EXTERNAL EVALUATION

OF

CHAB DAI COALITION'S

LEARNING COMMUNITY AND CHARTER-DOORSTEPS PROJECTS

2013-2015

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EXECUTIVE SUMMARY

This external Evaluation set out to assess the impact of the Learning Community and Charter- Doorsteps projects from 2013 to 2015, on 53 Chab Dai member organizations, to identify the strengths and weaknesses of project implementation and to make recommendations based on the lessons that could be learned in order to improve project implementation in the next phase.

The overarching aims described in the 2014-15 log-frames for the Learning Community and Charter-Doorsteps projects, against which the consultant assessed project results were -

- to raise standards of both the services that member organizations provide to clients and communities and the management of member organisations, in order to protect victims of abuse and trafficking and reduce trafficking, exploitation and abuse.
- to increase member NGOs' abilities to share and work cooperatively together to make a stronger impact through collaboration.

Project activities aimed to build trust, network, share, collaborate, inform, resource, set standards and build capacity towards recognised good practice standards in all areas.

Methodology and Limitations.

In addition to a desk review the ToR required that the evaluation focus on conducting in-depth interviews with three different levels of Chab Dai members: Directors, Program Managers and Grassroots/front line staff. Interviews were conducted with eight member organisations. The organizations represented diverse kinds of programme: prevention services, 'rescue' and shelter services and community based services for children and adults. Two members were International NGOs and the remainder local. Four were in Phnom Penh and four in Siem Reap. Key questions connected to project log-frame objectives and outcomes were formulated in two interview guidelines.

The consultant was unable to assess impact by interviewing beneficiaries as the ToR requested because there was no way to show a likely causal link between beneficiaries' descriptions of their experience of members' services and Chab Dai inputs into those services.

Coalition Capacity-building under the Learning Community and Doorsteps projects

The objective of the Coalition's capacity building activities was to, 'Build the capacity of local staff to minimum standards,' and to, 'Follow up members by coaching and mentoring….so that members can apply what they learned in training'.[1] The consultant focused particularly on the two day Child Protection course, interviewing 24 people in total on the topic. She also interviewed former trainees, their managers and Coalition staff on the First Aid, Law on the Suppression of Trafficking, 'Do No Harm', Project Cycle Management courses and grants, Financial management, Livelihood and Business studies, 'Learning to Learn' courses and on 'follow up' to classroom training.

The Coalition had in many instances identified member organizations' specific needs accurately. Also in many instances they were successful in finding expert trainers who had the right experience and knowledge to teach others and to provide real life examples and help trainees apply to real life. For many courses many of the former trainees interviewed could give concrete, detailed examples of having applied new ideas and skills learned in the course to their real work, after training, even after short two or three day courses. In courses concerned with human relationships (working with clients; managing staff; training students) opportunities for personal self reflection on assumptions and values were crucial to the success of the course. Some courses, e.g. the 'Do No Harm' course, were well-targeted at cultural assumptions about social relationships (Helper and client) which commonly impede constructive helping.

The capacity building had been envisaged as a combination of classroom based training and 'follow up' (mentoring and coaching). This combination follows capacity building best practice which emphasises the importance of continued 'teaching' in the field so that trainees learn how to apply theory first acquired in the classroom to transform their practice. The Coalition experimented with various kinds of 'follow up'. The PCM courses, combined with grants provided an excellent model which provided multiple methods for trainees to apply what they were

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[1] LC log-frame Objective 4 and Doorsteps log-frame Objectives 1 and 3 and Doorsteps Objective 3 outcome.

learning in the classroom, via assignments and via applications for and implementation of grants for which they received ongoing support from Chab Dai. Trainees remarked on both theory and practice in various ways. For example many trainees interviewed assumed that they would not be expected to be able to put notions of child protection into practice if a real case of child abuse should occur; others excitedly described how training had challenged and changed their assumptions and gave examples of how they behaved differently at work as a result and others pointed out that putting theory to practice by writing a proposal to apply for a grant and implementing the project had revealed to them what they really needed to know compared to 'just classroom knowledge'. Many trainees responded well to efforts to help them put theory into practice but in the absence of such coaching or supervision in the field trainees did not always expect that they should be able to apply what they learned to their real work. The Coalition had underestimated the resources and time needed to conduct 'coaching and/or mentoring', did not always employ the same experts who taught in the classroom to conduct mentoring and coaching and tended to concentrate too much on follow up as an assessment of trainees' abilities to apply theory to practice rather than actual teaching to help them apply theory to practice. However the Coalition is in a good position to learn from this experience, reduce the number of activities so that they have time and resources to work more intensively on fewer areas of capacity building and shift their emphasis from classroom teaching to 'teaching in the field'.

There were some problems with assessing needs accurately. The Livelihood and Business Study courses did not meet the needs of many members to improve their work helping clients find and maintain sustainable livelihoods. When training was of a complex subject and classes included participants with a range of capacities – like the PCM courses – neither the trainees very new to the subject nor those who wanted to improve current skills had their needs met effectively. Some members asked for tailor-made training courses because they realised they were unable to extract what they needed from a general course and apply it to their own situation.

All the courses were very short – two to six days. There was general agreement that longer, progressive, holistic courses are necessary to improve members' capacities to provide social services for clients to minimum standards. For example some trainees had clearly learned important new ideas from a two day Child Protection course, so one could expect that their work with clients might be improved. However they still described reactions to disclosure of child sexual abuse that were far from 'minimum standards'. Two days is not enough time to introduce, discuss and integrate all the many concepts and skills relevant to basic good quality child protection.

It was clear that the effectiveness of capacity building activities depends on what member NGOs bring to those activities as much as what Chab Dai brings. Some trainees learned a lot from a course whereas others were barely affected by it. NGOs have difficulties in always recruiting staff who have the relevant attitudes, knowledge and experience for the job. Some member NGOs do not prioritise capacity building and do not have budgets for or enough staff to send staff on courses. Organisations suffer from high staff turnover which makes it difficult to systematically build up the capacity of departments and services. Member NGOs' Directors and managers tend not – although there are important exceptions – to have explicit procedures to find out what their staff have learned in a training course and help them apply it step by step. Often the assumption is that staff will automatically bring about improvements following attendance at training. The Coalition could support its members by focusing more on what structural changes organisations need to make to accompany the new knowledge and skills acquired by a few staff through attendance at training.

Capacity building activities improved many trainees' knowledge and skills and changed attitudes. However more intensive, systematic and organization-wide efforts are necessary to meet minimum standards.

Networking, access to information and resources, national level advocacy and increased sharing and collaboration under the Learning Community project.

The Learning Community project aimed to build relationships with and between members, to provide information and resources in order to increase sharing and support members to start to develop strategic collective responses[2]. The Evaluation assessed the results of Biannual Conferences, provincial members' meetings, forums, the twice-weekly newsletter, placing of short-term expatriate volunteers and advocacy at national level government lead committees on regulations and policies connected to trafficking, children, migration etc.

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[2] Learning Community log-frame 2014-15 objectives 1, 2, 3, 6 and 7.

Coalition activities have developed a sense of shared identity and greater understanding of the wider context in which they work for many managers and staff of member organisations. The Biannual Conferences were strongly valued by the many who attended them, the range of presentations and workshops was energising and relevant, people valued the opportunity to network and the sense of belonging was palpable. There was some evidence that some NGOs did not make it possible for their ordinary staff to attend and similarly some interviewees could not access the newsletter because it was sent to their manager who did not pass it on.

All local interviewees commented on the opportunity they had at the November 2015 biannual meeting to hear presentations given by high ranking government officials on various laws, policies and action plans. Chab Dai has unified and represented its many members at national level committees developing regulations and policy which affect beneficiaries and put members in touch with government officials in charge of the implementation of such policies at biannual and other meetings. Now Chab Dai needs to engage members more in the work of advocacy at national committee level to utilize the resources available in more than 50 NGOs, and to strengthen its role as their representative.

Members appreciated forums and frequently asked LC to continue or to set up new forums. Three forums – Care Givers, Human Resources and Financial Management - were particularly productive. In these forums participants had identified common difficulties and needs, some more experienced and expert participants guided discussion and shared their knowledge and provided written policies and/or training to the forum participants. The Learning Community nurtured this collaborative identifying of needs and sharing of resources to meet them.

There was a high degree of voluntary acceptance of standards by member organisations and willingness to take steps to be accountable to them, through the Charter assessments and plans, for example. This is particularly valuable in Cambodia where the national level legal and policy framework, although developing, is still relatively weak and services of all kinds tend to be fragmented amongst many small independent organisations.

In interview Directors from a few member NGOs described how their imagined scale-up of collaboration and sharing of responsibilities and resources with other NGOs, could allow them to have greater efficiency, less replication and greater impact. They imagined that Chab Dai's role would be to coordinate shared programming and funding between members. However for most their point of view is still, understandably, rooted in the success of their own NGO for which they receive funds and they tended to imagine that Chab Dai could support them by providing extra external resources as it does now. To enable members to increase their ability to work collectively the Coalition will need to proactively nurture the process that occurred on a small scale in the three most successful forums, facilitating sharp, accurate identification of common needs, helping to find the right resources and expertise amongst members to meet those needs and exploring ways that those resources can be shared to everyone's benefit. In interview various members mentioned resources they were willing to share. An audit of such resources could be useful.

The Charter

The Charter was developed by Chab Dai and some member NGOs following requests by members for a comprehensive list of principles and best practices for every aspect of their work and then for a tool to assess themselves against those best practices. It is an effective tool introducing nearly 40 volunteer NGOs to best practice standards for every aspect of their organisation and its programmes, developing a sense of responsibility for those standards of a critical mass of staff and managers of each organisation as they learn to assess themselves against these standards and supporting efforts to improve areas that are found to be weak. It gives staff a voice. It is valued by its members. Chab Dai acts as a role model in that it also conducts Charter self-assessments of itself.

There are some inevitable issues that follow self-assessment – for example a lack of consistency to standards within and between organizations. Some NGOs recognise this and take part in both Charter self-assessment and external independent assessments so that they gain the benefits of both. The Coalition and members have not yet put to use the comparisons made possible by multiple assessments, comparing the results of the 2013 baseline and 2015-16 mid-term assessments (and in 2018 the final assessment) in order to measure the extent of their success in raising standards. The fact that some NGOs had scored better in the baseline than the mid-term assessment requires attention and analysis. It is important that Chab Dai utilizes the information and insight about progress that can be derived from analysing comparisons between baseline and later assessments, to ensure that the process of multiple

assessments over a period of six years prompts a forward cycle of learning, progression, growth and improvement in meeting minimum standards for Chab Dai and Charter members.

Monitoring and Evaluation of Learning Community and Charter-Doorsteps Projects.

The Coalition team worked hard to adapt their 2013-15 projects to a new log-frame format, to set up systems to systematically track a large number of activities and to start to find evidence of the results of project activities. Team members understood the reasons it is important to discover and demonstrate what the effects of their activities are, rather than, as is commonly the case, just showing that activities have occurred as planned and assuming the results are as intended. They recognise that best practice M&E requires that one shows what changes of practice in the workplace occur as a result of activities. Managers and coordinators understood the difference between changes in knowledge and changes in behaviour or practice, knowing that one should not assume that a change in knowledge will automatically lead to systematic changes in behaviour/practice. They (and the consultant) recognise that finding convincing evidence of the end results of activities is difficult and complex. Team members would benefit from learning more about how to draw reasonable conclusions from evidence, what kinds of evidence are more or less valid and what tools to use, questions to ask and observations to make to gather robust evidence of the effectiveness of activities.

1. INTRODUCTION

The purpose of the external evaluation was to find the strengths and weaknesses of project implementation and assess the impact of the Learning Community and Charter Doorsteps projects from 2013-2015 on 53 Chab Dai member organizations. The Terms of Reference (ToR) for the Evaluation focused on gathering information through in-depth interviews with three different levels of Chab Dai members' staff, Directors, Programme Managers and front line staff. The ToR also required that the consultant assess project documents like log-frames and donor reports for possible areas of improvement[3]. The ToR also requested specific recommendations based on the lessons that could be learned from the project experience and best practices that would enable Chab Dai to improve project implementation in the next phase.

The overarching aims described in the 2014-15 log-frames for the Learning Community and Doorsteps Charter projects, against which the consultant assessed project results were -

- to raise standards of both the services that member organizations provide to clients and communities and the management of member organisations in order to protect victims of abuse and trafficking and reduce trafficking, exploitation and abuse.
- to increase member NGOs' abilities to work cooperatively together to make a stronger impact through collaboration.

Project activities aimed to build trust, network, share, collaborate, inform, resource, set standards and build capacity towards recognised good practice standards in all areas

The consultant's Terms of Reference can be found in Annexe 1.

2. METHODOLOGY

The consultant conducted a desk review of documents related to the Learning Community and Charter Doorsteps project implementation, including the projects' application for funding in 2012, three-year project strategic plans, log-frames, progress reports for the donor ERIKS, mid-term evaluation reports and reports on evaluations of specific activities such as child protection training, volunteering and the 2012 Chab Dai Charter baseline assessment. Evaluation.

Following the requirements of the Terms of Reference the evaluation focused on conducting in-depth interviews with three different levels of Chab Dai members' staff 1) Directors 2) Program Managers and 3) Grassroots/front line staff . These were conducted with eight member organisations, four in Phnom Penh and four in Siem Reap. The selection was made by the consultant with input from Learning Community and Doorsteps Charter managers. The Coalition team organised all member organisations into three categories following criteria of involvement, competency and compliance with media best practice. The consultant selected eight members equitably across the three categories. The organisations represented diverse kinds of programme: prevention services, 'rescue' and shelter services and community based services for children and adults. Two are International NGOs and the remainder are local. The interview schedule can be found in Annexe 3.

In addition to ToR requirements the consultant decided to ask Chab Dai coordinators, managers and Directors for interviews in order to better understand the projects.

Key questions were formulated in two interview guidelines, one for members and one for Chab Dai. The questions were connected to project objectives, outcomes and activities. The questions for interviews with members were checked by Chab Dai before the interviews were conducted. They were utilised as guidance only, were adapted depending on who was being interviewed, and whatever issues came up in the interviews. See the question guidelines in Annexes 4 and 5.

3. LIMITATIONS

The ToR required that 'Where possible interview direct beneficiaries of Chab Dai services to assess the quality and level of services they have received from Chab Dai members after receiving support from Chad Dai training and resources'. There was a proviso that this should not include beneficiaries from high-risk programmes. There are a number of reasons why the consultant did not conduct such interviews.

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[3] Evaluation Terms of Reference paragraph 2 point 1.

Assessing impact: It would be difficult to connect anything learned about services through one-off interviews of beneficiaries to Chab Dai's capacity-building inputs. Very many factors affect the quality of services provided by members to beneficiaries and it would not be possible in this situation to distinguish the impact of, for example, a three day Chab Dai training course attended eighteen months ago by two members of staff involved amongst others in providing these services, from the many other factors that contributed to the quality of the services received by the beneficiaries who were interviewed. There was also no baseline to compare the characteristics and qualities of the services before and after Cha Dai's inputs. It would be possible to conduct careful impact studies of this kind, but several things need to be in place and planned from the start of the project e.g. for each service a) identify the specific characteristics for which change is desired b) gather evidence from relevant clients about their experiences of those aspects of the services to provide baseline information before providing training, forums, resources. Information from these interviews can also be used to identify what problems and needs the organisation has in regard to those services and how to address them in capacity building activities, c) gather evidence from the same people after making the inputs asking the same questions about the same characteristics d) make a comparison point by point to track any changes, e) acknowledge any other inputs or changes that occurred that could account for any differences found in the services when compared to the baseline, f) triangulate all of this information by also asking related questions of other people involved in service provision 'before and after' such as direct service staff and their managers. In the case of staff and managers the baseline and end assessments could be of the specific knowledge, attitudes/values and practice/behaviours which are necessary to run the service professionally. In the absence of this systematic gathering of specific information, interviews with beneficiaries will provide information only for a 'baseline' of new information about the current experience of services that beneficiaries have.

There was no time to organise interviews with ethical guidelines and informed consent. Some members found it quite difficult to arrange interviews with staff. Arranging interviews with appropriate beneficiaries ethically is more complex.

Throughout the report the term 'impact' has been used to mean the result of project activities on the attitudes, norms, practices and behaviours of members' staff and managers. The consultant uses the word loosely and has not adopted any specific technical definition of 'impact'. The evaluation was limited to finding out what changes to practice capacity building activities resulted in by asking the recipients of those activities – e.g. training courses, follow up, forums – if they did anything different after the course than they had done before the course, by asking for detailed examples of new behaviours and by probing for genuine critical self reflection comparing previous and new attitudes and behaviours. The consultant did not accept interviewees' general descriptions of change and good intentions as evidence of change because most recipients are naturally motivated by the desire to show their teachers appreciation and also frequently assume themselves that the training activity that they enjoyed participating in will inevitably lead to changes, without necessarily having evidence for such change. Evidence of 'impact' would be stronger if an M&E process to measure 'before and after' knowledge, attitudes and behaviours, like the one described in the paragraph above, was established from the start of a project or activity.

The selection of eight out of more than fifty members – a little less than 20% of member organisations – means that some perspectives and experiences will not be accounted for in this evaluation.

The LC and Charter Doorsteps projects entailed a very large number of activities. The Evaluation has not addressed all of those activities, for example the Library is not mentioned and neither is the Doorsteps '7 Habits of an Effective Leader' course (because none of the interviewees had attended it). Sometimes the consultant had to prioritise which topics to follow up in an interview at the expense of others because there was not enough time to address all of them. Questionnaires or surveys could have covered a greater number of topics from a greater number of respondents but depth would have been sacrificed.

4. **COALITION CAPACITY BUILDING**

This section of the report will address capacity building objectives and training courses of both the Learning Community (LC)and Doorsteps projects. The objectives and outcomes referred to are drawn from the 2014-15 log-frames for each project.

4.1   Assessment of member organisations' capacity needs.

Chab Dai made use of multiple methods to assess the needs of member organisations, including the Road Trip which resulted in a brief 'trends' report 2013; a training needs assessment of 16 organisations in 2014, annual members provincial meetings and the Charter baseline assessments. Chab Dai also had evaluations of specific activities which informed their understanding of needs e.g. the Child Protection training evaluation 2013.

The Training Needs Assessment 2014 identified capacity building needs clearly. The most common were for M&E, working with children, conflict resolution and livelihood development. Both the Coalition and Chet Nung Dai programmes responded to these needs with courses.

Chab Dai set up seven 'needs-based', short training courses to respond to the most common needs discovered by members in their Charter self-assessments and Improvement Action Plans. The courses were effective – see the section evaluating First Aid, Learning to Learn and Financial Accountability courses below. The effectiveness is related to the accurate identification of specific needs.

In interview some members voiced gratitude that Chab Dai not only provided training but identified their needs for capacity building, " We have no idea what capacity to build or how. They help us identify needs at members meetings." Many members had the ability and resources to assess and respond to their own capacity needs and a few were able to draw up capacity building plans and organise tailor-made internal training and follow up supervision.

A few interviewees felt that the members' meetings brainstorm of their own needs tended to be repetitive and superficial, "We do it again and again. We all know our own needs already. What we need is new ideas and ways and resources to meet those needs. We need more critical thinking about those needs". An expatriate Director thought that Chab Dai should start to increase its capacity to probe and analyse more deeply in order to identify underlying needs and specific concrete issues to address (as happened as a result of the Charter baseline assessments). Examples are given in this report of the kind of capacity building needs that could be explored more deeply. This process of exploration is similar to the 'problem' and 'solution' tree analysis methods that Chab Dai teaches in its PCM courses**.**

4.2 Members' access to courses: Many interviewees who work in the provinces said that they could not access the courses they wanted to attend. Chab Dai was forced to cancel some courses because of lack of take up in Siem Reap where there are far fewer organisations than Phnom Penh, so a clash of schedules can lead to no take up of a course even though many have asked for it. Several members mentioned that they had no budgets to allow them to send staff to courses in Phnom Penh or to cover the staff's work whilst they are away.

4.3 Capacity building under the 'Learning Community' (LC).

Objective 4 (from the LC log-frame 2014-15) states, "Build capacity of local staff to meet minimum standards in services to clients (e.g. MoSVY minimum standards *prakas*) and organisational management (e.g. Charter)".

4.3.1 Child Protection Capacity Building.

The Coalition projects involve a very broad range of capacity building activities so it was not possible to evaluate every activity in depth. LC's main focus for building capacity of members was on Child Protection training. Since its inception Chab Dai has prioritised the establishing of strong child protection measures in Chab Dai and member organisations. Child Protection is one of the four criteria required to become a member of Chab Dai[4]. So the consultant decided to focus particularly on child protection capacity building. The following were 'key questions' which guided the Evaluation consultant in her conversations with managers and staff of Chab Dai and its member

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[4] See Chab Dai's Members Pack 2015.

organisations. Seven out of the eight organisations were interviewed about their capacity to protect children and about their experience of Chab Dai's Child Protection training. In addition Chab Dai's Child Protection training team, LC coordinator and International Director were interviewed about their work to build the capacity of members to protect children effectively and of their own understanding of 'child protection.' All together 24 people were interviewed on this topic. Fourteen of the interviewees discussed the 'scenario' described below.

