativity using arts...)	<ul style="list-style-type: none"> • Anyone interested in art 	<ul style="list-style-type: none"> • Battambang 		inquiries@phareps.org
41	RWC	1. Construction technic of WASH facilities and marketing strategy support 2. water, sanitation and hygiene promotion 3. Demand for good governance	1. Climate Change 2. Health 3. Communication Skills 4. Governance 5. Leadership and management 6. Environment 7. Water and Sanitation education and WASH Infrastructures	<ul style="list-style-type: none"> • Community • Local private entrepreneurs 	<ul style="list-style-type: none"> • Kampong Cham • Kampot • Prey Veng 	Free	rainwatercambodia@online.com.kh

42	SILAKA	<ol style="list-style-type: none"> 1. Administration and Financial Management 2. Basic Management and Leadership Skills 3. Development Planning and Management 4. Society Accountability and Good Governance 5. Democratic Development 6. Gender and Development 	<p>development</p> <ol style="list-style-type: none"> 1. Administration and Financial Management 2. Basic Management and Leadership Skills 3. Development Planning and Management 4. Society Accountability and Good Governance 5. Democratic Development 6. Gender and Development 	<ul style="list-style-type: none"> • NGO • Government • Private company 	In house training and customize training	\$120-\$250	<p>Mrs. Hong Sovanny, SILAKA Training Coordinator</p> <p>Tel : (855) 23 217 872/ 210 902/ 012 79 23 79</p> <p>Fax : (855) 23 213 108; Email : training@silaka.org / silaka@silaka.org</p> <p>Or visit SILAKA website at : www.silaka.org</p>
43	STEC	<ol style="list-style-type: none"> 1. Climate Change Adaptation 2. Disaster Risk Reduction 3. Gender Mainstreaming 	<ol style="list-style-type: none"> 1. Sustainable Livelihood Approach 2. Climate Change 3. Project Planning & Design 4. Project Proposal Writing 5. Drug Counseling 6. Gender 7. Disaster 8. Training of Trainers 9. Research 10. Communication Skills 11. Project Management 12. Human Resources Management 13. Organization Development 14. Monitoring and Evaluation 15. Project Needs Assessment 16. Finance Management 17. Team Building 18. Motivation Skill 	<ul style="list-style-type: none"> • Community • Government • CSO • Private Sector 	<ul style="list-style-type: none"> • Phnom Penh • Battambang • Siem Reap • Sihanouk • Client's place 	\$151-\$200	sano.stec@gmail.com

			19. Governance 20. Leadership and Management 21. Proposal Writing and Fund Raising 22. Participatory Impact Assessment 23. Environment 24. Micro Insurance for Building Resilience				
44	VBNK	1. Leadership/Management 2. Facilitation 3. DSD	1. Citizen Report Card 2. Report Writing Skill 3. Project Planning & Design 4. Project Proposal Writing 5. Organizing a Society Audit of a Project 6. Gender 7. Training of Trainers 8. Negotiation Skills 9. Communication Skills 10. Project Management 11. Human Resource Management 12. Organization Development 13. Professional Report Writing 14. Monitoring and Evaluation 15. Project Needs Assessment 16. Leadership Development 17. Finance Management 18. Facilitation & Learning 19. Team Building 20. Motivation Skill 21. Conflict Resolution 22. Governance 23. Leadership and Management 24. Proposal Writing and Fund Raising 25. Participatory Impact Assessment 26. Business	<ul style="list-style-type: none"> Community NGO Government Private Sector 	<ul style="list-style-type: none"> Phnom Penh At Client's place 	\$201-\$250	director@vbnk.org

			27. Decentralization				
45	VCAO	N/A	<ol style="list-style-type: none"> General Office Skills Gender Project Management Organization Development Professional Report Writing Conflict Resolution Leadership and Management 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	N/A	vcao@vcao.org.kh
46	WPM	N/A	<ol style="list-style-type: none"> Gender Conflict Resolution 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	N/A	wpm@women-peacemakers.org
47	YCC	<ol style="list-style-type: none"> Democracy and Good Governance Youth and civic participation Citizen Journalism 	<ol style="list-style-type: none"> Governance and Leadership Management Democracy 	<ul style="list-style-type: none"> Student 	<ul style="list-style-type: none"> Phnom Penh Battambang Siem Reap Takeo, Kandal, Kampong Cham, Kampot, Kampong Thom, Svay Riegn, Prey Veng, Kampong Speu 	Free	ycc_secretariat@ycc.org.kh
48	YRDP	<ol style="list-style-type: none"> Personal Development Peace Building Critical and analytical thinking skill 	<ol style="list-style-type: none"> Climate Change Communication Skills Leadership Development Team Building Motivation Skill Conflict Resolution Governance Environment Personal development Critical and analytical thinking skills Peace building Democracy and Human rights How to create and find job Young Leaders for Society Accountability 	<ul style="list-style-type: none"> Student University youth 	<ul style="list-style-type: none"> Phnom Penh Kampong Cham 	Free	director@yrdp.org