Questions to guide evaluation of members' capacity in relation to Child Protection and the effectiveness of Chab Dai's Child Protection training

- Why do you think you /your organisation needed child protection training? Had you ever had training before about children and how to work with children?
- Before the training did your organisation have a Child Protection Policy (CPP)? Do you now? Why do orgs need a CPP?
- What did you learn about? Was anything you learned different from what you normally do? What?
- How did CD test your learning/their teaching (pre and post)?
- How did you apply what you learned in your life (family?) and work with children (NGO)? Give concrete specific examples (children you work with)(anonymously).
- Did CD help you apply the course after it was ended – support you? Or help you with child protection afterwards?
- **Scenario :** Interviewer sometimes describe a boy, sometimes a girl.
  - A boy/girl aged 13 from the shelter/village you work in/beneficiary/son of a beneficiary tells you that Mr X – who is your colleague and a man you like and trust – touched him/her on his/her genitals and warned him/her not to tell anyone else.
  - What do you do from the moment the child finishes telling you her/his story onwards? (e.g. believe child, don't express shock, be supportive and say will take action, refer to the CPP for steps to follow, assess child's safety and other needs and with managers make child safe; report to key person /manager/Director/Board; make a decision about involving parents/family depending on the situation; don't gossip; during investigation treat victim and alleged perp well).
  - What are the difficulties a child or vulnerable person will have to disclose an experience of sexual abuse?
  - What difficulties might adults have in responding professionally when a child discloses sexual abuse to them? (e.g. Its hard for people to face the possibility that people we know and respect or who have power abuse children or other vulnerable people, we have to be brave to challenge and cope with possible discord).

Following an Evaluation in 2013 it was decided to keep the course length of two days because feedback suggested that organisations find it difficult to send their staff for training for even this length of time. The main trainer has seven years experience working with children in difficult circumstances. She answered questions about a scenario of child abuse very competently. The course is not restricted to introducing a CP policy but roots Child Protection in the local context by exploring traditional behaviours of adults towards children and introducing alternative methods, "People think blaming and beating are acceptable ways to make a child change their behaviour. We talk about other methods." A pre and post test is conducted and typically shows significant improvements in knowledge. Interviewees were very positive about the tests. Earlier donor reports did not include test results. However the most recent semi-annual report of 2015 included basic information about the tests' results. The 2013 Evaluation also suggested that Follow Up activities explore with member organisations their implementation of child protection measures.

i)   Member's Child Protection policies: Interviewees of all but one member NGO said that they had a Child Protection (CP) policy. Many said their NGO reviewed the policy in some fashion regularly. Some described clear systems in which, for example, each new staff member was asked to read and sign the policy and refresher training was held annually for all staff including guards and cleaners. Others said that they thought reviews or refresher training was not systematic. In one NGO advisors believed that all the staff knew clearly about policies including a CP policy. However the staff interviewed did not recognise the concept of a CP policy and mistakenly thought it might mean the rules of the shelter or MoSVY's 'Minimum Standards'.

ii)   Interviewees' previous experiences of training on working with children: Some interviewees had attended other training about working with children – some of it provided by Chab Dai[5] – as well as the Chab Dai Child Protection course. However most interviewees had received very little specialist training on any topics related to working with children and many who acted as managers of programmes or projects especially for children struggled to remember attending any training related to their work. In any case the training courses which they had attended were with a few exceptions very short, ad hoc training courses with little or no follow up to help trainees – or their managers - apply the theory heard in the classroom to practice in their real work. Different staff attended different courses at different times and consequently a shared level of understanding and purpose, which could lead to sustained change, did not occur. Some NGOs had tried to combat these common problems of weak impact by employing both expatriate and local professionally qualified social workers and/or by setting up systems of social work training internally that systematically progressed from one level to another using the same vocabulary and concepts at each level and which were taught by professionally qualified expatriates. Only one local interviewee working with children was a professionally qualified social worker (at Masters degree level).

iii)   Reasons for attending the CP training course: Most interviewees said that a Child Protection Policy was important because it protected adults who worked with children as well as the children by providing procedures to protect them from false accusations for example always leaving the door of a room open when they talk with a child confidentially so that others can see what is happening between the two.

Others explained the reasons why they attended Chab Dai's course –
- "We are front line working with vulnerable children, who live in very risky situations so if **we** don't know the meaning of protection, who does?!"
- "We must be able to respond to children's needs and follow their rights"

iv)   Trainees' descriptions of the course, what they learned and what effects it had on their work with children:
The two-day course had a very positive effect on some interviewees in their home life as parents as well as at work –
- "Before (the course) I didn't know! I just didn't know! I used to think I was a good mother. I thought using a stick to beat my child was just a way to get something done. I had no idea of the affect it had on children. I didn't know there were right or wrong ways to discipline children. I just copied my violent mother. It was normal. There was no tolerance of children then. My son was so scared of me he couldn't even lift his eyes to my face when we sat down together to eat. I was proud because I thought I was a proper parent. Now I've realised how wrong this is and we have better relationships in our family. (At work) I notice children's behaviour when before I wouldn't pay attention. I can classify exploitative or abusive behaviour (tell the difference between what is acceptable and what is not and why). I know of sources of help for children. I have a better idea of a process to help them. I am more confident. I can notice behaviours that might indicate sexual abuse (she describes withdrawn behaviour)." The consultant remarked, "That is a very big change for a short two day course!" The interviewee replied, "After twenty years of violence it changed! Things are much more complex than I used to think". She went on to compare the course to a fifteen day 'pedagogy' course she had attended some years ago which had no effect on her relationships with children at all.

Other interviewees described how the training made them review their own behaviour and cultural norms, "It's normal to intimidate children. Now I think about how it affects them. When I was a child adults made us very scared and emotionally hurt".

Many interviewees mentioned the issues around photographing children and having a media policy, which were raised in the CP training and by Charter assessments, remarking that they had previously never considered the issue of dignity, choice or empowerment for their clients but just assumed that taking photos, while convenient for them, was a harmless activity for children and clients.

Some mentioned the concept of 'good touch, bad touch' and the traditional habit of adults playing with young children's genitals to tease them. One said, "It's important because its teaching children how to protect themselves".

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[5] This training was provided under the 'Chet Nung Dai' programme. The interviewee who had attended training about 'Parenting' had clearly been very impressed by many new ideas about child development and how to work with children and described several incidents in which he applied his new knowledge to his work with children and their parents.

Some remembered the new concept that bad experiences, like abuse or exploitation, can have long term emotional, mental impact but were confused about what kind of impact this was. Others had grasped this idea and the place of culture in not normally paying attention to the affects of violence on victims. "We pass this new information on and see the behaviour of our teachers in the community changing. Now they don't beat children for not doing their homework. We ask them to reflect on the situation, for example to analyse why children drop out of school and when they realise it's because children are afraid then we ask them to think how they can make their school different".

One mentioned that he remembered learning that adults should avoid the common practice in interviewing of repeating the same questions to a child which could stress the child with reminders of the incident they were forced to describe. "The adults should pass the information on to each other, instead".

Different interviewees demonstrated a range of levels of understanding, interest and impact. Some trainees had absorbed much more than others. Some reviewed their deepest assumptions about adults' relationships and roles with children whereas others who attended the same course struggled to remember one or two specific 'rules' of child protection. The deepest impact was made when people responded to the training by reflecting on their assumptions of normal attitudes and behaviour and starting to adopt new values and behaviours. Some trainees learned far more than others who attended the same training at the same time. Thus it is not training alone which brings about change and work to make a course effective but also the personality and experience that each trainee brings to the training course. The recruitment of people who will be responsive to such capacity building is important.

v) **Course testing:** Interviewees remembered how they had been tested with a pre- and post-test.
- "It's a great method. At first I didn't realise the aim was to compare the second test results to the first. It's good to compare. It wakes you up. I worried about the result but then I saw I did much better on the post-test."

Some trainees thought they had not seen the results of the tests so had not had the opportunity to make a comparison.

vi) **Course follow-up**: Chab Dai did not carry out any follow up until October 2015 as there was no time for it in their schedule. At the time of interview LC had not yet analysed the results of this first follow up of trainees' implementation of theory in practice. However the senior trainer noticed the kind of issues that trainees met in their work with children and described how she helped them problem solve with children when they discussed in forums.

Some interviewees described the follow up when asked if Chab Dai had provided any support in child protection after the training.
- "Chab Dai visited and asked us questions about what we had learned and if we applied it at all to our work."

The three set follow–up questions emphasise evaluation of the course rather than continued teaching to reinforce and extend what was learned in the classroom into the real work context for each trainee and their NGO.

vii) **Trainees' assessments of the course**: Many trainees described what they had learned and how they had applied it vividly. Many were appreciative of the opportunity the course gave them. Some made suggestions –
- "It would be even better if they came to train all of us in one organisation at a time (because then we could all understand the same thing at the same time and change what we do together)."
- "It needs to be longer. We need *more*!"

viii) **Responses to the scenario of a 13 year old child's disclosure of sexual abuse by a colleague of the interviewee(s).**

➢ Many interviewees were shocked by the suggestion that it was possible to imagine a member of their own staff could be accused of sexual abuse. Unfortunately the scenario does not describe an uncommon situation. However most people's responses did not reflect that reality.

➢ The first concern of nearly all the interviewees was to take immediate action to find out if the allegation was true or not. Interviewees focused a lot of effort on debating why the child might lie and how they would investigate to ascertain whether the allegation was true or not. All but three of the fourteen interviewees said that they would immediately respond to the allegation made by the child by questioning the child about her/his story in order to

'find the truth'. No one mentioned the conclusions of research around the world that reveals that although false reports are possible the vast majority of reports by children of sexual abuse are genuine and the vast majority of child abuse is never reported. One reason identified by research for this enormous under reporting is that adults tend to not believe children.

- "I will follow some of her (the child's) point of view but I also will consider that she might have a bad intention to get that person into trouble by making a false report"
- "I don't yet believe the child …I have to check"
- "I want to find out if its true or not. I would study on the character of the staff member accused – is he like that or not? I can't just believe (what the child says). I must analyse the situation. If my investigation revealed it was true then I must tell my manager."
- "I'd ask the child, when it happened and how often and if anyone else had seen it. I would believe him/her if s/he said she was threatened".
- "I'd ask the child questions, in a safe place out of hearing of others. I'd ask when and where and how it happened and who else saw it. I'd look for evidence, weigh it up and I'd know if it was true or not. Then I'd discuss with my manager."
- "It'll be obvious if he did it. It's not hard to find out"
- "If I discovered that the story was fake then I'd tell her she should not pretend. I'd make a deal with her that if she did not make accusations again I'd keep what she'd said confidential."
- "I'd want to help her have better self awareness – to know why she had lied and give her the option of telling our manager herself or else I'd tell the manager."

There were a few examples of responses which indicated a serious lack of knowledge of child protection. These organisations had scored high in their Charter self assessment on child protection and working in the best interests of the child. In one case a Child Protection Officer said,

- "I'd ask the child if it really happened, who else was there. If I then found out that the alleged perpetrator really did it I'd go with a group of others to see what he said about it. We will warn him. If he defends himself then we will report to the police. But if he admits guilt and others hear his confession then he will stop doing it. But maybe we should warn the child to stay away from him anyway and come to us immediately if he approached her again. It's just touching the vagina (not rape) so it's not really so serious. Maybe we could tell his colleagues so they can watch him and correct him. If he continued abusing that child after we challenged him then we'd go to the police." The consultant asked about the safety of the other children, "Well, I guess its culture but the children won't think that it's a problem (because its not rape)." The consultant checked that he understood that the scenario was of a 13 year old girl whose vagina had been touched by a staff member who had threatened her not to tell. The interviewee found it hard to grasp that the consultant was suggesting that other children that the alleged perpetrator worked with every day in the community, apart from the original victim, might be at risk. Or that touching 13 year old girls' vaginas was a form of serious sexual abuse.

 Many mentioned that when they asked the child more questions about the abuse they should do so with another member of staff present and/or the door of the room open so that others could see what happened between themselves and the child.

With a few exceptions interviewees described how they would undertake investigations themselves to find 'the truth' by asking colleagues etc. "If we collect enough evidence (that the accused person did as the child described) then we would report it".

About half the interviewees mentioned that the alleged perpetrator would lose their job if the evidence showed that they had sexually assaulted the child.

- "If it was true I'd see him as a perpetrator even if he was my friend"

Others thought that the perpetrator would only lose his job if it was, "a serious activity, a strong crime".

➢ A few interviewees asserted that their priority would be to respond to the child's needs including confidentiality and safety, before conducting an interview to find out more about the sexual abuse, without prompting from the interviewer. One professionally qualified local social worker explained "I would tell the child that I will take what she said very seriously. I'd ask her permission to report it to the Director so that we can investigate and take action. I would discuss with the child what we could do". Another who has a strong role as a counsellor in her organisation

also said that she would only talk to other people/managers in her organisation if she had the child's permission. Another interviewee said, "We must keep the child's confidence (in us) and make sure the perpetrator cannot harm her further."

The Chab Dai child protection training team described a professional response to allegations of sexual abuse: prioritised safety for the child, giving the child a clear explanation of what would happen next as his allegation was reported up through line management, finding a specialised counsellor for the child to talk to, "to help him deal with his feelings and reactions, understand his situation and build resilience", carry out a risk assessment, inform the parents so they can support their son and follow the steps described in the Policy.

➢ Other interviewees addressed safety and the child's immediate needs only after they were prompted to by the consultant's questions. These interviewees said,
- " I would listen to the child and not make judgments about her".
- "I must act like I believe – I am like a referee, in the middle between them (the child and alleged perpetrator)".
- "I would try to make her/him calm, encourage her, promise to investigate".
- "I would show her I regret what happened and understand it must be painful for her and ask what to do to help?"
- "S/he must feel scared. I'd ask if she knew anyone she trusted who she could stay with safely".

These interviewees did not acknowledge that the responses they had described were mutually exclusive or at least would take great skill to reconcile a) to question the child to find out the truth and b) to be sensitive and child-centred.

However a few acknowledged and struggled with the dilemma between their need to find out more by questioning the child and treating the child sensitively and respectfully
- "To disclose shows he trusts us. I must encourage him not to be scared and promise we will find justice. But I must check. If something like this really happened then someone *must* have seen it!"
- I'd ask to find out more and listen but not blame…"

➢ The consultant asked about long term support for the child –
- "…somewhere safe to keep the child away from the perpetrator"
- "Keep him safe, make sure he doesn't get depressed, increase the closeness of our relationship and make sure he doesn't feel blamed".
- "Skill-training". There was no explanation why someone who had been sexually abused automatically needed vocational training anymore than they had before they were sexually abused.

Two interviewees mentioned taking action to involve parents.
- "A counsellor would talk to the parents to help them understand and encourage and protect the child".

➢ Five of these fourteen interviewees said they would refer to their organisation's CP policy to know what steps to follow. One counsellor said that she could do nothing without reporting to her line manager and two interviewees said they would not report to their line manager without permission from the client. One shelter social worker said that she should follow a reporting procedure, tell the child about the legal process, and, "I must report to the police through my manager and tell the client her rights. If the manager wanted to protect the accused staff member I'd go directly to the police". Another corrected a colleague who had described how to conduct an investigation of his own by saying, "No, we would take action according to the policy. And that's fair because the perpetrator signed the policy so he should know what behaviour is not acceptable and that we have a policy to follow". Some seemed to have very confused policies reporting to commune level authorities before reporting to their own organisation. Most interviewees did not refer to their CP policies at all as guidance for the steps they would take until prompted to do so by the consultant's questions

Several remarked that without the real experience they did not know how their organisation would respond, "It's a hard situation. Maybe the alleged perpetrator would temporarily leave his job. Maybe we would ask the police to investigate".

A few people believed that their procedures had failed because their organisation had inadvertently employed someone who sexually abused a child. They were surprised that someone they trusted who chose to work for their

organisation was capable of such behaviour. They believed that they should be capable of knowing whether someone is likely to abuse children and blamed themselves for faulty recruitment, "We were lazy in recruiting such a person, it's our fault, they should have been trustworthy". They were unaware that around the world repeatedly child-care and other organisations have discovered that trusted employees, Board members and volunteers have perpetrated sexual and other kinds of abuse with impunity within their organisations.

One person articulated a mature approach to the dilemma of taking action against perpetrators but not treating them inhumanely. "I would want to know why the person did that and ask, 'Can we help?' We should never abandon staff even when they have done something like this!" She went on to describe the member of staff losing their job but receiving counselling to help them face what they had done and to change.

➢ Most interviewees did not describe in detail about whether to or when to or how to report the abuse to the police. One person, however, described the issues involved in reporting to the police at some undefined point in an investigation.
- "In real life I know that police have blamed and threatened children and demanded money to investigate and expect to arrange 'compensation'". The interviewee said that her organisation would explain everything that might happen with the police so the girl – and her parents if appropriate – could make an informed decision whether to make a criminal report or not. In that event the NGO would provide legal help and support throughout the court process.

ix) What are the difficulties a child or vulnerable person might have to disclosing sexual abuse they had experienced to an adult?

Interviewees recognised that –
- "The girl would have to be very brave to tell people because if she reported it she would lose her reputation."
When the scenario involved a girl, the majority of interviewees focused on the fact that the girl might be suspected of losing her virginity with a resultant loss of reputation for herself and her family. There was an underlying sense of disapproval of a girl advertising her shame openly by disclosing the abuse.
- "She's very smart/precocious to report it. I think most would keep it secret"

A few interviewees did not clearly distinguish consensual and coercive sex or make the point that in law a child is considered too young to consent.
- "She wouldn't report it because she wants to save the perpetrator from prison because she loves him".

Several male interviewees believed that a 13 year old girl would not necessarily consider a man touching her genitals to be 'serious' or abusive, so she would not report the incident. Other female colleagues disagreed.

Some recognised the dilemmas facing very poor families.
- " A wife wants to save her husband from prison when he's raped their daughter. She relies on him for income for the family."
- "Justice is hard to get so they don't report."
Others recognised the real danger the child faced from the perpetrator who has threatened her not to tell.

One woman described the emotional and mental pain the child might feel,
- "It's very painful. So she might want to bury it, not excavate it by telling others."

About half the interviewees realised that a major obstacle for children reporting sexual abuse to adults is the child's (correct) perception of the likely unsupportive responses they will get from adults. For example, children think that the adults will not believe them.[6] This understanding of children's point of view is important because it helps trainees assess children's situations more accurately and empathetically.
- "She would be afraid that I won't believe her. There would be a lot of fear. It's cultural that she would expect adults to behave like that. If she had a special trusting relationship with me already then she could tell me and believe I'll take action".

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[6] See the UK National Society for the Protection of Children from Cruelty 2013 briefing overview of research on child sexual abuse. https://www.nspcc.org.uk/globalassets/documents/information-service/research-briefing-child-sexual-abuse.pdf

- "He would be afraid that his parents would not believe him. They might think he's joking"
- "Children don't trust adults. Often adults are mocking and dismissive. Adults act like they don't have time."
- "If the child doesn't already have a close trusting relationship with an adult then the child feels not safe to speak out (to that adult). Adults tend not to listen to children, so if a child has had that experience of being ignored then they won't tell.
- "She won't dare, can't trust adults, will expect adults to be judgmental. That's how I would have felt as a child so I think that's how this child would feel"

x) What difficulties might adults have in responding to a child's disclosure of sexual abuse professionally?

Many interviewees asked the consultant to clarify this question and needed to consider it from various angles before answering. Some could not answer it at all. Most interviewees seemed to be unused to reflecting on their own thoughts, feelings and motivations as significant factors in effectively responding to a client's needs. However many of the responses were thoughtful –
- "I'd have the feeling of panic but I'd want to help too'
- "It would make my heart sink. This is the worst thing….."
- "It would be very difficult and we might feel very shocked."
- "I'd feel very angry, very shocked…why did the man do this? I'd use my counselling skills to hide my shock from the client so I can help her be calm."
- "It would be hard to accept and I might feel alone with the problem of helping the child because it's hard to get justice. I'd feel ashamed that we had not taken care of the child well."

A few recognised that the situation would put them under a great deal of pressure and described reactions that might lead towards avoidance.
- "I would feel like I don't want to hear this. I would wish it had not happened."
- "It could be beyond what we could believe."
- "Obstacles for adults would be: thinking the child might be lying, might be being naughty. It could be hard to believe and so we might make judgments against the child".

None of the interviewees explicitly concluded that it was these kinds of reactions of adults that make it hard for children to disclose sexual (or any kind) of abuse.

Some interviewees who needed help to understand the question thought that they would have no problems at all, "I am experienced talking to children so it will be alright", and "No problem!" This seemed like overconfidence due perhaps to a lack of real experience, or self reflection.

One interviewee said that these evaluation questions reminded her of the original training, "We developed scenarios in small groups and considered how the child would feel and how the adult would respond".

A few interviewees recognised they would have difficulties if the accused person had more power than them in their NGO structure.

xi) Interviewees' examples of applying modern methods of 'positive discipline' to solve problems with children as alternatives to traditional methods:

Several times interviewees described examples of ways they applied new methods of child care as alternatives to physical punishment or blaming. One social worker explained that she helped children whose parents were often violent to them by asking the children to consider why their parents beat them and what they could do to avoid such punishment, how they could improve their behaviour. The consultant asked if she ever talked to parents about alternatives to hitting children and the social worker described a process of talking to parents for twenty to forty minutes to try to find the roots of violence, to get them to think of alternatives to blaming the child. However she said that parents were uneducated, not used to thinking through problems and under great stress. She had not considered that the way she talked to the child reinforced the assumption that parents must have a good reason for their violent behaviour and the child must be the cause of the violence s/he suffered and was responsible for changing the situation more than the parent was. Another interviewee described her suggestion to caregivers for working with a child who wet the bed at night that he be made to wash his sheets as an alternative to traditional

punishments. She had not considered that this too might be perceived by the child as a punitive response and that it was important to check there was no special reason for his bed-wetting[7].

xii) Analysis of the Child Protection course and members' abilities to protect children in their programmes.

The two day child protection course is well-designed and taught and is effective in increasing trainees' understanding of child protection in a very short time. However the objective of raising capacity to a level high enough to say that services to child clients meet minimum standards of child protection has not been reached.

Strengths:
- Despite its short duration the course made a strong impression on many interviewees and in a few cases had transformed trainees' relationships with children. These interviewees could provide detailed explanations of how their thinking and behaviour, in relation to children – especially in connection to disciplining children and to child protection – had changed and why. The course has well chosen content and the trainers are capable. The senior trainer is experienced in working with children, committed and has integrated theory with practice well and had identified what areas she would like further training in to improve her own knowledge and skills.
- Nearly every interviewee accepted that sexual abuse of children was possible – for boys as well as girls – and that it was their responsibility to take the possibility of such abuse seriously. The consultant believes that this acknowledgement of the reality of child sexual abuse is greatly improved when compared to adults' attitudes ten years ago. Probably many factors, including Chab Dai's course, have combined to bring about that change.
- Organisations have adopted CP policies. There is a range of levels of ensuring that staff understand and can follow the policies from weak to strong.
- People understand that a CP policy protects adults as well as children – they know it is in their interests to follow a CPP.
- A few organisations have employed staff/managers who have the appropriate qualifications and/or experience to genuinely understand child protection and benefit from child protection and other relevant training fully. Chab Dai's senior CP trainer has seven years of experience working with children, before joining CD, and showed she was able to respond in a genuinely child-centred way, following the organisation's procedures. One other organisation had employed a Cambodian manager with a Masters in Social Work who understood child protection well.
- The Chab Dai course helped people who had the potential, to reflect deeply on their own assumptions and experiences as children and adults and apply what they learned from this reflection to their work with children. Such self-reflection and increasing self-awareness is crucial for real change to occur.
- The course has started to utilise follow up as well as classroom training. The senior trainer has the necessary experience to be able to look critically at many aspects of trainees' (and their managers') application of classroom theory to real work with children and had helped trainees find alternatives to traditional punishments when working with children.

Gaps:
- In relation to a child's disclosure of abuse, the vast majority of interviewees revealed a strong assumption that it was their role to 'find the truth' through their own investigation without reference to the steps of a Policy or their line management. The majority of interviewees said that the first thing they would do following the child's disclosure is ask the child questions to find out more about the allegation, rather than assess and respond to the child's needs including their safety. Interviewees saw themselves as interrogators and detectives.

- The majority mistakenly believe that it is a simple, straightforward matter to 'find the truth' by asking the child, other people and the alleged perpetrator directly. Several people believed they would know 'the truth'

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[7] http://www.nhs.uk/conditions/Bedwetting/Pages/Introduction.aspx provides typical advice for parents and caregivers dealing with the frustration of child bed wetting. Its advice includes that children be reassured it is not their fault, that many other children also wet their beds at night and that they will grow out of it. Adults should make sure the child goes to the toilet before going to bed.

by 'studying the alleged perpetrator's character'. People said that certainly other people must have witnessed the abuse if it 'really happened'.

In fact research repeatedly shows that most childhood sexual abuse is never discovered by adults. It is normal for adults to experience complete shock and denial when they discover that an apparently 'nice, normal,' adult they have worked with has abused children. Only one interviewee, apart from the expatriates interviewed, was at all familiar with the results of research about childhood sexual abuse, in Cambodia and internationally. Research shows clearly that the common beliefs held by adults in Cambodia – and around the world – that, for example, child sexual abuse is rare and so terrible that 'someone must know/have seen it happen,' are contrary to the facts. Research reveals important facts that are opposite to these commonplace myths. People who work with children should have access to these facts and learn to challenge the myths.

- Many interviewees were not used to trying to apply what they had learned in CP training in the classroom to 'real life' (or a scenario imagining real life). Some were surprised to be asked questions that required that they apply what they has learned about by using their imaginations. They assumed that they could not be expected to know what to do before they had dealt with a real-life experience of disclosure. Of course real experience will always be different from class room learning and can be the best teacher. However organisations should be as prepared as possible for this very common situation, learn from the experience of others who have experienced this situation and their staff and managers be able to use their imaginations to apply theory to practice to prepare themselves to deal with such a situation as ethically and effectively as possible if and when it occurs.

- Most interviewees found the question which required self reflection –'What difficulties would adults have in responding professionally to such a disclosure?' – unusual. Adults need to develop high levels of self-awareness so that they are prepared for and can mitigate their own and their colleagues' emotional reactions (such as denial) and difficulties when a colleague they trust (or a manager they respect or are afraid of) is so-accused.

- Dealing with a 'grey area' of uncertainty and potential conflict: It is a natural human response to wish to avoid something which challenges our trust in or respect for other adults or requires us to challenge people who have more power than us or raises the possibility of conflict where before there has been harmony. As one interviewee said, "I would really wish this had not happened." The majority of interviewees dealt with this inevitable and uncomfortable level of uncertainty by traditional means – a personal, informal investigation in which they were over-confident of their own ability to 'find out the truth,' rather than by referring immediately to the CPP procedures and their own line management. These interviewees have not explicitly reflected on and started to learn to deal with their own likely motivations and reactions in such a situation and have not thought through the disadvantages of customary reactions and the benefits of following an alternative rational policy. They have not considered the difficulties of obtaining unequivocal evidence or faced the difficult reality that they will need to support the child and keep an open mind about the alleged perpetrator at the same time. Some interviewees could imagine children's perspectives and could, when asked, reflect insightfully on their own reactions and the complexities they would face in such a situation. Those capacities are a foundation that could be built upon.

- No one was clear about what would happen to an alleged perpetrator according to the CPP e.g. suspended on full pay until an investigation is underway.

- Some members' staff had a very low understanding of child protection. In one case a staff member who was the Child Protection focal point for the organisation was unable to answer most of the evaluation questions.

- **NGOs' recruitment, capacity building, staff turnover and ability to help their staff apply the new knowledge and skills a training course introduced them to, to their programmes**: The general level of professional education and experience of staff and managers responsible for direct services to children or managing those services is still low. Only one local staff member interviewed had a qualification in social work. Only three of the eight organisations interviewed provided capacity building supervision of direct service staff. An expatriate expert in working with children noted that, "in house mentoring can change the

norms (of attitudes and behaviour)." However such in house mentoring is rare. Organisations often do not want to send staff away from work for long and don't have budgets for training and travel. However staff need more than two days to learn everything they need to know about child protection, however well organised the course is. Moreover organisations find that staff frequently leave in search of better pay and opportunities elsewhere so that although the general pool of available staff may benefit from training, individual NGOs face this obstacle when building structural capacity. Managers often assume that their staff apply what they learned on a course and do not enquire what changes to programming, management, supervision, budgets etc would be necessary to enable their staff to use new knowledge and skills in practice.

- **The Charter**: Some organisations scored themselves at 'mature' or 'developing' (the two high level scores) for child protection and /or 'working in the child's best interests' in their Charter assessments. A neutral expert assessor would give a lower score. The self-assessment score may reflect a real improvement in understanding of child protection and real adherence to specific criteria for example having a Child Protection Policy which is reviewed once a year. However adherence to these criteria and improvement in comparison to past practice does not bring those organisations up to the level of 'mature' adherence to minimum standards in child protection. It is likely that organisations may not realise what gaps still exist in their work with children and child protection if they are unchallenged when they assess themselves at the highest score in regard to those topics and not helped to identify what should change throughout their organisation and in their daily practice to apply theory to practice and to meet minimum standards.

- The Child Protection course is not long enough and does not make enough use of follow up coaching or supervision yet. More topics need to be covered and trainees need more time to discuss, think through and practice the application of new ideas and challenging of old ones. The trainers and LC recognised that they had not made enough time for Follow up activities and started follow up towards the end of the programme period. Thus both the trainees and Chab Dai have not learned from the experience of teaching and learning in the field as well as in the class room. The 'follow up' appears to have emphasised evaluation rather than continued teaching in the field and exploration with trainees and their managers of the many ways that the NGO could change its practice and programming with children in order to protect them better.

xii) Recommendations on child protection capacity building.

1. **Child Protection capacity building course.**
   - Lengthen the course. Explore various methods like extending the two days with additional two-day long return sessions. Carry out an assessment to discover which extra topics to select out of the many competing possible topics. The senior trainer suggested teaching practical methods for constructive problem solving with children, "Because adults tend to delay intervening until it's too late". See the list of topics described in point 2 below.
   - Always conduct follow up. Emphasise the teaching (or mentoring or supervising) function rather than the evaluation function of follow up (however effective supervision in the field will provide many examples of real application which will clearly show the impact of Chab Dai's capacity building activities on member organisations, both what they can apply and what the limitations are and so act as an evaluation tool too). Consider this 'teaching in the field' to be the real focus of the capacity building activity for which training in the classroom is just a preparation. Experiment with different methods of coaching, mentoring, and supervision of trainees and their managers' application in their everyday work and learn from this what kind of field based capacity building is most effective.
   - If necessary employ more qualified and well experienced social workers who can also train and supervise others so that LC is not overstretched.
   - Experiment with capacity building one organisation at a time (or maybe two or three organisations with similar needs), inviting many staff and managers, setting a baseline and training needs assessment before the capacity building and then evaluating the same knowledge, skills and attitudes after follow up mentoring. Extend the needs assessment to identify what would have to change in terms of programming, management and budget lines as well as the direct service staffs' practice, to make change happen.

2. **Cover these topics in relation to allegations or discovery of abuse especially sexual abuse -**
   - Explicitly teach that responding to a child's needs especially safety is the priority, not investigation.

- Explicitly teach how to make a risk assessment. Include how to involve parents and family in supporting the child and how to assess the appropriateness of doing this against the child's safety.
- In connection to sexual abuse: Ensure that people understand the difference between consent and coercion in sexual relationships and the fact that children cannot consent[8]. This requires an exploration of assumptions and norms around sexual relationships generally as the context for understanding sexual abuse. In order to be able to review old assumptions and take on new ideas people need to discuss the context of the concept of 'abuse' which is what is 'normal' and 'acceptable' in sexual relationships. Address the assumption that only rape of virgin girls is a 'serious' sexual act. Consider the impact of other forced sexual acts. Consider the impact on boys as well as girls, adults as well as children. Address the assumption that the only reason why sexual abuse is not acceptable is because it leads to the loss of a girl's virginity.
- In connection to sexual abuse allegations: demonstrate that childhood sexual abuse is not rare; that establishing unequivocal evidence of abuse is often very difficult (it is not easy 'to know the truth' as interviewees believed); that usually there are no witnesses of such abuse; that there is no 'sign' by which perpetrators can easily be known by their character or behaviour and that most childhood sexual abuse is never disclosed or reported but when it is the percentage of false allegations is low.
- Use research in Cambodia and internationally to challenge these and other myths around sexual abuse and replace common but mistaken assumptions with facts[9].
  - Explain how the research was conducted and explain the basis for its claims to validity. Compare this to the kinds of 'evidence' upon which we all base our everyday assumptions. Help trainees think critically about the validity or otherwise of different kinds of evidence.
- Introduce trainees to case studies both local and international which demonstrate the responses of institutions around the world to allegations of sexual abuse perpetrated by their members in order to know that many organisations have employed child abusers and to analyse the tendency to cover up and deny in order to help members prepare to overcome the same reactions and to learn from the mistakes of others.

3. **Chab Dai senior and other trainers learn more about 'positive discipline'** and constructive ways to problem solve with children so that they can in turn train member organisations on these topics and help members' staff find alternatives to punitive or blaming methods e.g. making children wash their sheets if they wet the bed or take responsibility for the violence they receive from their parents.

Other LC training courses

The following short courses were attended by staff and managers that the consultant interviewed in the selected eight member organisations. The interviewees were asked questions about the course they had attended similar to those asked about the Child Protection course but without the scenario (see questions above).

4.3.2 First aid and basic health course[10]

Two community workers from one NGO were enthusiastic about this short course, described what they had learned to do for traffic accident victims, burns and bleeding noses and how what they had learned was different from their previous assumptions. They thought the medical graduates who had trained them were expert and found the demonstrations and videos to be effective training methods. They appreciated the pre and post test which revealed what they had learned. They explained that generally people's understanding of health and medical knowledge is low so that rolling out a short course like this, focused on what ordinary people can do in an emergency and on recognising when someone needs a doctor's attention, to all staff and people in the community would be a simple and effective way to impact health.

4.3.3 Dissemination of the Law on the Suppression of Human Trafficking training course

The course was run by the Ministry of Social Affairs, Veterans and Youth and facilitated by a Cambodian police official who is experienced in implementing this Law.

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[8] The Criminal Code sets the age of consent at fifteen in Cambodia.
[9] For example: 'I thought It Could Never Happen To Boys', 2008, A Hilton et al – an exploratory study of the sexual abuse of boys and young men in Cambodia; the UN 'Change Project' Partners for Prevention presentations and reports on the results of their research on men and violence in Cambodia 2013; Unicef Cambodia, 'Violence Against Children', 2013 various reports and Unicef's report on global violence against children, 'Hidden In Plain Sight – A Statistical Analysis of Violence Against Children', 2014.
[10] In 2015 the First Aid course was transferred from Learning Community to Doorsteps project.

One community/social worker and her supervisor in one NGO talked about the two day course. They enthusiastically described the 'rights of victims' they had learned about. They grasped the importance of human rights in their work with exploited, oppressed people, "It's important that victims feel they deserve rights", "It doesn't mean they lost their rights (human rights are inalienable), just that other people make them feel excluded", rather than simply reciting 'rights' theoretically. They believed the course had taught them practical skills for example to help villagers assess offers of work to know how genuine or exploitative those offers might be. They recounted examples of utilising those skills. The supervisor had twenty years experience working in the community and had high expectations for training in general – that it should give her and her staff practical knowledge and skills that they could use to support clients. She described what happened when she tried to implement what she had learned on the course, reporting trafficking cases to local police, "The government does not follow the law. When I report trafficking to the police they ignore my complaints. The training is just an introduction to the law. It's up to us to know how to apply it". However she also described how having some knowledge of the fact that laws exist to govern everyone's behaviour, especially the behaviour of government officials, had increased her confidence, "It motivated me to advocate, to be brave to protest and negotiate for powerless people." She described an incident in which she advocated for the rights of a family whose child had been hurt when a local policeman had knocked her off her bicycle and successfully received an apology and enough money to cover medical costs. The value of the aspect of the course that introduced her to the Trafficking Law came not so much in the specific legal knowledge she learned about but from a sense that even powerful people should be under the law. She felt that courses should be longer and that there should be on-going support to help trainees with particular cases when they first try to apply what they have learned to their work, "Because I feel like it's easy to talk to Chab Dai, I trust them…."

4.3.4 'Do no harm' training course

One supervisor of a shelter for women who have left indirect sex work described this three day course. She was a university graduate of a management degree. Her only social work training was in short Chab Dai courses. She described the course very positively. "It was about our relationship with our clients, how everyone is equal and we should aim not to hurt others. We shouldn't compare (the women in our shelter) to ourselves because they have suffered very much and feel (mentally) hurt. Sometimes when we try to help it doesn't work, we should just think it's not the right time and not blame them but try again. Maybe another time she might look for help and we're not paying attention, don't see the opportunity. This is all new to me. I didn't learn this at Bible school at all. If I compare myself now after this training to before it's a big difference, I used to talk and talk and not think how my words could affect clients' feelings."

The interviewee appreciated the trainer, "He was open to any question and made us understand". Her assessment was that, "The course was exactly what we needed to know and gave me access to something vital that I never knew before".

The interviewee described an interaction with a client who was violent to her child. She explained that she dealt with the client's behaviour whilst living at the shelter very differently than she would have done before attending the course. "Before I think I would have asked her to leave the shelter. This time I calmly read out our Child Protection Policy and explained that parents cannot use violence against their children here. I said, 'Don't hurt someone else because you feel bad'. She said she'd try. She expected us to punish her but we didn't and I tried to get her what she needed. She's changed a lot now. I am their Helper and I shouldn't add to their pain."

The course was specifically and effectively targeted at providing a constructive alternative model to the sometimes harmful norms of traditional 'helping' in which the 'Helper' is superior to the person helped, dispenses advice and expects the receiver to follow that advice immediately and gratefully. The course facilitated self-reflection in which the trainee felt safe to critically appraise her previous thinking and behaviour and happy to adopt new ways which benefitted both herself and her clients. This critical reflection on former assumptions helps people integrate new principles and methods into their lives.

4.3.5 Analysis of Learning Community short courses.

Strengths
- The courses are short but effective. Former trainees can describe genuine, detailed applications of what they have learned in their work with clients months and years after the course.

- The content of these courses is well-targeted at specific needs and gaps in understanding.

- The 'Do No Harm' course:
  - The 'Do No Harm' course is well-targeted at cultural assumptions about social relationships (Helper and client) which commonly impede constructive helping. Once these new principles are understood and integrated many other kinds of knowledge and skills related to providing best practice social and/or educational services could be added to this foundation and other training will be more effective.

  - A method employed in this course, which is crucial, is that of self-reflection, in which trainees re-consider assumptions, start to apply the new ideas introduced in the training to themselves and their own lives and consider their own motivations, feelings and the impact of their own behaviours. This is a powerful tool, new to most trainees who have usually considered their work providing services to clients in terms of the client but not in terms of their relationship with the client. Honest self reflection helps build empathy, greater psychological insight and thus reduces the tendency to treat clients instrumentally. People who respond well to the opportunity to reflect personally often change their relationships with others in their own lives as a result and report this as a benefit.

- The pre- and post-tests are an effective method to measure change in knowledge and act as a mirror to reflect their own ' before and after' for individual trainees reinforcing what has changed and building confidence.

Gaps
- The legal training did not equip trainees to deal with situations where the law they learned about was not enforced by public institutions. It is important even in this very complex area when teaching 'theory' to give examples of and ask trainees to work through examples of real application in the real context they work in and to have the tools to overcome common obstacles, so, for example, what could trainees do if police consistently refuse to take their reports of trafficking seriously?[11]

- Nearly every interviewee asked for more and longer courses of the same kind that Chab Dai already provided but progressing forward, building knowledge and skills up through advancing levels.

4.4 Capacity building under 'Doorsteps'.

A number of objectives were set for capacity building in the Doorsteps programme. The 'outcomes' and sometimes the 'outputs' described the purpose of the activities better than the 'objectives.' The objectives are descriptions of the activities to be implemented.

- Objective 1: To build capacity to member organisations' staff of Project Cycle Management (grant management, proposal writing, financial accountability, leadership principles and livelihood /business development).
  Outcome: change mindset; critical thinking; treat children appropriately and better security because there are more policies, systems, accountability and staff can raise issues to contribute.

- Objective 3: To follow up members by coaching and mentoring leaders, managers and staff, organise peer mentoring for alumni of Doorsteps trainees
  Output: so members can apply what they learned in training.

- Objective 4: to provide small grants to successful Doorsteps graduates, to strengthen leadership and M&E and reporting.
  Outcome: small and medium NGOs develop plan (on those topics) with M&E attached to get proper data to measure and report results.

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[11] Learning Community notes that the trainer gave his contact information to trainees with an invitation to contact him if they had further questions or issues, so it is possible that when faced with the difficulty of applying the Law in practice trainees could have contacted him for advice.