Appendix 3: Organizations engaged in the focus group and interview

Organizations engaged in Focus Group Discussion

1. IDE Cambodia – International Development Enterprise
2. GADC – Gender and Development for Cambodia
3. NPAT – Norwegian People's Aid
4. SVA – Shanti Volunteer Association
5. CRS – Catholic Relief Services/Cambodia Program
6. CFC – Child Fund Cambodia
7. CRF – Child Right Foundation
8. AVI – Australia Volunteer International
9. CVCD – Cambodian Volunteers for Community Development
10. CSSD – Cooperation for Society Services and Development
11. CANDO – Cambodian NTFP Development Organization
12. CHEC – Cambodia HIV/AIDS Education and Care
13. UNDP – United Nation for Development Programme
14. COCD – Cambodia Organization for Children and Development
15. Clear Cambodia
16. CRRT – Cambodian for Resources Revenue Transparency
17. CYK – Caring for Young Khmer
18. SCADP – Street Children Assistance and Development Program
19. CPN – Cambodian People Living with HIV/AIDS Network
20. L-CDI – Leadership Character Development Institute
21. FIDR – Foundation for International Development/Relief
22. Plan International Cambodia
23. ECPAT – End Child Prostitution, Abuse and Trafficking in Cambodia
24. World Vision Cambodia
25. HRTF – Housing Rights Task Force
26. Save the Children
27. Pact Cambodia

Organizations engaged for interview

1. Life With Dignity
2. SILAKA
3. Garuna Fund
4. Village Focus Cambodia

Appendix 4: Survey Monkey Questionnaire

CSO Capacity and Learning Need Assessment

សូមស្វាគមន៍ Welcome to the CSO Capacity Assessment!

ដើម្បីបំពេញប្រតិបត្តិការ និងទទួលបានលទ្ធផល "Next" នៅពេលបញ្ចប់ការបំពេញប្រតិបត្តិការ ចុចលើប៊ូតុង "Done" ដើម្បីបញ្ចប់ការបំពេញប្រតិបត្តិការ និងទទួលបានលទ្ធផល។

To fill out the survey and go to the next page, please click "Next" button below till you finish the survey and then click "Done" button to complete the survey and save your answers.

Khmer or English?

*1. តើអ្នកចង់ធ្វើការបំពេញប្រតិបត្តិការ ឬការបំពេញប្រតិបត្តិការ? Would you like to do the survey in Khmer or English?

- ☐ Khmer
- ☐ English

I. Organizational Capacity Assessment

2. To what extent do you agree or disagree with the following statements about vision, mission and values of your organization?

	Very Poor	Poor	Fair	Good	Very Good	Not Applicable
The organization has a clear defined vision statement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has a clear defined mission statement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Organization's key values and believes are shared by all staffs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All staffs can interpret the organization's missions and purposes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has a long-term strategic plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. To what extent do you agree or disagree with the following statements about governance of your organization?

	Very Poor	Poor	Fair	Good	Very Good	Not Applicable
The charter (by-law) provides an adequate legal framework for operation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has five-year monitoring and evaluation plan for its whole operation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has a functioning board to provide necessary support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board meets at least three times a year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staffs are involved in developing organizational policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CSO Capacity and Learning Need Assessment

4. To what extent do you agree or disagree with the following statements about human resources in your organization?

	Very Poor	Poor	Fair	Good	Very Good	Not Applicable
The organization has a human resource strategic plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has program for staff development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has clear written staff policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staffs are assigned based on their qualifications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roles and responsibilities of staff and management are clearly defined and written.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Each staff member has an annual performance appraisal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has policies to promote gender equity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has written grievance policies to protect the interest and rights of all staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory practices facilitate staff growth and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. To what extent do you agree or disagree with the following statements about financial management and administration in your organization?

	Very Poor	Poor	Fair	Good	Very Good	Not Applicable
The organization has a financial strategic plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has clear financial policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has an annual external financial audit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has stable and predictable funds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accounting practices yield accurate financial data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has comprehensive administrative system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization provides accurate information about its activities to the public and target beneficiaries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has a clear written conflict of interest policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. To what extent do you agree or disagree with the following statements about your organization's capacity in managing project/program?