4.4.1 Project Cycle Management (PCM) courses 1 and 2 and grants.

A variety of trainers were employed to provide PCM capacity building, some external and some in house. The second course focused entirely on log-frames. PCM 1 was six days long divided into three sessions (first year) and two sessions (second year)[12]. PCM 2 was three days long[13]. The course was designed as a holistic set of integrated activities for building capacity to maximise the likelihood that trainees put theory into practice. There was a pre- and post-test to assess change in knowledge, assignments were set and marked and trainees could apply for a grant using the knowledge and skills taught in the course. Formats were provided for the grant application and a log-frame required. A group of senior managers in Chab Dai reviewed grant applications and selected the successful ones. Mentoring was offered to grantees. Some exchange visits were held for trainees to see how a project funded by such a grant was really implemented. Grantees were required to provide financial reports and narrative reports against the log-frame. People only received certificates if they attended the whole course. Alumni meetings were held in which graduates of the various courses met and shared their experiences using PCM since the training course.

The following were 'key questions' which guided the Evaluation consultant in her conversations with managers and staff of Chab Dai and its member organisations. The consultant interviewed seven staff and managers of four member organisations which had attended one or both the PCM courses. Two trainees from two NGOs had applied for and received grants. The Doorsteps coordinator was also interviewed about the PCM courses. The consultant also briefly reviewed the English language paperwork for six organisations that received a grant in 2015. Unfortunately these examples did not include the two recipients she interviewed who received grants.

Questions for trainees of PCM courses 1 and 2

- Why did you decide you needed to attend a course on PCM (or why do you think your managers decided to send you)?
- Explain what PCM is. What did you learn about?
- What did you think of the expertise of the trainer? Methods s/he used?
- How did CD test you to see if you'd learned/they'd taught well (pre/post test, assignment)? Did you see the results of the test?
- What's your opinion of the course? How did you use it afterwards? What did you do differently (concrete examples)?
- Recommendations?

Grants
- Have you applied for a grant from CD?
- How did you apply? Using what knowledge and skills from training?
- What did you receive the grant for? How did it connect to the training?
- How did CD asses your application? Help you improve it (mentoring follow up to course from CD or trainer or both)?
- Why did you receive /not receive the grant?
- How have you implemented the project and used the grant money? With what result?
- How has CD supported you in the implementation?
- How has CD monitored the use of that money? (accounting? Reports and evidence according to your M&E plan? Provide a format for these?)
- What have you learned from this experience?
- Any recommendations?

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i)   What trainees learned about PCM and how they applied it:
One interviewee described his reasons for attending the two courses and his assessment of them."I wanted to know how to develop a professional Project Proposal and a budget. I see what we do in our NGO is not well-structured and systematic. It was all new knowledge for me. I learned how to summarise and plan a project in a matrix (log-frame). It's about setting goals and how you can achieve them by planning activities, outputs and outcomes. And write a

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[12] PCM trainers report 2015.
[13] PCM trainers report 2014.

budget". Although the interviewee thought the trainer had limited expertise he acknowledged that he learned a lot from the whole exercise of capacity building, "We had to write an assignment. The trainer helped me with my draft. He told me, 'I don't understand your log-frame'! He helped me make it SMART.[14] Chab Dai staff helped me make the writing clearer and identify indicators. I got the grant and implemented it. I had a problem with time – I didn't have enough time to do everything. Clients just didn't do what I expected. In fact I never predicted any of the difficulties of implementation and now I know I must always think about what can go wrong and plan for that. Chab Dai were always available for me to call for help. They supported me and acted like teachers rather than donors whilst I implemented the grant funded activities. They asked me to re-write the plan. In the end they let me do a very brief evaluation – just the numbers of people who came to the training. It's very useful to have to implement what I learned. The classroom is just knowledge. I learned a lot more by doing it. Then I realised how complex it is and what more I need to know and that my University course will cover the same topic. So I'm learning more from that course now, about PCM and log-frames. The Chab Dai course was good. It would be even better if it was longer, we had more time and the teacher was more expert."

The other interviewee who applied for and received a grant already had some experience in managing programmes and had written proposals and log-frames before. She explained that her NGO had simplified the log-frame taught in the course before using it. She noted that the donors of her NGO were less demanding than the standards required by Chab Dai.

One interviewee said that he was currently writing his first very simple log-frame for a small vegetable growing project and would look back at his PCM handouts and use example log-frames to help him with this one.

Chab Dai reported that as a result of the PCM courses one of their member organisations had now adopted log-frames and more formalised systematic planning for their overall programme for the first time. Another developed a new project with a logframe etc and won funding to implement it from a new donor.

One interviewee explained that the PCM 2 course taught everything he hoped for, "…how to develop a log-frame, then an action plan and budget to implement it. So now when I see an organisations log-frame I can read and understand it. Before I could not. But I couldn't do one myself. Other people above me in my NGO are responsible for that".

ii)   Selection of trainees and difficulties of having mixed ability trainees in one class:
One interviewee noted that the variety of levels of capacity of trainees caused problems in the course, "it is boring when we have to go so slow for people who have never done anything like this before." Another interviewee already experienced in using log-frames to design and monitor programmes said, "It reminded me of issues, refreshed my mind but really I would like it to go much deeper and deal with the things we still find difficult to do" (see list of issues in the paragraph below). Some of the interviewees found the concept of basic planning, problem identification and designing a log-frame entirely new. They found it interesting but did not carry out or finish assignments and did not appear to be responsible for this level of management in their organisations. One interviewee said, "It was all new to me. Now I get the overall concept of planning but I couldn't design a project and write a log-frame."

iii)   PCM trainers and methods:
Different trainers were hired each year the course was run. One interviewee said about one of the trainers," I like him very much, he is very resourceful, but spends 40% of the time answering questions that take him out of the main topic". Another interviewee compared the trainer to a teacher he has had more recently for the same topics in his private university degree course, "He was not what I expected, not clear, not a master in the topic, not like my University teacher who has worked in the UN many years and with International NGOs. But then that course gives the teacher more time – three hours every week for five months. There was so much to get through in such a short time that the trainer talked a lot and there was not enough time for participants to raise issues". "One teacher made us very sleepy". One interviewee with a degree in sociology said, "Social science isn't the same as physical science. It shouldn't be taught like an equation. But one teacher just lectured like that. People couldn't catch up".

Some interviewees mentioned the difficulties of applying what they had learned during the course by way of an 'imagined case'. The group found it hard to construct a fictional situation from which to design a programme.

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[14] SMART is the acronym for Specific Measurable Achievable Relevant and Time-limited.

Another interviewee said, "We only had one hour to produce the log-frame in a group. I think really it would take a lot longer".

People appreciated the support offered by trainers to look at log-frames they wrote after the course and give them feedback.

Another interviewee had helped teach the course. He pointed out that he learned a lot by teaching log-frames and M&E and appreciated the opportunity, "It helps me see my weaknesses and improve". He also pointed out that he recognised that he 'got stuck' with certain difficult aspects of log-frames. He agreed that his expertise was limited in that respect although considerably greater than his trainees.

Some people mentioned the difficulty of having all the handouts in English. They agreed that using English for key concepts was better than trying to translate them to Khmer. Some said they were asked to write grant applications in English, "Writing a log-frame in Khmer is hard, in English it's very, very hard".

iv) Common difficulties of Directors and managers of member organisations with PCM and M&E:
One experienced manager who had attended the PCM 1 and 2 courses and one manager who taught log-frames, listed with the consultant the difficulties they think that they and others commonly have with setting up and following log-frames. These difficulties are reflected in the Coalition's own difficulties with log-frame planning and M&E. It would be useful to focus on these issues in the future both internally and in training others to improve design and management of programmes. They are –

- Sometimes difficult to identify and analyse a 'problem' or 'need' and its causes and possible solutions deeply enough. Examples were of providing good quality social services to respond to exploited, abused clients' needs, for example, setting up a case management system or ensuring staff work effectively according to minimum standards with clients. Several managers mentioned that client services were not really their subject and that they assumed their direct service staff did whatever was necessary following attendance at training courses. Therefore their ability to analyse problems and needs and find solutions for them in programming for this field of client services tended towards superficiality. They did not analyse to get past their own assumptions or call on expert help to assist them.
- Sometimes difficult to fit objectives together with suitable relevant activities which will lead to the achievement of those objectives. A lack of clarity about their 'theory of change', or how the activities they select will lead to the change they desire.
- Sometimes difficult to fit objectives and their related activities with indicators and kinds of evidence ('means of verification') including baseline studies, which will provide a variety of kinds of useful information which can reveal to what extent objectives have been met.
- An over reliance on quantitative evidence which shows that activities were carried out for example, how many people attended a training course, rather than qualitative evidence that reveals the results of those activities.
- Difficulty in assessing the validity or reliability of different kinds of evidence.
- An overall difficulty in creating a logical flow through all the log-frame headings from 'objective' to 'indicator' and 'means of verification'.
- (Understandable) confusion around the vocabulary of log-frames and M&E, which as interviewees pointed out, is different in every donor's system. Arguments around the detail of definition for each element have become the focus of debate, rather than the more important understanding of a logical fit between all the elements and a capacity to critically assess each part, the whole flow and how well it fits with the real situation.

v) Grant recipients use of log-frames: This mismatching of various elements of the log-frame was also present in many of the log-frames and reports of the grantees projects e.g. in one the 'goal' is described as, 'client based case management' which is then described in detail listing client risk assessments and ten other steps of good practice case management. The report on the achievement of that goal after the project had been implemented described the fact that, '55 cases from DoSVY were processed.' The two – the goal and the result – do not match and the evidence put forward, '55 cases from DoSVY,' does not demonstrate whether the good quality 'client based case management' utilising client risk assessments and ten other steps of good practice, which was the goal of the programme, was achieved or not.

vi) Trainees' understanding of quantitative and qualitative indicators, impact and evidence: The majority of interviewees could not answer questions on how to include qualitative indicators of change in log-frames or how to distinguish different kinds of change e.g. change of knowledge and change of behaviour. However some interviewees were aware of these issues which the consultant believes is a change in knowledge when compared to people's general understanding five years ago. One interviewee who was experienced writing log-frames, addressed the issue of finding evidence for change on three levels, of knowledge, attitudes (or values) and actual practice (or behaviour) and the difficulties of doing this. She said that in her daily practice she asked questions of staff and beneficiaries to assess these changes but that in her experience donors were concerned only to receive quantitative evidence in reports. She said that the short PCM courses did not address these issues in depth and did not teach how to select qualitative indicators of change and find appropriate methods of obtaining evidence for these.

vii) PCM courses reports to the donor: The donors reports do not include much information about the results of the PCM capacity building although there is a lot of material which could be analysed, for example pre and post tests, assignments which get feedback from the trainer, grant applications and recipients' implementations of their projects using log-frames and budgets. Trainers also submitted detailed reports. The coordinator explained that those reports are complicated and that trainees often did not understand the scores given to them.

viii) Analysis and lessons learned from PCM capacity building.
PCM, log-frames and M&E are complex topics. Chab Dai helped trainees raise the level of their understanding and ability to apply skills in the real world. However to reach a level at which members can follow good practice in PCM would require more intense input.

Strengths
- Successfully introduced some people to an entirely new idea of systematic planning and M&E for their programmes
- Clarified for some participants that reducing assumptions and conducting relatively detailed planning is necessary to implement successful programmes. Some then sought out further training in the topic.
- Successfully refreshed the memories of more experienced managers on the topic of PCM and log-frame design.
- Used an integrated method which gave opportunities to apply theory into practice in the classroom and by assignment and via a grant with the implementation of a real project. This holistic method of capacity building also included supportive one-to-one teaching after the course for grant applicants and recipients. Grant applicants met Doorsteps coaches two, three or four times to help them improve their grant applications. Some trainees noted that this 'real implementation' taught them much more than they could have imagined by learning in the classroom.

Gaps
- The courses are too short. Group exercises to practice problem identification and to design a log-frame were much too short e.g. one hour only.
- The trainers were not always expert enough in this very complex field.
- Handouts were in English.
- Some trainees who attended the course did not have responsibility in their work roles to plan and manage programmes or to write log-frames and budgets. They did not finish assignments or apply for grants. They slowed down the course for others who did have those responsibilities.
- The courses did not meet the 'deeper' needs to improve capacity in the areas of common difficulties (listed above) that fairly experienced managers have in designing and implementing programmes and M&E.
- Underestimated the complexity and time needed to carry out one-to-one teaching/learning when supervising trainees' fieldwork (grants). However a positive outcome is that Coalition managers may have learned from that process and may be better able now to plan the 'small steps' of implementation of 'follow-up/coaching' realistically for future capacity building programmes.
- Not analysing and utilising the information available in pre and post tests, trainers' reports, trainees' assignments and trainees' applications of what they learned in theory via grant applications and grantees' projects, to understand and demonstrate the impact, successes and failures of this capacity building activity in donors' reports.

4.4.2 Livelihood Development and Small Business training courses.

The Road Trip report of 2013 demonstrated that the most common project focus across all 57 members was Small Business/Income and Vocational Training combined[15]. Clearly it is important to include this topic in capacity building activities. Doorsteps conducted a Livelihood course in 2014 which was changed into a Small Business course in 2015. The Doorsteps Log-frame 2014-15 describes the output for this activity 'Output 1: build skills in financial planning. Develop plan in class'. The Small Business training was for three days and included one to one coaching for each trainee to develop a business plan.

i) **NGOs' needs in relation to Livelihood services for clients**: The consultant had only one brief conversation with one trainee of the Small Business course. However she interviewed several managers of member organisations who all described their urgent need for various kinds of information and assistance to develop and improve the livelihood related services they provide to their clients and beneficiaries. These included income generation, small business development and household finance management. She also interviewed one coordinator of a new programme to provide grants to selected clients and support them in developing small businesses. She also read a trainers' report and discussed with the Doorsteps coordinator.

Shelter managers raised an issue they believed is crucial to the services they provide clients to escape exploitation – livelihood related services including vocational training, finding apprenticeships and employment for clients, supporting them in setting up and running small businesses and education about managing household finances including debt prevention and debt counselling. One manager mentioned the difficulties of researching options available and hoped that Chab Dai could produce a Directory of Livelihood related resources. Another described the disappointment of various member organisations when they attended a government supported 'Jobs Fair' which was advertised as a way that companies could meet potential employees but in reality just acted as a place to advertise companies. He noted that there was no quick route to identifying what companies existed which might be open to employing NGOs clients. Interviewees noted a high rate of failure of their clients' new businesses. They noted the isolation of each NGO trying to research and access livelihood related resources. Several stated that they would be happy to share their resources with other member organisations in return for the same. Some suggested setting up a local (Siem Reap) forum to exchange information and share research and resources around 'livelihoods'. Longer term members felt that they had some access to support in this area – to an extent – within the informal networks that already existed whereas newcomers felt isolated.

One organisation had set up a new programme to help clients improve their economic circumstances by offering half-day training in business management, selecting the best applications, and giving small grants. NGO staff and managers had attended the Livelihood training course. In practice they had not set clear criteria for clients to receive grants, had not realised fully what knowledge and skills clients needed to run even a small business, provided only one half day training for those clients and had no system of monitoring the success of each business other than noticing whether the business seemed busy or not and few ideas about how to support those clients in the first months and years of running their new business. Many of their clients' new businesses had failed. The staff and managers of the NGO had not realised what knowledge and skills they needed and that they needed to pass on to their clients to have a chance of success in this difficult area. They had not thoroughly planned every step of their new Livelihhods programme to address predictable difficulties.

One organisation in Siem Reap talked about the need their clients had for training to learn to manage their finances better and avoid taking on debt. Another provided training to clients on household budgeting and debt prevention.

ii) Doorsteps on Livelihood and Small Business courses
In 2015 Doorsteps identified a trainer experienced in setting up small businesses in tandem with NGOs. The coordinator described how hard it was to attract people to the course. Managers of member organisations were concerned that their staff would use new skills to set up their own businesses and leave the NGO. Doorsteps were not sure why the focus of their courses was on teaching the NGOs to set up businesses rather than teaching them to teach their clients to run very small businesses. The manager who had designed the courses originally in 2013 had since left Chab Dai. This mismatch of need and course undermined the usefulness of the courses. Doorsteps tried to select applicants who would use the course as designed but at the day the course started realised that one trainee

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[15] Combined together these two categories numbered 30. The next most numerous category was Community Outreach which was less than half this number - 14. From Chab Dai Road Trip Report 19th-30th 2013.

sent in the place of an applicant Doorsteps had accepted, intended to use the course for learning skills to help them run their own personal business. The Small Business course was difficult for trainees to follow because it was sophisticated, for example included information on 'brand logos' and 'capital shareholders' and was taught in English.

iii) Analysis of Livelihood and Small Business courses.
Income generation and livelihood are central issues to preventing trafficking and exploitation and helping people recover from those experiences and not return to them. Poverty and lack of opportunities for alternative, safe, sufficient employment are major factors that make people vulnerable to unsafe migration and exploitation through trafficking. Community based and shelter programmes had projects – or wished to set up projects – to help provide better income generation opportunities to beneficiaries. The courses provided by Doorsteps seem to have been focused on NGOs setting up businesses rather than helping their beneficiaries find and keep employment or set up businesses and run their household finances better. The latter is needed, the former is just one option for providing beneficiaries with livelihoods. Chab Dai were not sure why this was the focus of those courses. There was no clear assessment and analysis of both members' and their clients' capacities and needs which informed the design of the courses. One example of a member setting up a programme to support clients in small businesses after that member's staff had attended Chab Dai (and other) training on Livelihoods, showed a lack of knowledge, skill, ability to plan or monitor and support clients once the businesses were set up.

4.4.3 Financial sustainability and accountability training:

Doorsteps decided to provide financial management courses when Charter baseline assessments revealed that financial management was one of the most common weaknesses in members' organisational development. Three courses were provided of three days each, one introduced basic concepts, another focused on communication – how to provide comprehensible, correct reports for managers within the organisation and one was about tax registration. Doorsteps surveyed members to find out what they should include in the courses and checked this with their own experienced finance manager.

The consultant interviewed four people from three member organisations about Finance courses they attended. None of these four were Finance department managers. Their previous experience included: hotel cashier for two years, cashier for a business for one year and two had attended or were still attending degree courses in accounting at private universities. Apparently many Finance managers also attended the courses but unfortunately the consultant did not interview any. The guide questions can be seen in the box below.

> *Questions for Finance Management Courses*
> - Describe the areas needed to improve, what problems you had in this area, why you decided to attend this course (Charter assessment identified what?)
> - What did the course teach you, what did you learn? Was it interesting? Was it different from what you did before?
> - What methods did the course use?
> - What is your opinion on the expertise of the Trainer?
> - How did the course test how well you had learned/they had taught you (pre and post?)?
> - How did you apply what you learned?
> - Did CD help you apply it? What you did differently as a result in planning and accounting for finances?
> - Recommendations?

i) **What trainees learned and how they applied it**: Three interviewees felt that they had learned important new skills some of which they applied as soon as they returned to work after the course, "I learned a whole accounting process. I used three things when I returned to work: I used to sign where the manager told me to sign. I never used to check, to count the money! But now I do. I learned a clear and strict process for accounting for cash advanced to staff. They must return a receipt for money spent together with the change. We must record this, make copies and send to our HQ in Phnom Penh. And I account for the cash and finances at the end of every day, week and month. I totally changed, now I ask questions, don't just do what my manager tells me. Now I know the responsibilities of my position."

"I learned a lot but I couldn't absorb everything because it was so much more than my level of knowledge. It made me feel excited!

One more experienced manager who attended one of the courses explained that she hoped the course would help her deal with, "The tension between the human side and financial systems…often they don't understand each other".

One interviewee described how she had changed her attitude to her own personal finances after the training, "Before I just spent money, now I plan it for the month and can predict and control what will happen better. Also in my direct work with clients I teach them these ideas and try to see if they follow it".

None of the interviewees with degrees in accounting were able to give examples of anything they learned in their university courses which they had been able to apply to their work. The Chab Dai courses in contrast introduced them to essential basic principles and systems for the first time.

Some interviewees described how they introduced new ideas to their department after training and thus improved the systems,

- "After the course I could recommend ways to make our finance system less complicated. They adopted my ideas."
- "I went to the course to help my NGO develop better systems, not just for myself. After the course(s) I explained to our Director what kind of system of supporting documents is necessary for each transaction and what kind of regular reports should be made every day and every month."
- "I was very happy, it was much more than I'd expected and we changed a lot of our systems afterwards. I'm not sure why the Finance manager hadn't improved those systems before."
- "We already paid tax but after the course I understood it better and explained to my manager."

ii) Financial accountability trainer and methods:

Doorsteps coordinator described how Chab Dai looked for a trainer who understood about financial systems in NGOs. In response to some feedback in 2013/14 that the trainer lectured too much Chab Dai found someone who used more games for 2015.

- " The trainer respected all our questions, told jokey stories and made us all satisfied with the training."
- "The teacher was friendly and helpful. S/he was experienced in finances because s/he works at a bank and is a professor at a University in Phnom Penh".
- "The teacher had a lot of experience, was an auditor for NGOs so she knew the topic and could provide many examples".
- "S/he seemed to have unrealistic standards for Cambodia sometimes, about receipts. It's really not possible to get a completely correct receipt from most businesses here! It's not necessary to be so strict."

iii) Testing:

Interviewees described pre- and post-tests and an exam on the last day of the course. They all approved of these methods, liked to see how much they had learned and to have their learning reinforced by answering test questions.

iv) Follow-up/coaching:

- "I got one hour, one-to-one follow-up support. The trainer asked me questions to see how I applied what I learned, like you are doing. It helped me to have to review what I learned. I didn't ask for help with anything". This interviewee explained that now that he has more knowledge and skills and an overview of his subject, he asks for and gets support from an expatriate finance staff/volunteer at his HQ, "I start something and he finishes it". Also, realising how much more he needed to learn after the Chab Dai course, he found a three month finance course at a private university and was working out whether he could afford to attend it.
- "Some former trainees and the trainer met up to discuss some time after the training finished. We all discussed what we had changed in our organisations because of the training. It was really interesting to hear what others had done. I haven't kept the relationship with any of them though. And I asked the trainer once about 'QuickBooks' but usually if I have questions I ask our auditor because she knows our particular system".

v) Trainees' recommendations

- "After the training I can see what a large topic this is and what a small part my job is in it. There is a lot more I need to know like calculations for a pay scale….so please give us more training"
- "I learned my NGO is very small scale and has not reached the standards of bigger, older NGOs. I'd like to know more, have training in how to make financial reports to donors, for example to be able to explain why we spent under our budget".

Several interviewees mentioned that they had been motivated by attending these courses to find and attend finance courses in private universities.

- "We could improve our financial system better if Chab Dai provided training just for our organisation, so that many people picked up the new ideas at the same time and the training was tailored to our specific situation. It's too difficult for us to draw everything we need from the generalisations of the training." The interviewee at first imagined that all the resources for such specific capacity building would come from Chab Dai. However after discussion of the practicalities she thought that possibly her organisation could bring more resources to such an activity and explore how to do it together with Chab Dai.

vi) **Chab Dai reporting**: the donor reports include very little information about the rationale for the course or its impact. In the 2014 report the pre- and post-test results are given for the first time but with no analysis or explanation.

vii) **Analysis of Financial Management courses**

Strengths
- The course syllabus successfully responded to the specific concrete needs of member organisations.
- The courses had clear impact on the knowledge of trainees – both in their overview of the whole topic and in specific knowledge and skills they need to improve systems now – and impact on the financial systems they worked in, as every interviewee described multiple ways that they improved those systems and fulfilled their own roles more professionally.
- The courses successfully encouraged a sense of professional identity – independence and individual responsibility – amongst finance staff in contrast to the hierarchical norms of simply assenting to what managers tell them to do.
- The courses are an excellent example of responding to members' needs, adapting to trainees' feedback and learning from experience.

Gaps.
- In some instances, members sent finance staff rather than managers of the finance department to this training. When the staff returned they brought back new ideas and related them to the Finance Managers who implemented some of them in their finance systems. The course would have greater impact if Finance Managers, responsible for designing and implementing financial systems, attended the training and heard the new ideas that their staff brought back from the course, directly themselves. Sending non-management staff to the training suggests that Finance Managers in some NGOs had not sufficiently recognised the gaps in their own knowledge and in their financial systems.
- The evidence that the courses had impact is clear. However it is still anecdotal. A systematic 'baseline' survey of the relevant characteristics of each members' financial systems followed by a repeat of the same survey some time after the capacity building activities (training and follow up coaching) would provide clear, systematic evidence of what changed and what did not and why.
- Organisations find it hard on the level of the organisation, rather than the level of individual trainees/staff, to select from training courses what is relevant to their organisation and plan how to apply it systematically. Thus however effective training is on individual trainees the impact on the organisation tends to dissipate. Even in this example of financial management where there is evidence of improvements being made to members' financial systems as a direct result of training, the impacts are more fragmented and less systematic than would be the case if the whole organisation – relevant managers and staff together were involved in capacity building with an explicit objective of planning new systems as a result of training.

4.4.4 'Learning to Learn' course.

A trainee counsellor and teacher described the three day course very positively. "I learned many new things and my training is very different now. I learned to receive feedback on my weak points, to avoid using my power as a teacher to dominate, to treat others as I want to be treated, to ask others to express their ideas, to not give all the answers, not to do rote learning, to notice and encourage quiet students. It's very far from how we learned at school. Teachers lectured us. They didn't notice quiet people and so the weaker students got lost and just gave up."

She described some new methods she uses in classes since the training, "I use lots of little methods to get students to think actively. I check they understand asking, 'Can you put that in your own words for the class?' I do games to wake people up."

The interviewee appreciated the pre and post test which was a new method which she has adopted for her own training, "because it allows us to compare ourselves".

Analysis of the, 'Learning to Learn' course.

Strengths
- The course is short but effective. Former trainees can describe detailed genuine applications of what they have learned on the course, in their work with clients, months or years after attending the course.

- The content of the 'Learning to Learn' course, like the 'Do No Harm' course under the 'Learning Community,' is exceptionally well-targeted at specific needs, gaps in understanding and cultural assumptions about human relationships (teachers and students, Helper and client) which commonly impede constructive helping or teaching. Both also make use of the crucial method of self reflection, building self awareness and the ability to make constructive self criticism.

Gaps
- Nearly every interviewee asked for more and longer courses of this kind, but progressing forward, building knowledge and skills up through advancing levels.

4.4.5 Training Course Follow Up

Objective 3: To follow up members coaching and mentoring leaders, managers and staff, organise peer mentoring for alumni of Doorsteps trainees
Output: so members can apply what they learned in training

i) Examples of follow up methods described by Doorsteps: phone email and visits to give individual personal support to put training into practice; visit and mentor '7 Habits of an Effective leader'; PCM alumni; exchange visits for trainees of PCM courses to see how some members have implemented a project after receiving a grant they applied to Chab Dai for.

ii) Planning follow up activities as part of capacity building: Both the Doorsteps and Learning Community projects had underestimated the time it would take to carry out any kind of follow up themselves of their courses, "The first follow up we did of the Child Protection course was towards the end of the project – October 2015", "Sometimes there was a gap of a year before we conducted follow up of a course. We didn't have enough time or people to do it". It seemed that 'follow up' was viewed as a kind of 'extra' to training courses rather than an integral part of the capacity building. Some Chab Dai managers had come to the conclusion that they should reduce the number and spread of activities and spend more time doing each course/capacity building activity – including 'follow up' – more thoroughly.

iii) Follow up as teaching or as M&E? Doorsteps have drawn up three questions they ask with 'follow up' visits 'What impact do you see/what is different after training? How does your behaviour at work change after training? What changed in your organisation after training?' However interviewees responses quoted were often very general and vague. Chab Dai managers remarked that it was difficult to imagine what real implementation of the attitudes, knowledge and skills taught in various courses would look like in practice. Evaluation interviewees reported that these follow up interviews were useful as reviews and reminders of what they had learned. However they did not use these meetings to ask for help with specific cases and problems. Interviewees explained that they found it

interesting to attend alumni (for the PCM courses) and group follow up meetings because they heard about other trainees experiences applying their new knowledge, "One trainee wrote a successful proposal and has now set up his own NGO!" They also appreciated one to one feedback on assignments from trainers. However they did not seem to utilise their former trainers and fellow trainees very much after the training.

iv) PCM and grants as an example of follow through from theory to practice: The process setup for the PCM courses included multiple methods by which trainees could apply what they learned in the classroom. One of the two interviewees of this Evaluation, who went through the full capacity building process, receiving a grant and implementing a project, described clearly how much more he learned through the effort at application, "More than I could imagine. The class room is just knowledge. (Before trying to really implement) I could not have imagined or predicted what would really happen. Now I know what more I need to know."

v)   Member organisations' own follow up of how their staff apply what they learned in courses to their work: Most of the member organisation managers and Directors interviewed could not describe specific procedures adopted in their NGO to discover what trainees had learned and to help them – if appropriate – to reinforce their learning and apply it in practice. There were a few exceptions where expatriate advisors and local supervisors deliberately asked trainees what they had learned and then incorporated some new knowledge and skills they met in the course into their on-the-job mentoring. Many interviewees gave concrete examples of changes they made in their work following training and many said, when asked what they believed that 'effective learning or teaching' was, that it was being able to use something learned to improve their work. However there is a prevailing assumption that training will have an effect automatically and that implementation is the responsibility of the trainee alone and easy to do.

vi) Analysis of 'Follow Up'

Strengths
- Designing each set of capacity building activities with a 'follow up' activity to reinforce and continue classroom based learning back in the field. The PCM courses were good examples.
- Including monitoring activities for each training course to discover what changes follow training if any.
- Systematically asking the same key questions of all former trainees to check their application of theory to practice.
  - Another positive point is that the questions differentiate between changes in the trainees' practices and in the organisation itself. Often real change in, say financial processes or protecting children, requires not only change in the behaviour of individual trainees when they return to their jobs but changes in systems, procedures, management, supervision, budget lines, programme design, donor's expectations etc.
- Distinguishing between the kinds of change to aim for and support and monitor e.g. the difference between changes in knowledge and changes in practice (behaviour).
- Learning from experience that it takes more time and planning to accomplish the objectives and that reducing the number of objectives and activities could help them carry out capacity building more thoroughly.

Gaps
- Doorsteps log-frame 2014-15 described the purpose of 'follow up' as an activity to support trainees to apply what they learned in their classroom based training. Reports of Chab Dai's' follow up' show that the focus has tended to move to 'monitoring' or seeking out evidence to demonstrate that the training course was effective by searching for stories to show that trainees have applied their learning in practice rather than utilising follow up as a way to continue to teach and reinforce classroom-learning in the field. Trainees need coaching and mentoring in the field to continue to learn, to reinforce what they have just started to grasp at the level of theory in the classroom. Any form of teaching in order to help learners apply new ideas in their real-life work – supervision, coaching, mentoring – is valuable. This 'teaching in the field' can also provide evidence of what trainees can and cannot apply from the theory learned in the classroom and the reasons for their difficulties in application. This information can also be used to 'evaluate' the classroom based learning. However the 'evaluation' function should be viewed as a secondary rather than primary reason for including 'follow up' in all capacity building programmes. The main reason for including follow up in capacity building should be to continue and to reinforce teaching. The term 'follow up' is perhaps misleadingly general and should be replaced by more specific terms.

- Underestimating the time required and level of planning and analysis needed to make either function of 'follow up', (continuing teaching to support application of theory to real work and monitoring results) effective. However critical reflection on the experience of the last three years may help Doorsteps/LC make more realistic plans from 2016 onwards.
- Trainees' managers and Directors were rarely involved in maximising the effectiveness of training, ensuring that learning continued and was reinforced back in the workplace. There is a tendency by everyone to view the efforts to build capacity and raise standards as a series of fragmented individual efforts of individuals attending separate training courses rather than as a collective and on-going effort involving staff, their managers, the teacher etc.
- 'Follow up' as M&E: what kind of questions to ask to elicit valid evidence of impact and what kind of responses provide strong evidence?
  - Interviewing technique, questions asked and analysis of responses to questions: the donor reports quoted trainees' answers to Chab Dai's follow up questions. These answers tended to be general and vague. Specific, concrete examples of attitudes/values, knowledge and behaviour before and after capacity building are more likely to be genuine and are more reliable evidence. Interviewees are likely to want to please interviewers – especially if the interviewer is a Chab Dai employee – and are very likely to reassure the interviewer that they are doing as the interviewee believes the interviewer wants. Such responses do not provide reliable evidence. Chab Dai needs to learn what kind of questions to ask to elicit informative responses. Chab Dai managers have some difficulties with many topics in imagining what good practice application of theory to practice in the real world would look like, saying things like, I suppose it's hard to imagine what it would be in real life' . Thus they find it difficult to know how to frame useful questions and assess and analyse the responses to questions.

4.5 CAPACITY BUILDING – ANALYSIS, CONCLUSION AND RECOMMENDATIONS.

See sections 4.3.1 (xii) (xiii) for separate analyses and recommendations specific to the Child Protection capacity building, section 4.3.5 for an analysis of LC's other short courses, section 4.4.1 (viii) for an analysis of PCM courses, section 4.4.2 (iii) for an analysis of Livelihood development training, section 4.4.3 (vii) for an analysis of Financial accountability training and section 4.4.4 (vi) for an analysis of 'follow up' activities.

i)   Analysis and Lessons Learned

1) **Success follows accurate identification of specific needs**: Courses are more effective when trainees and their organisations' needs have been very accurately identified and addressed so that the course is practical and classroom 'theory' is relatively easy to transfer into practice. Short training that was conducted following discussion at the Care Givers and HR forums benefitted from accurate identification of needs by both the staff who have them and by people expert in those topics. The Coalition's assessment of capacity building needs via their Training Needs Assessments and Charter assessments have identified many kinds of needs accurately.

2) **Longer, progressive, holistic courses are necessary to improve members' capacities to provide social services for clients to minimum standards**: Direct service staff and counselling or social work advisers interviewed said that members needed longer training courses which progressed from basic to less basic levels and covered all the main topics which must be combined to develop a basic level knowledge and skill set for working with exploited and abused clients, rather than disconnected, ad hoc, short workshops. One trainee exclaimed at the idea of Learning Community's one day work shop in 'self-awareness' and said, "One day! I had one week in that topic and that's just a basic level". The consultant met various examples of member organisations which had set up internal training and coaching systems to try to improve staff's capacity to provide social services after their attendance at external courses over many years had failed to improve the delivery of social services to clients[16].

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[16] The Evaluation did not cover Chab Dai's social work related and counselling courses as these were run under another programme, 'Chet Nung Dai'. However the consultant had conversations with some trainees, their managers and expatriate advisors about the effectiveness of such courses. Some trainees could give explicit examples of changed behaviour following, for example, the parenting course. However they were – not surprisingly – unable to bring about change at the scale and level that is required to start to provide client services that meet minimum standards – for example – setting up professional case management systems – after attending four, five and even ten day courses. In developed countries people are educated and trained for many years to have this ability. The consultant addresses the topic of building capacity to provide basic social services (social work, child protection, counselling, case management) because so many interviewees asked for longer more sustained courses and because clearly client social services are still, in general, far from the level of minimum standards.

3) **Need to identify the gaps in members' livelihood services better and respond to them**: Many members raised their needs in relation to learning more about or sharing resources to provide better 'Livelihood' and household finance services to their clients. The Coalition's 2013 Road Trip report identified this as a major area of need for most members. However the courses related to this topic provided by Doorsteps were focused on NGOs developing businesses rather than learning how to better teach their clients how to get a job or set up a small business and monitor that. The needs exist but the course provided did not 'fit' the needs sufficiently. In this instance needs were not identified accurately and relevant responses were not set up.

4) **In courses concerned with human relationships (working with clients; managing staff; training students) opportunities for personal self reflection on assumptions and values were crucial to the success of the course.** The evidence for this is trainee's abilities to freely describe in detail a critical self-comparison between how they used to think and behave and how they think and behave differently now after attending the course and why.

5) **Success follows if staff with relevant attitudes, knowledge and experience are recruited by members and then selected to attend courses**: Courses were much more effective for some trainees than others. Member organisations' recruitment of people with appropriate attitudes, knowledge and experience for a job is crucial as the foundation for successful capacity building. Members and Chab Dai's selection of the right trainees with relevant roles and responsibilities to make use of the course when they return to work was crucial to the effectiveness of the capacity building.

6) **Providing multiple ways that trainees can apply 'theory' to practice in the classroom and then in their daily work in their NGOs is effective**. Trainees described how much more they realised they needed to know and how difficult practice was when compared to 'just knowing in the classroom'. However it requires careful planning, time and experimentation to find the best methods for 'follow up' teaching in the field for each kind of topic. Some Coalition managers recognised that they needed to attempt fewer activities and do each one more thoroughly.

7) **PCM courses and grants are a positive model of capacity building to follow**: The PCM courses with exercises to practice in class, pre and post tests, graded assignments and applications for grants and implementation of grant-assisted activities which trainees were coached in, were an excellent example of a model of capacity building because it experimented with multiple   methods for trainees to apply the new theory heard in the classroom.

8) **Need to shift expectations of trainers, trainees and member NGOs from acquiring knowledge in a classroom to changing their real work practice:** There was a tendency amongst many trainees not to expect to be able to apply theory to practice in some situations – allegations of child abuse for example. Trainers and trainees and trainees' managers and Directors need to raise their expectations. The training courses can help by giving trainees exercises that help them imaginatively test newly learned 'theory' (for example the procedures of a CPP) in life-like situations.

9) **Difficulties of teaching a class of participants of varying capacities**: for the PCM course in particular managers already able to use log-frames to an extent found the course overly oriented to trainees who were completely new to the topic and conversely these trainees found the training too complicated.

10) **Requests for more tailor-made capacity building**: Some staff and managers of member organisations explained that they found it difficult to extract exactly what they needed in their organisation from the 'general' training and thus they were limited in what they could apply from training to their organisations. Some suggested that Chab Dai provide tailor-made training to members, for example in Financial Management, or give members tailor made help to apply the training to their specific needs after the training.

11) '**Follow up' should not confuse evaluating the extent to which trainees have applied theory to practice at the expense of continued teaching and supporting** (supervising, mentoring, coaching) **in the field.**

12) **Expertise is vital to the success of capacity building activities**: It is as necessary to have experts in the subject to make 'follow up' (coaching, supervising, mentoring) effective as it is to make classroom learning effective. The Coalition made efforts to and were usually successful in finding, expert trainers. This was not always carried over into 'follow up' when Coalition staff took over. These staff are not expert in the topic and so are limited in

how far they can help trainees apply class-room learning to real work and may even inadvertently guide them in the wrong direction.

13) **The effectiveness of capacity building activities depends on what member NGOs bring to them as much as what Chab Dai brings. The Coalition needs to work with members to help members' management and donors support capacity building of their staff.**
   - Some member NGOs do not prioritise capacity building and do not have budgets or enough staff to send staff on courses.
   - Organisations suffer from staff turnover which makes it difficult to systematically build up the capacity of departments and services.
   - Member NGOs' Directors and managers tend not – although there are important exceptions – to have explicit procedures by which they find out what their staff have learned in a training course and help them apply it step by step. The assumption is that change will occur when the trainee automatically applies their new knowledge and skills to their work. However in reality it is often also necessary to change management and supervision practices, programming, budgets, policies and procedures, donors' expectations etc to enable new principles, knowledge and skills to be applied systematically by former trainees to raise the standards of a programme. The expectation of what it is necessary to do in order to learn and bring about change, is unrealistic.
   - The importance of recruiting staff which have the relevant attitudes, knowledge and experience was mentioned above.

14) **The benefits of pre and post tests**: Trainees' appreciated pre and post tests for the comparison of their knowledge before and after training that they provide. The tests reinforce learning at the important 'knowledge' stage. They were used by many trainers but under-utilised in Chab Dai's donor reports. Analysis of pre and post tests can give useful evidence of what has been remembered and/or understood and what has not.

15) **Demonstrating the results of capacity building with valid evidence is important but difficult**: The Coalition team recognise that they need to find ways to demonstrate the results of their capacity building activities. The most recent reports to the donor (2014 and the first half of 2015) pay more attention to this need to show 'impact' than earlier reports. The teams understand the difference between changed knowledge and changed behaviour/practice. The team know that finding valid evidence of impact is not easy. There are various things not yet in place which would make such assessment possible (see recommendations below).

16) **The Coalition team pays attention to members' feedback**, for example about the methods trainers use, adapt their training accordingly and thus make their activities more effective step by step.

ii) Conclusion on Capacity Building activities

The Coalition's capacity building activities often change the attitudes of trainees and improve knowledge in crucial topics in relatively short periods of time. However this is not enough to raise client services or organisational development to the level of 'minimum standards.' In order to meet those standards capacity building activities need to be more intensive and systematic and a 'critical mass' of participants from each member organisation must be involved. The Coalition has started to utilize many capacity building 'best practices' to good effect e.g. some accurate identification of needs, trainers whose expertise fits the topic to be taught well, experimentation with various models of training 'follow up' to help trainees put classroom learned theory to practice – especially the multiple methods of application in the PCM courses. For the future the Coalition needs to shift its own focus – and that of its members – even more from training to post-classroom teaching methods, to bring members' Directors and managers into the effort to build capacity in any particular topic rather than assuming that the trainees alone can bring about the necessary change and to find ways to measure the effectiveness of its activities for itself and its members.

iii) Recommendations for Capacity Building.

1) **Assessment of capacity building needs and responses to them**:
   - Build on the methods which successfully captured capacity building needs accurately and lead to successful courses – the Financial management courses, Learning to Learn, Do No Harm for example and the training and

capacity building that came out of discussions of needs in the Care Givers forums (Siem Reap) and Human Resources forum[17].

- Facilitate deeper analysis of member organisations' common needs and problems for example of 'livelihood' services[18] for clients/beneficiaries and of social work (counselling, case management etc). To come to a more accurate understanding of these underlying needs, integrate the perceived needs of members' staff and managers with the knowledge of experts in the relevant topic, lessons learned from other people's training efforts in that area and the results of relevant research.