	Very Poor	Poor	Fair	Good	Very Good	Don't Know/Not Applicable
The organization follows all stages of the project cycle from need assessment, design, planning, implementation and monitoring and evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization collects baseline data/information at the beginning of each project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization consults with relevant stakeholders about its projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projects/programs are developed in line with the organization's vision, mission, values, goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program staff has knowledge and skills in project planning and management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project reports are completed on time as planned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization regularly monitors and evaluates its projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Best practices from previous programs are documented, shared with stakeholders and inform further programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CSO Capacity and Learning Need Assessment

7. To what extent do you agree or disagree with the following statements about your organization's capacity to adapt and cooperate with other organizations or networks?

	Very Poor	Poor	Fair	Good	Very Good	Not Applicable
The organization is resilient – is not swayed by new challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has capacity to comply with government's requirements for CSOs such as Decentralization & Deconcentralization Program, tax and labor law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has capacity to comply with international standards for CSOs such as Istanbul principles for CSO development effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has good and supportive internal relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization maintains good relationship with relevant government agencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization maintains good relationship with its donors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has diverse contacts with media outlets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has good relationship with private sector.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization engages network with similar sector organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization engages network with different sector organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. Learning Need Assessment

8. Have you attended any CSO training in the last three years?

- ☐ Yes
- ☐ No

9. How would you rate the quality of the last training you attended?

- ☐ Very useful
- ☐ Somewhat useful
- ☐ Not very useful
- ☐ Not useful at all
- ☐ Don't know

10. What training institutions in Cambodia have you and/or your staff attended in the last three years?

1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>

CSO Capacity and Learning Need Assessment

11. From what learning methods do you learn best? (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Active learning - trainees actively engage in learning process through project-based exercises | <input type="checkbox"/> Group discussion |
| <input type="checkbox"/> Participatory learning and action | <input type="checkbox"/> On job training |
| <input type="checkbox"/> Case study | <input type="checkbox"/> Lecture/Presentation |
| <input type="checkbox"/> Experimental learning | |

Other (please specify)

12. What type of training would you and/or your staff like to receive in the future to strengthen your skills and/or your organization's capacity? (Check all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Monitoring and evaluation | <input type="checkbox"/> Gender equity |
| <input type="checkbox"/> Board Effectiveness | <input type="checkbox"/> Public relation | <input type="checkbox"/> Community empowerment |
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Financial management | <input type="checkbox"/> Environmental sustainability |
| <input type="checkbox"/> Media relations | <input type="checkbox"/> Project management | <input type="checkbox"/> Transparency and accountability |
| <input type="checkbox"/> Human resource management | <input type="checkbox"/> Coach & mentor | <input type="checkbox"/> Mutual partnership and solidarity |
| <input type="checkbox"/> Social media | <input type="checkbox"/> Strategic planning | <input type="checkbox"/> Knowledge sharing |
| <input type="checkbox"/> Fundraising | <input type="checkbox"/> Social marketing | <input type="checkbox"/> Change Management |
| <input type="checkbox"/> Policy development | <input type="checkbox"/> IT communication | <input type="checkbox"/> Learning organization |
| <input type="checkbox"/> Network/coalition-building | <input type="checkbox"/> Volunteer recruitment and management | <input type="checkbox"/> Facilitation skill |
| <input type="checkbox"/> Public relation | <input type="checkbox"/> Non-profit/NGO management | <input type="checkbox"/> Representation skill |
| <input type="checkbox"/> Supervising | <input type="checkbox"/> Governance | |
| <input type="checkbox"/> Proposal writing | <input type="checkbox"/> Human rights based approach | |

Other (please specify)

13. Is this type of training available in the Cambodia market place?

- ☐ Not sure
☐ Yes
☐ No

CSO Capacity and Learning Need Assessment

14. If yes, why haven't you attended such training before? (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Lack of time | <input type="checkbox"/> Too long |
| <input type="checkbox"/> Don't know where to find such a training | <input type="checkbox"/> Too theoretical |
| <input type="checkbox"/> Training not available in my area | <input type="checkbox"/> Trainer not qualified |
| <input type="checkbox"/> Too expensive | |

Other (please specify)

15. How many days of training can you and/or your staff commit to attending considering workloads and other commitments?

- ☐ Less than 1 day
- ☐ 1-2 days
- ☐ 3-5 days
- ☐ More than 5 days
- ☐ Don't know