- Have a clear, explicit view of what factors need to come together for successful change to occur for any given topic. Develop this view together *with* member organisations Directors, managers and staff. (This is similar to Recommendation 1 in section 8 on M&E which suggests learning to be clearer on the Coalition's 'theory of change', that is how activities will lead to achieving objectives planned in the log-frame.)

2) **Trainers and coaches**: Continue to search carefully for expert trainers with relevant experience and respond to trainees' feedback on the training and field-supervision methods used. Employ the same experts to conduct 'follow up' coaching, mentoring and supervision as you do classroom teaching. This follow up is as important for instilling new practices as classroom based training and requires expertise at least as much as the classroom training does. Coalition staff who are not experts in specific topics should not teach or coach in them.

3) **Continue and extend the integrated, multi-facetted approach to capacity building** that the Coalition team started to experiment with in 2013-15. Focus on the 'follow-up' as much as the classroom based teaching. Ensure that the purpose of 'follow up' is primarily to reinforce and continue the teaching started in the classroom. Experiment with different ways to support trainees and their managers apply what was learned in the classroom in practice. Experiment with methods for members to share the ways they have applied new knowledge and skills – for example in alumni and small group meetings as Doorsteps has already done. It is important that the coaches and mentors and field supervisors are the same trainers that provide the training.

4) '**Training individuals is rarely an adequate response to building capacity**'[19]: Experiment with ways to include member organisations' managers and Directors in ensuring that the new knowledge, skills and attitudes their staff and managers learn about in training can be implemented in their organisations. Include them in the original capacity building needs assessment. Identify what changes would need to occur in budgets, programming, management and supervision to achieve the improvements desired as well as in the professional capacity of individual staff. Help them set concrete objectives for the changes they wish to see as a result of attending training and monitor their implementation. Raise their awareness of 'good practice' effective capacity building in contrast to customary expectations that teachers can teach and staff can learn new skills in a short time without follow up support.

5) **Reduce the number of activities**. Plan more carefully each of the 'sub-steps' of implementation of each activity, especially of all forms of 'follow up' coaching and supervision and in-work implementation so that the activities are not undermined by underestimating the funds, time and effort this work takes.

6) In regard to some topics – particularly in building members' capacities to provide services to clients to a minimum standard – **consider providing longer courses which progress and which include *all* the basic knowledge and skills** necessary to work at a basic professional level with clients rather than fragmented aspects of the professional whole. Counselling without basic social work and both without basic case management, will have limited impact as all of these different aspects of client services depend on each other to be effective and they all need improvement equally.

7) **Provide some kind of capacity building opportunity** (forums and/or training) for members which want to **improve their livelihood services for clients**. Assess clients' and NGO staff's needs carefully. Trainers who teach

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[17] See sections on Forums 5.2, i) ii) vii) and 5.4.
[18] The consultant has shared a series of four micro-business development manuals developed by Mr Leng Chhay together with a team of trainers who first piloted the training in the community. The manuals are in English but Mr Leng may be able to inform Chab Dai how to get the Khmer versions.
[19] From, 'OECD Development Cooperation Working Paper No 1: Training and Beyond – Seeking Better Practices for Capacity Development' 2011, Jenny Pearson (former Director of VBNK).

business skills must be familiar with the realities that clients experience of running a very small business in Cambodian villages and towns and teach to that level so that NGOs can pass the relevant skills and knowledge on to their beneficiaries.

8) **Make sure that all training and written materials are in Khmer**. Trainees stated that they missed a lot when documents were in English.

9) **Consider and perhaps experiment with providing tailor-made capacity building for one (or several similar) member organisation,** starting with a capacity needs assessment conducted with both managers and staff of the organisation. Many staff and managers from the same organisation should attend the training and be involved in follow up at the same time. Assess how effective tailor-made capacity building is.

10) The following tools may be helpful:
   - See Annexe 6: **Two models to guide the design and evaluation of training**.
     i) '**Blooms Taxonomy'** simply describes the different levels of mental response which are involved in effectively learning something new. Capacity building needs to give opportunities for all these levels to be brought into play.
     ii) **The Kirkpatrick 'four levels of evaluation'** model suggests the different levels at which the effectiveness of training can be tested. Asking trainees questions such as 'Will you use this training in your work?' are at the lowest level and provide no evidence of impact.

   - **A checklist** to help maximise the effectiveness of capacity building activities
     i) **Leng Chhay, 'Learn to make a difference**: **Turning learning into actions (Cambodian context**)'. This presentation can be found at www.camlefa.org[20]. It lists many of the points made in this Evaluation about capacity building, in 14 slides.

11) **M&E: Experiment with new methods to capture the effectiveness of training at the level of changed attitudes and values, behaviour and practices**. It is necessary to compare end results to information gathered in a baseline.
   - This is the consultant's **brief description of a process to assess the effectiveness of capacity building activities** a) identify the specific characteristics that need to change in the social services provided for clients or financial procedures (for example) b) gather evidence by asking questions of clients and/or managers and/or staff about those characteristics in a baseline study. Design questions carefully to elicit useful responses. Pilot questions before utilising them at a larger scale. The information gathered will also indicate what needs exist and help decide how to address them in training and follow up c) gather evidence from the same people after making the inputs of training and follow up, asking the same questions about the same characteristics d) make a comparison of the answers given to the same questions 'before and after,' point by point, to identify any changes, e) acknowledge any other inputs that occurred that could account for the changes that you find, f) triangulate all of this information by also asking related questions of the trainees. Ask them questions to test their knowledge, values/attitudes and practices both before and after the training and follow up inputs.

   - There are many **tools available which measure 'soft outcomes' over time**. 'Soft outcomes' refers to emotions and behaviours of clients (or staff/managers). The tools provide a 'before' and 'after' comparison which is essential for assessing change. TPO [21]has developed one such tool named the 'Blue Cloth' to measure changes in members of therapeutic groups over a period of time. The tool is particularly effective because the members of the group create their own criteria for measurement of their feelings and behaviours when they first form as a group.

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[20] Mr Leng, former deputy Director of VBNK, is a reputable consultant in capacity building and organisational development.

[21] TPO stands for Transcultural Psychosocial Organisation. This is one of the foremost NGOs in Cambodia for working with mental health issues.

5. **NETWORKING, PROVIDING ACCESS TO RESOURCES, NATIONAL LEVEL ADVOCACY AND INCREASED COLLABORATION.**

This section of the report will address the networking, relationship building, advocacy and collaboration related objectives and activities of the Learning Community programme. The objectives and outcomes referred to are drawn from the 2014-15 log-frames for that project.

- Objective 1: Develop strategic collaborative responses: The main activities listed to achieve the objective are biannual member meetings in Phnom Penh and provincial member meetings. The outcome is: 'Members increased focus on mutual vision and purpose to enhance understanding of new trends…'
- Objective 2: Build relationships to facilitate collaboration: The related activity is to conduct forums. The outcome is: 'To increase standards of working and care through information, experience and resources sharing…'
- Objective 3: Facilitate cross visits etc. The activity listed is 'Road Trips' to visit each member organisation once a year and to document emerging trends.
- Objective 6: Inform members on upcoming events, new resources, contacts. A newsletter is sent out twice a week. The outcome is: 'better use of collective resources'.
- Objective 7: attend relevant meetings with partners. The activities have developed considerably since the original plan in 2013 and reports to the donor describe national level advocacy on several committees including the NCCT and CNCC. The outcome stated: 'Collaborative initiatives/Advocacy. The government and NGO sectors provide better services and protection to victims of trafficking'.

5.1 Biannual and provincial member meetings.

- Objective 1: Develop strategic collaborative responses: The main activities listed to achieve the objective are biannual member meetings in Phnom Penh and provincial member meetings. The outcome states: 'Members increased focus on mutual vision and purpose to enhance understanding of new trends…'

The consultant interviewed seven people from four member organisations about the Biannual Conferences and province-level member meetings. She also attended the November 2015 Biannual Conference.

i) Conference benefits: The conference covered a stimulating variety of topics and provided a broad range of kinds of information. All the interviewees appreciated these meetings. One expatriate advisor to a local NGO described the conference thus, "It's very good. It provides variety, mixed skills and interests, reinforces professional identity, pulls us all together, keeps us up to date. It's relevant. It prompts us to make contact with new people and old friends, it is rich in relationships. We leave it having collected the contact details of many different people". Nearly all the interviewees made the point that the conference, "Stops us from thinking we are lonely, doing this work on our own", and "Stops us for a moment in being caught up in our daily work so we can see what bigger thing we are part of and talk to others involved in the same work." "The best thing is just chatting with colleagues we don't usually have time to meet about work-related things at break time".

ii) Who attends? Most of the interviewees who had attended the Biannual Conferences were senior managers or directors. One had deliberately made sure that her direct service staff attended, all of whom were fascinated by the new revelation of a larger world which their daily work was a part of. Directors and managers from three out of the eight organisations interviewed said that they had in the past encouraged staff to attend but often found they were too busy working with beneficiaries to spare time to attend, as managers also often said about finding time for staff to attend training. One local staff member in Siem Reap expressed how much she'd like to attend the conference, "I want to go and hear everything and maintain my relationship with Chab Dai and other colleagues. My manager doesn't let me go. I don't know his reason. I assume he knows my needs so I don't advocate for myself".

iii) Access to reliable information about Cambodian law and policy: Most of the interviewees strongly approved of having the opportunity to hear senior government officials presenting policies or law. They would have preferred to have a government spokesperson rather than someone from the NGO world describe the new NGO law, "The CCC[22] spokesperson has the same view and questions as we do. What we need is to hear the real thing as it will really be implemented from someone who has authority". Many people were very interested in the NCCT [23]presentation,

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[22] CCC stands for Cooperation Committee for Cambodia
[23] NCCT stands for the National Committee for Counter Trafficking

"Because it's from a high level official" and Child Participation workshop which was facilitated by an official from the CNCC[24], "We can compare what we do in our NGO to his guidelines and see if our standards are good enough". Another interviewee was impressed by the level of knowledge and high standards described by the official for working with children and thought that it was important that the Conference gave an opportunity to the government to show its commitment to high standards to NGOs. One director said that information about tax which she heard for the first time at one such conference helped her set up proper taxation payments for all her employees for the first time.

iv) Access to information about fellow NGOs and research results: Another local manager enjoyed learning about the results of Chab Dai's 'Butterfly' research, "This describes people like the clients we work with and what happens in their lives long term. It shows us how to adapt our services to their needs". Other people praised the 'speed presentations' of twenty NGOs both for the information about fellow-NGOs and for the novel method of presentation. Several people complained that they had to miss some workshops because some were on at the same time and so many of them were relevant and interesting they wanted to attend them all.

v) About member meetings in the provinces.
Staff who attended were often appreciative as these meeting provided a rare opportunity to leave their daily work and to meet other people doing similar jobs. Some managers complained that they felt some of these meetings were repetitive in asking the same information more than once a year and did not provide interesting resources or help analysing and responding to their own needs and situations either.

vi) Analysis of Biannual Conferences and Member Meetings.
Strengths
- The Biannual conference is successful at giving opportunities for people to make new professional relationships and revive others; it creates and sustains a sense of belonging; it provides a view of the 'big picture' the larger context in which people work every day; it provides many sources of relevant, useful, accurate information about law, policy, research findings which people do not otherwise have access to.
- Several interviewees mentioned making or receiving client referrals after making contact with new people at either conferences, forums or training courses.
- There is something for everyone at the conference. It provides a vast array of information and ideas and people and is satisfying and interesting for people with many different kinds and levels of experience and points of view.
- The conferences in particular and Chab Dai in general succeed in keeping up with trends and current relevant issues. Chab Dai encourages engagement with government regulations and policies and working together to strengthen their implementation. Chab Dai has also expanded its concerns from the narrower focus of sexual exploitation to other forms of trafficking, exploitation and abuse that affect vulnerable, poor people.
- The connection made between government law, policy and guidance and NGOs programmes and operations is very important. The Cambodian government has taken steps to implement laws and guidance and establish the beginnings of a real framework of standards for various social services, employee taxation, regulation of foreigners' employment etc. Chab Dai advocates strongly for and provides training to members to follow government 'Minimum Standards' in relation to the services provided to victims of trafficking. The Conference gives time and a venue to strengthen the partnership between government and NGOs.
- Members appreciate Chab Dai conducting meetings, forums and training in provinces as well as Phnom Penh.

Gaps
- Some NGOs do not give their staff the opportunity to attend. Staff who have least comprehension of the social, legal, professional, national and international context in which they operate are prevented from learning more.
- Provincial level meetings do not provide information, connection to government and to research in the same way as the Phnom Penh meetings.

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[24] CNCC stands for the Cambodia National Council for Children

5.2   Forums

Objective 2: Build relationships to facilitate collaboration: The related activity is to conduct forums. The outcome is: 'To increase standards of working and care through information, experience and resources sharing…

Key questions on forums

- Which forum(s) did you/your staff join (leaders, reintegration, work with families, outreach, others?)?
- Who from your NGO joined the forum (always same person?)
- What was the purpose of the forum?
- Did the same orgs/people attend regularly or not?
- How was it facilitated? What kind of issues shared ? Any solutions, practical ideas shared? Examples of minimum standards applied? What was the result for you? Examples of applications?

Both LC managers and members mentioned three forums that were successful examples of improving capacity and raising standards via collaboration between members: The Human Resources forum in Phnom Penh, the Care Givers forum in Siem Reap and a Financial Management forum.

i)   Human Resources forum.

One participant described how this forum developed, "We identified needs as a group (salary policies, other staff related policies, the Labour Law). We discussed together whether our different NGOs complied with standards like the Labour Law. Even after asking a lawyer some weren't sure so we shared our policies and people could see where they were lacking. People also had questions on how the new NGO Law would affect us. Later we (the speaker and one other experienced HR manager) gave a training workshop on the Labour Law. Training can be more systematic than forum discussion with case studies and documents. Everyone thought it was very useful."

A manager commented of a member of her staff, "Going to the forum made him realise that he had a law degree and real work experience that others did not have and could benefit from if he spoke up". "People start to develop their networking skills and seek ways to understand their problems and solutions to problems with peers rather than with outside 'experts'."

Chab Dai recognised the potential of the Human Resources forum, responded constructively to emerging possibilities and piloted expansion of the forum to the provinces.

ii)   Care Givers forum in Siem Reap.

Chab Dai facilitated a brainstorm of needs at this forum in Siem Reap. Participants agreed that they needed 'trauma training' to improve their work with clients. An expatriate counsellor participating in the forum concurred with their expression that they would benefit from improved professional knowledge and skills to work well with their clients but assessed their needs differently. She realised that 'trauma training', indeed any kind of social work, counselling or therapeutic treatment training must be built on a foundation of 'self awareness' – an ability to reflect on one's own feelings, assumptions, opinions, motivations and behaviours – which is commonly undeveloped. She therefore suggested that they should attend 'Self Awareness and Self Care' training rather than training about 'trauma'. Her expertise prevented the repetition of another short course which, given out of context of the many other elements necessary to make the knowledge and skills contained within a 'trauma' workshop effective, would have had limited effect. She offered to provide a one day introductory 'self awareness and self care' workshop based on the Johari window. The workshop was conducted three times because it was popular. Staff from one NGO who had attended it sent their colleagues to repeat workshops. The expatriate counsellor utilised the workshops to give her local counsellor staff an opportunity to take on the training role gradually with her support. She would like to build on this experience to provide more training about topics at the right level to have impact and build a foundation for improved counselling and social work. She suggested that training on confidentiality should follow.

iii)   Financial Management forum.

Finance staff of one member organisation who attended this forum, "really used colleagues in the forum to get professional information about financial policies and systems and support to advocate for change and improvements to their organisation's confused financial system. Now they have new policies and procedures."

iv) Aftercare forum in Phnom Penh

One local social services manager said, "The forum gave us different perspectives, kept us up to date on which NGOs do what, helped us make and receive referrals and gave us an opportunity to influence others by explaining what 'best practices' are. It's good for our NGO for the services we want to provide and it's good for the others too. We are all equal sharing together in forums."

v) Directors forum

In 2013 several Directors asked for a forum in which they could meet and share their specific concerns as Directors. The first attempt failed when members sent all levels of managers and leaders not only Directors. A second attempt was made with clearer boundaries over who could attend. However, "It still got stuck, with some people dominating and others not talking at all". Chab Dai believed that better facilitation skills with difficult group dynamics might have helped the group to work, "Maybe if we had set goals and brainstormed issues and mapped resources, it would have been ok".

Some expatriate interviewees said that they believed that the forums they attended were limited in their usefulness because the perspectives of westerners and Cambodians were so different and sometimes interpretation was poor.

vi) Forums requested for the future.

Interviewees made seven requests for the Caregivers forum to be held again particularly in Siem Reap. One explained that the Care Givers forum for experienced people was stopped in 2014. A new forum was set up for new Care Givers, "But we (experienced people) still need one!" Two requests to restart the Human Resources forum and one request to restart the Aftercare (Care Givers) forum in Phnom Penh were made. One Director asked for a Reintegration forum to be set up in Siem Reap, "So we can get to a good standard. We should take into account what the Chab Dai 'Butterfly' research tells us about the long term experiences of reintegrated sexually exploited people". Chab Dai explained that when they respond to calls for forums they meet the problem of finding dates for people to attend in enough numbers to make the forum practical but often when they close a forum down people ask for it to be restarted. Chab Dai must make decisions based on the reality of members' actual attendance as well as individuals' stated best intentions.

Livelihood: There was also a suggestion that a forum could respond to the needs members felt to share the load of researching and identifying resources for client livelihood development which currently consumes so much of the effort and time of individual organisations .

vii) Analysis of forums and lessons learned.

Some forums were very successful. Members' awareness was raised of standards and professional methods in important areas – the management of staff, financial systems and client care. Members found resources –knowledge and experience – amongst themselves to share in order to meet their needs. Both 'givers' and 'receivers' developed their capacities as a result, "Teaching made me realise more clearly what I knew and didn't know. I learned a lot that way," as well as their self esteem. In two cases the expertise which was the resource of one NGO (the local Human Resource professionals, the expatriate counsellor) was applied for the benefit of many organisations. Chab Dai recognised the potential in these situations and nurtured it well.

The existence of relevant expertise in each of these successful forums had a significant effect upon their outcomes as members' needs were accurately identified and those needs were met with professional and appropriate responses – the right knowledge, values, skills and resources. However this identification and response does not always occur. One interviewee was critical of the level of discussion and analysis of members' situations and needs in member meetings and forums that he had attended. He gave an example, "Chab Dai at first asked me to facilitate the forum! I don't know anything about that topic….of course I could read up about it but still it would be much better to have someone who knows the topic and can guide people and provide the right information." Chab Dai were ambivalent about their own capacity as facilitators to provide guidance to discussions about what 'good practice' would look like for all the topics of the various forums, "We just evaluate the participants' satisfaction. We give them access to resources. It's possible that participants could think everything in their NGO is ok already because they have no 'good practice' comparison…" Difficulties arise when neither participants nor facilitators have enough knowledge or experience to respond to needs and to know what 'good practice' might be. Forums were successful when the collaboration included people with expertise in the topic of the forum and that expertise was recognised and utilised by other participants and LC.

In interviews Chab Dai reflected on what went wrong in some forums (lack of facilitation skills to deal with a dominant personality, absence of agreement on what issues to focus on, absence of knowledge and experience of 'good practice', a superficial assessment of underlying needs and problems) and worked well in others (agreement on shared issues, an accurate identification of needs and problems, considerable expertise on the topic present, a willingness to share that expertise). Chab Dai is in a position to improve its future programming if it learns from this experience to ensure that needs assessments include the necessary expertise to identify underlying needs and problems and recommend responses that are professional and appropriate.

Some interviewees suggested topics for which forums – or some form of collaborative action and shared resources – might be an effective method to meet members' needs. One was to systematically improve counselling skills. One expatriate professional counsellor was keen to do this locally in Siem Reap. A first step has already been taken with the successful one day 'self-awareness' workshop that flowed from an assessment of needs in the Care Givers forum[25]. Another was in the field of clients' livelihoods and small business planning together with household budgeting. The need for resources around this topic has been discussed in section 4.4.2 of this report above. Interviewees tended to start by imagining the solution to their problems could come from Chab Dai in the form of external resources. However after some exploratory discussion other ideas for solutions emerged, including sharing members' resources such as one NGO's internal training on household budgeting or various NGOs' efforts to research training, apprenticeship and employment resources for clients. One interviewee then suggested setting up a forum as the starting point for this shared work. Chab Dai has responded positively to the explicit offers of members to share knowledge and skills in the past. On considering future possibilities for extending collaborative solutions to shared problems however one Chab Dai manager said, "It's up to the members. When they bring us an idea we will follow it". Chab Dai could expand its nurturing, empowering role and be more proactive than this by noticing the potential for collaborative action in some situations, suggesting it and facilitating exploration of possible routes of action with members to discover what could be done. Some such explorations will end in success and some will not.

5.3 Information, resources, contacts

Objective 6: Inform members on upcoming events, new resources, contacts. The outcome described is 'better use collective resources.'

i)   Newsletter

Interviewees who receive the twice-weekly newsletter remembered some information they read in it. One talked about carefully reading the training courses announced in order to find something that would help her do her job. Several interviewees said they had asked to have the newsletter sent to them but still did not receive it. Several staff-level interviewees said that they never saw the newsletter because it came only to their Director or senior managers who did not pass it on.

ii)   Research

Interviewees who worked with clients had very rarely heard of any research findings that were relevant to their work. A few of the management level interviewees knew about and were interested in the information that Chab Dai regularly provides about the Chab Dai 'Butterfly' research into long term outcomes for survivors of sexual exploitation.

iii) Short term expatriate volunteers.

The consultant did not interview volunteers or host organisations. Her sources of information were LC, the Human Resources department (by email) and the report commissioned by the Coalition, mentioned below.

LC viewed their role in making this resource available to member organisations as merely an administrative one, arranging advertising only. However successful matching of volunteers to member organisations' needs across cultural differences involves more than advertising and administration of logistics. LC assumed that the Human Resource department was responsible for the support of volunteers and members. The HR department was not undertaking this role.

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[25] See in section 5.2 above for the Care Givers forum Siem Reap.

In fact Chab Dai had undertaken research to find out what impact short term volunteers had on their host organisations.[26] The report ends with a description of 'Chab Dai's new Volunteer Coordinator Position' which lists the roles and responsibilities missing in the programme 2013-15. The Coalition had not been involved in this research and was unaware of its findings and recommendations. Managers continued to mistakenly believe that the work needed to make volunteer placements effective was merely administrative and could be carried out easily by the HR department. In fact their own impact evaluation report had come to a very different conclusion.

Analysis

LC had underestimated the support it is necessary to provide for both volunteers and host organisations, both before, during and after the placement in order to ensure that short-term expatriate volunteers from a different culture can be useful. Many NGOs run volunteer programmes as their sole activity and there is much information in the public domain on how to run successful programmes. It is not clear what reasons exist for the lack of involvement of the Coalition and LC in this aspect of their programme or the lack of communication between LC and the HR department or the reasons why the Coalition has not taken account of the useful findings and recommendations of their impact study report.

The description of the new Position contained in the research report is an appropriate basis for continuing this activity.

iv) Advocacy at national level, NGO partnership with government
Objective 7: attend relevant meetings with partners. The outcome states: 'Collaborative initiatives/Advocacy. The government and NGO sectors provide better services and protection to victims of trafficking'.

The reports to the donor ERIKS explained that this activity had developed much more than had been envisioned when planning the LC programme in 2012. What was originally described as an objective 'to attend meetings' was replaced by involvement in national level advocacy which has strengthened civil society's partnership with government and taken steps to increase the implementation of law and policies designed to protect vulnerable populations. Chab Dai's National Director and managers in the Learning Community programme had become more deeply involved in advocacy related activities. The following is a list of committees and workshops attended by Chab Dai, summarised from the reports to donors for 2014 and the first half of 2015.
- The Ministry of Women's Affairs' coordinated Committee on a Ministerial Initiative against Trafficking – to sign an updated bilateral agreement with Thailand in 2013.
- The Ministry of Social Affairs Veterans and Youth (MoSVY): a Committee drawing up guidelines to identify trafficking victims distinguished from migrants – the draft was to be finalised by July 2015.
- MoSVY monitor shelters against 'Minimum Standards for Victims of Trafficking'. The LC 2014-15 log-frame included a plan to visit 30 shelters. The report to donors July 2015 notes that the report of this monitoring has been delayed.
- The Cambodia National Council for Children: Chab Dai was nominated as a member and attended workshops on a draft code of conduct to be attached to the sub decree of the new National Child Protection Policy, which it is planned will be implemented by Ministries, NGOs and the private sector.
- The National Committee for Counter Trafficking: Chab Dai together with other NGO representatives and UN agencies successfully advocated that this Committee be regulated by a higher level of legal instrument than was originally planned by the government, so that it would have more authority, multi- rather than single ministerial involvement and a budget. The new decree was passed February 2015. Chab Dai has been involved in implementing the NCCT Action Plan with the government and other NGOs and UN agencies.

Interviewees from five of the member NGOs interviewed were asked about Chab Dai's advocacy. The key questions are shown below

1. What do you know about Chab Dai's work to advocate for better policies & laws at national level? How do you hear about it? (newsletter? Meetings/presentations?)
2. How well does CD represent people vulnerable to exploitation and abuse at this level?
3. Does this advocacy work help you/your beneficiaries? How? Does it give you (smaller organisations) a

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[26] 'Give and Take' Volunteer Impact Study, April 2015, Julia Smith-Brake et al.

One expatriate interviewee who has expertise in working with children had attended the CNCC workshop at the Biannual Meeting and was encouraged by the facilitating government official's knowledge of child protection and participation. She was interested to find out during the Evaluation interview that Chab Dai was involved in advocacy work with that Committee to produce a Code of Conduct for implementing a national child protection policy. She explained that she would like to know more about that work and contribute to Chab Dai's work with the committee. She suggested, "I think that Chab Dai could identify and use key people from member NGOs who are capable and committed to do this advocacy work. They don't have to do it all in-house".

Other interviewees – Directors and senior managers – were not aware of Chab Dai's advocacy work or how it related to their work. One knew that Chab Dai's National Director had recently travelled to China, "to arrange a Memorandum of Understanding (MoU)," with the Chinese government. He mistakenly believed that this MoU was between Chab Dai and the Chinese government rather than between the Cambodian and Chinese governments. When asked his opinion about Chab Dai's representation of member organisations at national level committees he replied that this was, "Chab Dai's business", not the members'. Other interviewees said that they might receive information about Chab Dai's work on national committees in Newsletters but they could not remember for certain. One Director said that it might be useful to know what was being planned by the committee working on child protection policy since his organisation worked with children. This lack of interest in advocacy work which affects the real implementation of law and policies which in turn affect beneficiaries and staff was in stark contrast to the same people's interest in having direct access to high ranking government officials who presented information about laws or policies relevant to client services or management of an organisation at the Biannual Conferences.

Chab Dai interviewees were surprised by questions about the input of members to those committees via Chab Dai as their representative. They explained that Chab Dai provided information about the policies and regulations developed by these various committees to members at Biannual Conferences and other meetings. They had not previously considered how they could ensure that their representation of members to those committees was as legitimate as possible.

Analysis of Advocacy at National Level

Chab Dai has successfully contributed to the development of joint government and civil society bodies that take significant steps to implement important laws and policies on migration, trafficking and child protection.

However there is a tendency by Chab Dai and its members – with a few exceptions – to view decision-making and information as coming in one direction only, down from the committees and government spokesmen to the members but not up from members to Chab Dai and via Chab Dai to the government- lead committees. Chab Dai has a role to empower members and could do so by exploring ways to include members in its important work with national committees to ensure that it represents its members and their beneficiaries, to spread the workload entailed in this committee work and to benefit from the expertise available within its membership.

5.4 COLLABORATION & SHARING: ANALYSIS, LESSONS LEARNED, CONCLUSION & RECOMMENDATIONS.

    i)   **Analysis and lessons learned**.

1) The Biannual Conferences are excellent examples of bringing people together, providing a great variety of relevant information in various accessible engaging formats to large numbers of organisations at the same time. The sense of belonging was strong amongst participants and the event was valued.

2) There was a little evidence of ordinary staff being excluded from these meetings amongst some organisations. More needs to be done to make sure that staff have access to these events.

3) Participants appreciated forums and asked LC to set up forums. Three forums were particularly productive.

4) One expatriate Director commented that the degree of voluntary acceptance of standards by member organisations and accountability to them, for example, through the Charter, was much higher than in other

countries where similar coalitions have been attempted. To an extent people are motivated to come together, collaborate and meet new norms. This is particularly valuable in Cambodia where the national level legal and policy framework, although developing, is still relatively weak and services of all kinds are fragmented.

5) The consultant asked several Directors and senior managers of members if they had other hopes or visions for what collaboration between members could achieve.
   - One local Director said that s/he would be interested in working with other NGOs to implement a larger project than any of them could do on their own, sharing resources, efficiently not replicating the same services but each doing what they were best at and able to apply to bigger donors. S/he imagined that Chab Dai could act as the central coordinator. S/he imagined the greater efficiency of sharing resources and implementation, scaling up and reducing the waste of replication which happens when services are split between many small independent organisations.
   - Others imagined more support of the kind that Chab Dai provides already.
   - The tendency of most interviewees was naturally to work from the point of view of their own organisation, to seek out support and resources to do the work it is funded for, rather than to take up a larger point of view - 'all services to victims of exploitation in Cambodia' – and imagine how to work to fit the overall combination of activities and the many actors involved in that overview, with maximum efficiency and effectiveness.

6) The tendency of members – with important exceptions – is to start imagining solutions to problems in terms of what each organisation can get, rather than what they can give. The situation of service provision in Cambodia is fragmented and each small organisation is affected by that reality. A related tendency is to view themselves as dependent on Chab Dai rather than expect Chab Dai to act as their communicator/coordinator putting them in touch with each other so that they can work together.

7) However within the LC project there were positive examples of sharing resources and knowledge which helped to solve problems and raise standards in the three forums mentioned previously in this section of the report. There were also suggestions for other options for collaboration: to continue with counselling training in Siem Reap lead by an expatriate counsellor together with Chab Dai's child protection training team; exploration of the issues of many members needs to develop better livelihood services for clients together and another suggestion that Chab Dai and NGOs in Siem Reap consider how to collaborate with one of the private universities there to conduct longer, progressive counselling or social work courses. Several other interviewees had resources that they were willing to share through Chab Dai, one her expertise with children in the advocacy work with CNCC and another with a new user-friendly mobile phone app case management system which he was developing. No doubt even more opportunities for sharing resources exist amongst Chab Dai's 53 members.

8) The *process* of identifying needs and then imagining and exploring different kinds of collaborative solutions is very important. It is not easy to catalyse disparate elements to work together in a voluntary coherent unity. The forums that were successful in that regard included some participants who had some expertise in the topics of the forums and so could help others identify problems and needs and then guide the finding of suitable resources and solutions and share some of the resources for solutions themselves. It is important in the process of needs assessment and imagining different solutions to explore what resources and expertise already exist within the group, or close to it, to discover if there are ways that collaboration and sharing could be a constructive response. Some interviewees noted that some meetings and forums lacked the facilitation to identify underlying needs and potential resources well enough to find satisfactory responses or reasons to go on meeting. Sometimes Coalition managers acted as though they could only passively wait for members to offer resources to share rather then look for and nurture those opportunities themselves. Other parts of Chab Dai have supported successful collaboration between members in large scale activities[27] and it is possible that the Coalition could learn from those processes and be more proactive in facilitating sharing and collaboration in the future.

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[27] Chab Dai was a central member of a committee with IJM and other members which organised collective actions of Chab Dai members and NGO and government partners around assessing changes in the last ten years in numbers of children sexually exploited in brothels in Cambodia.

ii)   Conclusion.

Coalition activities have developed a sense of shared identity and greater understanding of the wider context in which they work for many managers and staff of member organisations. The Coalition has helped bring together government and NGOs. It has unified and represented its many members at national level committees developing regulations and policy which affect beneficiaries and put members in touch with government officials in charge of the implementation of such policies. It has nurtured and facilitated small scale but important examples of members sharing resources to meet common needs in the most effective forums. Some members imagine how much more efficient and effective their work would be if they worked more collectively but for most their point of view is still, understandably, that of the success of their own small organisation. To enable members to reach further beyond the limits of individual organisations working in a fragmented landscape the Coalition will need to expand on the model of sharing resources to meet common needs, assess needs and available resources of members more sharply, see the potential for increased sharing in many situations and facilitate members to work together with the expectation of success sometimes and occasional failure.

iii)   Recommendations for collaboration and sharing.

1) Explore ways to give members' ordinary staff access to the newsletter and attendance at Conferences. Raise Directors and senior managers' awareness of the negative effects of excluding staff from experience and information.
2) Consider whether members' meetings could reduce time spent collecting information necessary for the Coalition and increase the time spent providing relevant useful new information and analysing needs and finding constructive (possibly collaborative) ways to meet those needs.
3) Volunteers: Implement the suggestion to set up the post for coordinating volunteers described in the Coalition's 2015 report on research into the impact of expatriate volunteers. If this recommendation – or something very like it – cannot be implemented then stop the activity. Take action to improve communication and agree roles and responsibilities between the Coalition programme and the Human Resources department.
4) Advocacy: identify members which could contribute to the advocacy work on national committees. Develop mechanisms for sharing this work with them and utilizing their expertise. Report the results of the work in user friendly language so that newsletter readers can imagine how new policies, codes of conduct, regulations will affect them in their daily work.
5) Consider the lessons learned from the processes which resulted in successful sharing of resources as a response to commonly experienced needs of members and reproduce the factors that seemed important in leading to success (discussed above in sections on 'forums'). Actively identify resources that members have (e.g. a new computerised case management system) and explore if and how these could be used to meet members' needs.

6. THE CHARTER

The original objectives for the Charter stated in the 2013 Three Year Strategic Plan were –
* Members will have a clearer understanding of their own strategic planning and process
* Members will better understand the need for continuous improvement
* Members are able to work based on best practices
* Increased collective impact when members share clearer understanding of their strengths and weaknesses
* Coalition will collaborate more strategically (and have improved trust and respect between members).

These were replaced by more limited objectives which describe activities rather than results.[28]
* Objective 5: To identify strengths and gaps within member orgs through Charter assessment and to collectively make an impact on children
* Objective 6: to conduct follow up visits with members on 2 yr strategic action plans (IAPs) and to improve staff capacity and use of best practices to implement those plans.

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[28] Charter activities were reported under these Objectives 5 and 6 in the reports to the donor for 2014 and the first half of 2015.

6.1 Background to the Charter

By the end of 2015 over 38 Chab Dai members had volunteered to take part in the Charter self-assessment. The Charter started life in 2010 when Chab Dai decided to develop a Code of Conduct in order to clarify criteria for membership of the Coalition. In 2011 some members expanded this concept by asking for a comprehensive list of principles and best practices for every important aspect of their work, internally and externally, including services to beneficiaries, staff care, financial accountability, reporting to donors, relationships with partner organisations and government, compliance with national laws and policies. In turn this concept expanded to   become a tool which members could use to self-assess how well they implement these principles in their everyday work and to plan activities to improve weak areas. Chab Dai utilised reputable standards for different areas e.g. The *prakas* on Minimum Standards for Services to Victims of Trafficking of the Cambodian government; the GPP[29] Code of Ethical Principles and Good Practice Standards for NGOs – developed by the CCC – for standards on governance and management of people and finances. The Charter assessment and planning processes were piloted thoroughly before they were rolled out in 2013. Chab Dai members were asked if they would agree to take part in the Charter assessment.

Originally Charter was envisaged as comprising a baseline and a final assessment. Delays in carrying out the assessments and setting up an efficient programme lead to the decision to expand the system to three assessments, the baseline assessments conducted in 2013, a mid-term assessment to be carried out 2015-16 and the final assessment in 2018.

Since 2013 Chab Dai has facilitated volunteer member organisations to score themselves against over one hundred indicators across four principles – protection, participation, collaboration and transparency – and five groups of stakeholders – staff, clients and communities, donors, other members, government. The scoring process is carried out by members' staff as well as managers and the Director. The process includes a system for an 'Improvement Action Plan' (IAP)to be drawn up to improve indicators that the member organisation has scored low. Chab Dai provides reminders and some support (e.g. policies that the member can adopt and adapt and the training courses and forums it holds) to each organisation to implement its plan.

In 2014 Charter was reorganised into a single coherent programme undertaken by a dedicated team. The current coordinator was employed and underwent a steep learning curve, "I thought administration was just organising documents! Now I've learned about PCM, M&E…It took me one year to get everything to work efficiently."

Chab Dai has also developed a sophisticated, computerised database of the results of assessments and IAPs. Members can access their own information with confidential access codes. The database has the potential to collate the information that results from scoring indicators in two (eventually three) assessments and drawing up an IAP for each member and across all members in a variety of ways. Chab Dai has provided one to one training to members on how to use the database. Manuals exist on how to use the database as well as the manual on the Charter tool itself. These were recently updated and improved.

Importantly Chab Dai responded to the specific gaps in capacity shared by most members revealed in the first baseline assessment with seven new training courses. These included the three Financial management courses and a course in First Aid and basic health care, evaluated in this report.

6.2 Evaluation interviews on the Charter.

Five of the eight members interviewed are members of Charter. One more was preparing for a first, baseline assessment. Out of the five current Charter members four had already conducted the mid-term assessment. The consultant discussed the Charter in eight interviews with members and with the coordinator of Charter in Chab Dai as well as Chab Dai managers and an expatriate advisor. Additionally the consultant undertook the related but separate task of coordinating Chab Dai's own Charter mid-term assessment. This included attending a final meeting of Chab Dai managers to assess the progress of implementation of the 'Improvement Action Plan' drawn up in 2013 following the Charter baseline assessment; facilitating the majority of the mid-term assessment with 35 staff and managers from all Chab Dai departments and programmes and having input into the new IAP drawn up to address

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[29] GPP stands for the Governance and Professional Practice project first developed by the Coordinating Committee of Cambodia. It is a voluntary certification scheme in which an NGO is assessed against standards by a GPP team.

the gaps discovered in the mid-term assessment. Lessons learned from her involvement in Chab Dai's mid-term assessment are included in this Evaluation. Additionally the consultant read Charter related documents, including the brief report written by a consultant following Chab Dai's baseline assessment in 2013.

Key questions on the Charter.

1. What do you remember about how the Charter assessment works?
   - Charter addresses your work in relation to how many categories of stakeholders? In management of organisation (staff)? Services to clients/community? Relationship with donor? With government?
   - It covers how many and what 'values'? (protection, participation, collaboration, transparency) What do each of these values mean and why are they important?
2. What did you learn about your organisation's own capacity through the Charter assessment ? Any surprises? Disagreements?
3. About the process of assessing, analysing then planning with all your organisation's managers and staff: what was that like? (+) and (-)? Did it affect relationship of staff and managers/Director? Staff's contributions?
4. What did you plan to do in your IAP? How far have you achieved this? What was difficult and why?
5. What kind of support have you received from CD since the first assessment?
6. Have you used the Charter database?
7. What is the purpose of having a second 'mid-term assessment' in 2015/16 as well as the baseline assessment in 2013 (and a final assessment in 2018)? Have you compared the results of the mid-term assessment to the results of the baseline assessment with Chab Dai's help or on your own?
8. Does this CHARTER process affect your relationship with other member orgs (aware of shared strengths and gaps? Ways to work together better?) Did you attend the Charter Feedback meeting last year?
9. How do you feel about the setting of standards for client services and organizational management by the Charter? Do you know where the standards came from/how they were developed? (It was developed with many fellow NGOs, following request to have guidance to standards...Minimum Standards Care of Trafficking Victims is RGC *50arkas* and much of the 'transparency' comes from GPP – developed in Cambodia.)

Some directors and managers were asked questions about setting and reaching standards:
10. People and organisations are paying more attention to the concept of 'standards' these days for example the recent much reported attempts by MoEYS to enforce high school exams which are scored fairly against an external constant measure and are not open to corruption. CD is facilitating you and other members to lift standards across the board –
   - How do you feel about that? How does CD work with you to raise standards? In some countries many more standards would be enforced through government implementation of laws and policies and by way of professional pressure, often through membership of professional bodies with criteria for membership, also often backed by governments' regulations. What do you think are the difficulties for CD (or you) to raise standards?

6.3 Charter Findings

6.3.1 Overview
Directors and staff were overwhelmingly appreciative of the benefits of the Charter, "It's good, it keeps us on track, we can find our weak points and develop further. Also Chab Dai makes sure we implement the plan!" "It's good to have external pressure. It means we can check we are going in the right direction."

6.3.2 The Charter: assessment and improvements process.

i) Three assessments over time: baseline, mid-term and final assessments.
In interview members who had conducted both the baseline and mid-term assessments could not explain how the two assessments related to each other or what a comparison of the two might give them. Once the consultant had made a point that there were two assessments one before their plans to improve weak areas were implemented and one after, a few mentioned that they would hope that the mid-term assessment showed overall improvements compared to the baseline assessment. Some said they thought it was valuable to conduct an assessment of their

organization regularly anyway without needing to make comparisons to earlier assessments, because, "It keeps us on the right track". Chab Dai had updated its database so that it could produce reports comparing the scores of baseline and mid-term assessments and in   November 2015 they sent an update to members which had already conducted mid-term assessments about this important new function of the database which was now available to them. However at the time of interview members' Directors and managers were not aware of this comparative information.

ii) The assessment – scoring indicators.