16. Is your organization willing to pay a fee for you and/or your staff to attend training?

- ☐ Yes
- ☐ No

17. To what extent do you agree or disagree with the following statements about general training needs in Cambodia?

	Disagree Strongly	Disagree	Agree	Agree Strongly	Not Applicable
There is a vast menu of trainings on variety of topic/subject relevant to CSOs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are qualified trainers and experts available to CSOs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trainings are tailored to the specific needs and capacity levels of CSOs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trainings use interactive, participatory and practical methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After basic or general training, there are possibilities to deepen skills through more advanced trainings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After training, there is possibility for staff promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trainings incorporate self-learning through sharing of resources that can be used outside a workshop setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a good level of follow-up and coaching to help CSOs institutionalize new skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The cost of training is affordable for CSOs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CSOs pay attention to staff development and training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. About you and your organization

CSO Capacity and Learning Need Assessment

18. What is your occupation with CSO?

- ☐ Civic activist
 ☐ Finance and administration manager
☐ Volunteer
 ☐ Board member
☐ Staff member
 ☐ Founder/director
☐ Project manager
 ☐ A trainer
☐ Human resource manager

Other (please specify)

19. What is your highest education level?

- ☐ Elementary school (1-6 grades)
 ☐ Associate degree
☐ Junior high school (7-9 grades)
 ☐ Bachelor degree
☐ High school (10-12 grades)
 ☐ Master Degree
☐ Vocational training school
 ☐ PhD

20. Approximately how many staffs in your organization have finished the following educational levels?

Elementary school (1 - 6 grades)	<input type="text"/>
Junior high school (7-9 grades)	<input type="text"/>
High school (10-12 grades)	<input type="text"/>
Vocational training school	<input type="text"/>
Associate Degree	<input type="text"/>
Bachelor Degree	<input type="text"/>
Master Degree	<input type="text"/>
Ph.D	<input type="text"/>

21. What is the name of your organization?

22. How many years has your organization operated in Cambodia?

23. Is your organization local or international?

- ☐ Local
☐ International

24. What areas/sectors (health, environment, tourism) does your organization work on?

CSO Capacity and Learning Need Assessment

25. How many staff does your organization have?

Paid staff

Unpaid staff (volunteer,
intern)

26. In what provinces does your organization mainly work in Cambodia?

- | | | |
|---|---|--|
| <input type="checkbox"/> Banteay Meanchey | <input type="checkbox"/> Kep | <input type="checkbox"/> Prey Veng |
| <input type="checkbox"/> Battambang | <input type="checkbox"/> Koh Kong | <input type="checkbox"/> Pursat |
| <input type="checkbox"/> Kampong Cham | <input type="checkbox"/> Kratie | <input type="checkbox"/> Ratanakiri |
| <input type="checkbox"/> Kampong Chhnang | <input type="checkbox"/> Mondulkiri | <input type="checkbox"/> Siem Reap |
| <input type="checkbox"/> Kampong Speu | <input type="checkbox"/> Oddar Meanchey | <input type="checkbox"/> Sihanoukville |
| <input type="checkbox"/> Kampong Thom | <input type="checkbox"/> Pailin | <input type="checkbox"/> Stung Treng |
| <input type="checkbox"/> Kampot | <input type="checkbox"/> Phnom Penh | <input type="checkbox"/> Svay Rieng |
| <input type="checkbox"/> Kandal | <input type="checkbox"/> Preah Vihear | <input type="checkbox"/> Ta Keo |

27. Do you have any general or specific comments/questions related to organizational capacity development and learning needs of CSOs in Cambodia?

28. If you want us to send you the report, please provide us your email.

*29. Would you like to see the results?

- ☐ Yes.
- ☐ No.

Appendix 5: Survey Monkey Questionnaire for Training Institutions

Inventory of Training Institutions in Cambodia
About Your Organization
1. Is your organization more
<input type="radio"/> Training institution
<input type="radio"/> Development agency
<input type="radio"/> A bit of both
2. Is your organization
<input type="radio"/> Non-profit organization
<input type="radio"/> Private
<input type="radio"/> Government agency
3. How often does your organization provide training?
<input type="checkbox"/> From time to time
<input type="checkbox"/> Every week
<input type="checkbox"/> Every month
<input type="checkbox"/> Depends on client's request
Training Courses

Inventory of Training Institutions in Cambodia

4. What training courses does your organization provide?

- | | | |
|--|---|--|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> General Office Skills | <input type="checkbox"/> Participatory Impact Assessment |
| <input type="checkbox"/> Business | <input type="checkbox"/> Governance | <input type="checkbox"/> Professional Report Writing |
| <input type="checkbox"/> Citizen Report Card | <input type="checkbox"/> Health | <input type="checkbox"/> Project Management |
| <input type="checkbox"/> Climate Change | <input type="checkbox"/> HIV and AIDS | <input type="checkbox"/> Project Needs Assessment |
| <input type="checkbox"/> Coalition Building | <input type="checkbox"/> Human Resource Management | <input type="checkbox"/> Project Planning & Design |
| <input type="checkbox"/> Communication Skills | <input type="checkbox"/> Human Rights | <input type="checkbox"/> Project Proposal Writing |
| <input type="checkbox"/> Conflict resolution | <input type="checkbox"/> Internal Auditing | <input type="checkbox"/> Proposal Writing and Fund Raising |
| <input type="checkbox"/> Disaster | <input type="checkbox"/> Leadership and management | <input type="checkbox"/> Report writing Skills |
| <input type="checkbox"/> Drug Counseling | <input type="checkbox"/> Leadership Development | <input type="checkbox"/> Research |
| <input type="checkbox"/> English | <input type="checkbox"/> Monitoring and Evaluation | <input type="checkbox"/> Secretarial Skills |
| <input type="checkbox"/> Environment | <input type="checkbox"/> Motivation skill | <input type="checkbox"/> Sustainable Livelihood Approach |
| <input type="checkbox"/> Facilitation & Learning | <input type="checkbox"/> Negotiation Skills | <input type="checkbox"/> Team Building |
| <input type="checkbox"/> Finance Management | <input type="checkbox"/> Organization Development | <input type="checkbox"/> Training of Trainers |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Organizing a Social Audit of a Project | |

Other (please specify)

5. What three areas/training courses is your organization specialized?

1.
2.
3.

About Your Clients/Trainee

6. Who are your main target trainees/clients?

- ☐ NGO staff
☐ Government staff
☐ Company's staff
☐ Students
☐ Community

Other (please specify)

About Training Method and Duration

Inventory of Training Institutions in Cambodia

7. What training method(s) does your organization mainly use?

- ☐ Classroom-based approach
- ☐ Field-based approach
- ☐ One time training
- ☐ Training, follow up and support

Other (please specify)

8. How long is a typical training?

- ☐ More than one month
- ☐ Less than a day
- ☐ 2-3 days
- ☐ 3-5 days
- ☐ One week
- ☐ Two weeks
- ☐ Three weeks
- ☐ One month

Training Venue & Fee

9. Where does your organization provide trainings?

- ☐ Phnom Penh
- ☐ Battambang
- ☐ Siem Reap
- ☐ Sihanouk Ville
- ☐ At client's place

Other (please specify)

Inventory of Training Institutions in Cambodia

10. How much is a typical (3 days) training for one person?

- ☐ Free of charge
☐ Less than \$50
☐ \$51-\$99
☐ \$100-\$150
☐ \$151-\$200
☐ \$201-\$250
☐ \$251-\$300
☐ More than \$300

11. Do you have any comment about the training institution in Cambodia

Appendix 6: Questions for Key Informant Interview

Current Status of Capacity of Civil Society Organizations (CSOs) in Cambodia

1. How do you assess the current situation/status of the CSO capacity in Cambodia in terms of:
 - A. Their organization and governance capacity?
 - B. Their capacity to manage and implement project/program?
 - C. Their capacity to connect and collaborate with others?
2. What are the challenges/issues of CSO capacity in Cambodia in terms of:
 - A. Organization and governance?
 - B. Project management?
 - C. Connectivity/collaboration?

Training Institutions, Approaches and Learning Organization

3. What are the existing capacity development and training institutions available in Cambodia?
4. How well do the training institutions respond to the capacity development needs of the CSO community in Cambodia? How would you rate their training services?
5. What effective approaches are currently used for capacity development and learning for CSOs in Cambodia?

Learning Needs

6. What are the current capacity development and learning needs of CSOs in the areas of
 - Organizational and governance?
 - Project or program management?
 - Connectivity of CSO to the outside world
7. What are the future capacity development learning needs of CSOs in the areas of
 - Organizational and governance?
 - Project/program management?
 - Connectivity of CSOs to the outside world

How to address the needs

8. In your opinion, how would the learning needs be best addressed so that CSOs can best build and improve their capacity?
9. How do training institutions interact and complement each other?

This report is one of key commitments of 2012 Governance Hub Program (GHP), funded by the following partners. Thank you for sharing our vision.





Vision:

A strong and capable civil society, cooperating and responsive to Cambodia's development challenges.

Mission:

As a professional association of non-government organisations in Cambodia, the Cooperation Committee for Cambodia provides high quality services to civil society and influences Cambodia's development partners with our collective voice.

Values:

-  Integrity
-  Cooperation
-  Responsiveness
-  Quality

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