> **Empowering staff and providing an opportunity for communication between departments and between managers and staff.**
>   - "It gives us an opportunity to communicate with staff. When some staff score an indicator low because they don't know about a plan or a policy then we can explain", Director of an NGO.
>   - "I was new in the organisation so I learned a lot about its structure and policies by listening to the assessment and to the managers explaining what existed".
>   - "It helps smooth communication from top to bottom. Our managers can share information about finances and policies and our goals."
>   - "Everyone is invited to take part. It's a good atmosphere. This kind of exchange never usually happens. For other assessment methods people complete questionnaires on their own or get interviewed on their own", middle manager of an NGO.
>   - "It's important to respect the score of each person, to let them explain without pressure why they give a (low) score. They might change the score if they hear new information but in the end it's up to them to decide and they have the right to whatever score they believe is right", middle manager of an NGO.
>   - "The method of scoring is good – democratic, free, we don't have pressure," middle manager of an NGO.
>   - "People learn about their own organisation." Charter coordinator.

Interviewees from both Chab Dai and members were very aware of the importance of facilitating the assessment in a way that reduced the likelihood that staff would lose confidence in voicing their own point of view about the score of indicators and preventing people with more powerful roles from dominating the assessment. Interviewees noted that, "The Chab Dai facilitators encourage us to be honest and brave. We saw our manager look surprised when she discovered what we think and know. We feel good to do it together". The baseline assessments successfully revealed needs in relation to staff policies, benefits, care and capacity building as well as a lack of communication between higher and lower levels of employees in most members. Managers tend to keep information to themselves and underestimate the importance of including and empowering their staff.

> **A voice for clients and communities?**

In the mid-term assessment facilitated by the consultant it was clear that there was a tendency to push for higher standards in discussing indicators which affected staff than those which affected clients and communities where there was easier agreement around higher scores for the services provided to beneficiaries. Staff have a voice in the assessments and this in itself is a significant improvement on the norm. However clients and beneficiaries do not have a similar representation in the process to right the imbalance of their relative lack of influence and power.

> **Facilitation.**

 An expatriate participant said, "The facilitator was very skilled, prompting people to speak out, seeing where there could be more discussion, drawing people in." In interview the Charter coordinator demonstrated a   comprehensive grasp of the qualities necessary to facilitate the Charter assessments well and has clearly developed the knowledge and skills to do so. She noted that a facilitator needs to be aware of the complex multi-facetted nature of an organisation, to be aware of the 'big picture' and to prompt and probe so that she helps people explore topics." I have learned a lot about all the indicators by facilitating the assessment for many organisations so I use what I learned in one for another. There are limits, though for the support we can provide for building members capacity (for any specific indicator)". She is currently considering how to build the capacity of her team.

> **The process of scoring.**

 Several interviewees mentioned the long time and repetition of the scoring process in which each of more than one hundred indicators is revisited three times, "I really agree with the process in general because it includes everyone and gives people the opportunity to learn more about their organisation and to express opinions and have problems

addressed, and learn about standards so it is valuable but the scoring is unbearably tedious!" The Chab Dai mid-term assessment was conducted by 35 people so it took an unusually long time to revisit each indicator three times to score individually, discuss and then note the group's total scores. The process at times was engaging and useful but at other times was very onerous.

One participant of a Charter assessment noted that several indicators actually included two different things which should be separated into two indicators to make accurate scoring possible.

> **The assessment process – identifying areas that need to be improved.**

None of the interviewees could remember what the four 'Values' or the five groups of stakeholders were although many remembered the visual tools used in the assessment, the Charter 'tree' and the images for each of the four scores. One said it was not important for people to remember the meaning of four values. He said that what was important was that the process made sense to participants – which it did - and covered every aspect of the NGO's work holistically.

Most interviewees remembered examples of 'gaps' revealed by the assessment and what action had been taken to improve these areas since the assessment, for example, "Now we have health insurance." Two organisations described how they had changed how they work with local authorities following the assessment, "We got a low score for working with local authorities. We used to just ignore them. Now we have explained what we do to them and report regularly". "We've entirely changed how we work with the local authorities now and involve them in every stage of our process".

Some interviewees thought that, with a few exceptions the Charter assessment had confirmed their opinions about their organisation's strengths and weaknesses. However interviewees related many examples of their surprise at what the assessment had shown them, "I'd never thought about helping the staff who work with clients relax before", "I never thought before about asking for formal consent from young people….it protects us from allegations of abuse…", "It's good to get donors to sign the Child Protection Policy", "The indicators alert us to things we have never thought about – like a 'conflict of interest policy'". "We never thought about a 'media policy' before. We were careless with the internet and taking photos (of children). We didn't think about what impact it could have on them". "We hadn't provided a box for our staff to make anonymous complaints before".

iii) **Improvement Action Plans (IAPs).**

> **Designing and implementing IAPs:**

Most of the member organisations and Chab Dai itself had implemented a large proportion but not all of the IAPs they had drawn up in 2013, by the end of 2015. Two organisations described the deliberation they were still putting into drawing up a 'conflict of interest' policy, "We understand it. We've discussed different elements – like buying from relatives – we are still thinking whether it should be in a separate policy or not…" "We discovered things we will have to change if we have a 'conflict of interest' policy. So we are still working on it, combining sections from other policies…." Sometimes these things were difficult as practices they would have to change were embedded in the programme.

Interviewees said that they were very busy and did not prioritise implementing the IAP always. They appreciated that Chab Dai reminded them regularly.

> **Chab Dai's experience with its own IAP**

Several issues were raised by Chab Dai's final meeting to track the progress of its own 2013 IAP before conducting the mid-term assessment, which are relevant to Charter members IAPs as a whole.

- IAP progress meetings had been held several times 2013-15. However the first time that Heads of two departments were invited to IAP progress meeting was in November 2015. One of these departments - the Human Resources department - was central to accomplishing several of the goals listed in the IAP. At that last IAP progress meeting the HR department was able to learn about the Charter IAP, the HR department's role in implementing it and make several practical suggestions for how to improve and implement the Plan.
- The consultant who facilitated the Charter baseline assessment for Chab Dai in 2013 wrote a brief, clear, report[30] with detailed recommendations for actions to take to implement the IAP, especially in relation to the

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[30] Chab Dai Charter Assessment Brief Consultancy Report, 2013. Emelita Santos Goddard.

yet-to-be-set up Human Resources department. However Chab Dai managers said they had not referred to her report when they drew up and implemented the IAP. The Head of the HR department had not seen the report.

- The way the plan was designed, written and then implemented over the years caused some difficulties.
    - Several of the goals and activities planned did not resolve the problem or meet the need revealed by the Charter assessment adequately. One example is Indicator 'Protection, staff, e,' which states that the organisation's technical staff should be capable of working with/understanding the situations of survivors of human trafficking. The National Director pointed out that this included all technical staff – for example in Learning Community, Doorstep/Charter – as well as projects that provide direct services. The objective and action plan which had been drawn up in the IAP to respond to the low score given this indicator concerned large scale structural changes including setting up a Human Resources Dept. However there were no specific plans for recruiting, identifying the technical needs, training, supervising and capacity building staff so that this indicator would be better scored at the mid-term assessment three years later. The HR department head was unaware of this plan before November 2015.
    - Another objective and plan involved drawing up a Code of Conduct. Several participants said that this should not be considered as 'completed' as the Code of Conduct had not been drawn up in a collaborative, participative way and was not appropriate. Many staff had been unwilling to sign it.
    - The original indicators which had received low scores at assessment were not reproduced in the plan so that people involved in implementation and progress meetings forgot – or never knew – what the original problem was which they were making efforts to resolve. Participants at this last 'IAP Progress' meeting said that they now realized they had not checked the implementation of the plan against that original problem to see if things were improving. 'Goals' did not adequately describe the improved situation which was the aim of the activities. The original problem or need revealed by the assessment low score, had not, in several instances been analysed thoroughly and understood well. The activities planned to resolve the problem needs were not suitable or were not enough. The goals and activities had not been recorded in enough detail to remind and guide implementers over the years of what they were implementing for what reason.

Some managers/coordinators responded constructively to these issues as they emerged throughout the meeting. The HR department will now be able to be more involved in the next assessment and plan. Participants said that they will write the next IAP in more detail after the Mid-term assessment. The Charter coordinator believed that if she facilitated members to make the connection very clearly between the original problem identified in assessment and the results of the actions being taken in the Plan in connection to that problem, that she could help them make and implement more effective Plans in the future.

6.3.3 Using the Charter database

The database is still new and Chab Dai has recently provided one to one training for every member on how to use it. However people's use in the short time since that training was conducted seems to be limited to updating their IAP progress reports. "I just use it when Chab Dai contact us to remind us to report on the progress with implementing our IAP." "I am so busy I don't have time to play with the database so I don't know what we can find on it really". "I'm the contact person for Charter. I'm not good at technology, so I haven't tried to use the database."

Coalition managers were aware that the information the database could provide was potentially useful, but were not sure what information it could collate and how they could use that information and hoped that the consultant who had helped develop the database could help them with this.

6.3.4 Setting, assessing and enforcing standards

Interviewees agreed that a concern with setting and meeting standards has grown in Cambodia in the last few years. Members value the Charter because they feel it gives them access to relevant standards and a process to assess themselves against these. One local manager described the process that he thinks Chab Dai has initiated or reinforced when Chab Dai took action via the Charter, forums, Conferences and training to raise standards amongst its members, "Before leaders didn't care about 'standards', just their own targets agreed with their donors. But when they have more experiences meeting each other, (for example in forums or training), and see how others pay attention to external (national or international) standards, they feel the competition, they see that knowing and meeting standards can make their work more effective, individually they can grow and learn and invest in themselves and its good for relationships with donors too".

i) External versus self-assessment tools to assess standards: Interviewees raised the issue of self- assessment versus an assessment conducted by external, neutral experts. A local Director and Vice Director explained that they found the Charter very valuable but with some limitations, "Although self-assessment is very useful for us, it doesn't achieve everything we need. People tend to think positively about themselves and will assess themselves much more highly than a neutral expert will do. I'm thinking about a system like the GPP which is accredited at international standards, where the assessment is made by a visiting team of experts". A professionally qualified social worker noted that s/he would give a low score to one of the Charter indicators about services to clients whereas everyone else in her organisation gave a high score. S/he could not remember if she had changed her score to adapt to others' opinions. Many of the organisations involved in the evaluation of child protection described in this report had scored themselves in one of the higher two scores in their Charter assessments. The consultant would score them in the low scores. The Charter indicators are developed from internationally and nationally recognised standards for good practice. However self-assessments against these standards are naturally limited by the knowledge and experience of the assessors. They capture improvements against previous practice but not a measurement against the intended 'good practice' of that standard.

One expatriate interviewee new to work in Cambodia compared an external assessment by a visiting team of experts to the Charter assessment. Her organisation had experienced both kinds of assessment in the last year. S/he felt that even though the external assessors had interviewed beneficiaries and staff, "Unfortunately, it still would have been possible to influence the assessment". S/he thought that an external team did not automatically guarantee the neutral professional assessment one might expect. S/he valued the process of self-assessment because, "The people who know and do the work are more likely to engage in the standards that are being set this way. Ownership is important. It's a really important step to starting to raise standards." Another senior local manager of an international NGO explained why it was important to be involved in Charter as well as other external neutral forms of assessment. "In our NGO, we also have a regular survey of every aspect of our work which all staff and managers complete. It's holistic and set to international standards. It is sent to us by our head office. ....it's still important for us to join in with Charter as well because it's from a local perspective and we should join in developing standards in Cambodia too".

ii) Enforcing standards: The Directors who were interviewed about this topic were aware of the dilemmas involved for Chab Dai in setting standards through a voluntary coalition, the limitations as well as the strengths and opportunities of that situation. "Lifting standards is good but of course you need all the organisations to agree and to be willing. Chab Dai cannot do it without the members' willingness. But one organisation refused to follow important standards and they had to leave. Once we know they were asked to leave for a good reason then this increased our trust in Chab Dai, because we know they will take action on an important issue. It protects the standards and all our reputations".

Chab Dai does enforce standards to the extent of its authority when members fail to meet essential and basic standards around child protection for example. The International Director explained that 'seven or eight' members have been asked to leave around serious malpractice. Chab Dai Directors and steering committee are involved in a process to establish facts, present their findings to members and their Boards, weigh up the affects of ending a membership on the member's clients and staff, set conditions for the member organisation to meet and offer support to do that and finally expel the organisation if these are not met. The process takes about two years. Chab Dai website notifies others that the member organisation has left but not the reasons why[31].

A few interviewees believed that Chab Dai could be more decisive around malpractice and set shorter timelines for improvements to be made.

Chab Dai managers recognised that the Charter is a 'gentleman's agreement'. They believed it is an appropriate system to nurture NGOs which want to develop and improve. "It gives them opportunities and gets them involved. Later on they will develop and may then think it's not enough (then they might seek out ways to be assessed by external bodies). It's about being *committed* to reaching excellence (it isn't a promise excellence has already been reached)".

Given the dilemmas inherent in a voluntary adherence to standards and in the context of still-weak (but improving) enforcement of standards by the government and low capacity generally, Chab Dai appears to make as constructive

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[31] The procedure as it affects members is partially described in the Members Pack 2015.

choices as are possible in the situation. It is important that standards are enforced at least for serious malpractice and that members know this happens, so that the standards have real weight and value.

iii) **Building prestige for those who reach standards:** Several interviewees believed that Chab Dai should utilise the results of Charter assessments to "take the next step towards accountability," by awarding members who have achieved high scores on their website. "Find a way to confer prestige visibly for members who take part in the Charter, something they can show proudly on their websites. In my country you don't have to be a member of the Association of Professional Social Workers to get a social work job, for example, but if you have met that Association's criteria you will have more value". Chab Dai have responded to similar suggestions from members and are planning to start to give certificates to members which assess themselves at scores of above 3.5 across all four values. These Charter members will also be able to post up a special Charter logo on their websites.

iv) **Lack of understanding of the nature of a voluntary coalition and the authority Chab Dai has to enforce adherence to standards as well as the meaning and utility of 'standards'**: One interviewee expected that Chab Dai should make members adhere to what he felt were 'fair policies' so that his organisation was not disadvantaged by other members which did not follow those standards. He thought that Chab Dai had the authority to do this. Another member which had not yet experienced the Charter assessment, believed conversely that Chab Dai had no authority to set standards, which should be given by donors only. A few members demonstrated confusion about the extent to which it was reasonable to expect a coordinating organisation to police others. Some expected Chab Dai to act in an authoritarian way and others thought it should not 'interfere' at all.

6.4 ANALYSIS, CONCLUSION AND RECOMMENDATIONS FOR THE CHARTER PROJECT.

i) <u>Analysis</u>

Strengths
- The Charter is a successful tool for introducing member organisations to standards for good practice and supporting them to make improvements in areas of weakness. It is holistic, addresses every aspect of an organisation's work. It was developed following the needs of members and thorough piloting and incorporates recognised and relevant standards for good practice. It is based on a genuinely participative process which gives staff a voice in scoring and opportunities to get more information about their organisations and to learn about organisational development and operational concepts such as donor relations, governance and reporting. Chab Dai has organised an efficient and systematic Charter programme, facilitates assessments skilfully with an increasing knowledge of the many topics that the one hundred indicators cover, keeps in respectful contact with members, reminds and supports them in implementing their plans for improvement, has developed a computerised accessible and confidential database of the results of each assessment and plan. Importantly Chab Dai analysed and responded to the needs that were revealed to affect many members by the baseline assessment by setting up specific training. The participation of staff from all levels made them feel valued and increased their understanding of the organisation and their work. Areas which are commonly weak – transparency in governance, inclusive, 'flat' management and professional services to clients were revealed to exist across many NGOs and first steps taken for improvement, with the assent and participation of the NGOs.

- Chab Dai is responding to members' feedback and planning to reinforce good practice and high standards by planning to start to award certificates to members which assess themselves at scores of above 3.5 across all four values. The intention is to increase the prestige of undertaking an assessment and meeting high standards under the Charter.

- Charter database**:** The database is sophisticated but seemed to be under-utilised at the time of evaluation by both the Coalition team and by members. However the database is still new and Coalition managers intended to ask for support to learn to exploit it better.

Gaps
- **Utilising comparisons between three assessments**: The primary purpose of conducting repeated assessments over time is to be able to make reliable comparisons and know if weak areas have changed (improved) or not. If the tool is not able to provide this information reliably it would be necessary to re-think the utility of repeating assessments three times between 2013 and 2018. The Charter coordinator noted that the computerised database compared results of baseline and mid-term assessments and the 'Charter Database User Manual'

given to all members explains how to get these reports from the database, so the potential for this comparison to be made and analysed and used by the people involved exists.

Chab Dai managers explained that originally they had planned to have a baseline and final assessment but when they were late in conducting the mid-term assessment for all members they decided to extend the programme to three assessments finishing in 2018. Chab Dai has not yet incorporated the functions of measurement and comparison provided by three (or two) assessments into the overall Charter process. The Charter assessment manual does not explain or make use of these functions. The comparison between the results of an assessment conducted after two or three years of work implementing a plan to improve weak areas found in the baseline assessment, and the results of that original baseline assessment, should be central to the Charter process. Members should make and implement their first IAPs after the baseline assessment knowing that a second (mid-term) assessment will reveal the effectiveness or otherwise of their IAP implementation. In the mid-term assessment when scoring an indicator which was the subject of a low score in the baseline assessment and was incorporated into the IAP, people should refer back to the results of implementing that plan to see if anything has improved in relation to that indicator. Currently it seems as though Chab Dai and members tend to view the mid-term assessment as separate from rather than connected to the baseline assessment. The process thus loses a vital dimension of learning from experience, tracking the results of changes that members commit to making, checking that progress is made and analysing reasons why if it is not. The reason for repeating the process of assessment, except to keep up a general pressure to improve, is lost.

- **Limitations of self-assessment:** The Charter indicators were carefully developed from internationally and nationally recognised standards for good practice. Members benefit from being introduced to these standards and taking action themselves to consider where they stand in relation to those standards. They receive support to build capacity to meet those standards. However self-assessments against these standards are naturally limited by the knowledge and experience of the assessors. There is a risk that members will believe they have reached a standard of 'good practice' because they have improved when in fact an external assessment would reveal a distance to go, despite the improvement. Also the standards are not consistent across all Charter members. Some will assess themselves more rigorously than others.

- **IAP design and implementation**: They suffer from some of the same issues as log-frames – sometimes a lack of deeper analysis of the original problem or need and of what activities might lead to a resolution and a tendency not to check that the implementation is leading to the desired improvement. Sometimes when these aspects of the plan have been thought about thoroughly they are lost when the 'goals' and 'activities' are written very briefly.

ii)   Conclusion

The Charter is a very successful tool introducing more than 30 NGOs to best practice standards for every aspect of their organisation and its programmes, bringing a critical mass of staff and managers of each organisation onboard as they learn to assess themselves against these standards and supporting systematic improvements to the weakest areas. It is valued by its members. There are some inevitable issues that follow self-assessment – for example a lack of consistency to standards within and between organizations. Some NGOs recognise this and take part in both Charter self-assessment and external independent assessments so that they gain the benefits of both. The Coalition and members have not yet utilized the function of comparing 'before' and 'after' Charter assessments to measure the extent of their success in raising standards in between assessments. There is the danger that multiple Charter assessments could just be repetitive rather than part of a forward cycle of learning, progression, growth and change.

iii)   Recommendations for the Charter.

1) **Include the function of measurement by comparison between assessments explicitly throughout the whole Charter process. Exploit that function**: Include the fact that there will be a comparison between the results of three assessments across time, in all appropriate places in Charter processes, steps and procedures e.g. when introducing Charter to members for the first time, when making a first baseline assessment, when making the first IAP, when checking the progress of IAPs, when conducting the mid-term assessment etc. Make sure that NGOs expect to receive information, like the 'database comparison report', on the comparison between their scores at baseline and mid-term (and later the final) assessments, that NGOs get to see that information and

have facilitation help to understand what the comparison between two assessments tells them about their progress to meet standards in their services and organisation.

If large numbers of NGOs score worse results following the mid-term assessment than at their baseline it will be important to find out the reason(s) for this. If the Charter is not a reliable tool in that it does not produce consistent, comparable results across time (for example because NGOs start to assess themselves more strictly or because the turnover of the groups making the scores is so great) then consider if there is a purpose for continuing to repeat assessments. Brainstorm and experiment with methods to keep scoring consistent at least within an organisation across time, for example requiring that if possible eighty percent of the same people participate in each assessment and that they notice when scoring indicators which were the subject of an IAP previously.

2) **Consider and experiment with ways to compress the assessment scoring process**. One way would be to merge the individual scoring of indicators (which is not made public) with the group discussion so that the group only has to go through the list of indicators two not three times. This could be done but still retaining a private individual decision making step before the group discussion for each indicator. Another would be for Chab Dai to stick to their guideline that no more than 25 participants join an assessment. This may entail developing a system to select a range of representative people across staff and management to participate.

3) **Learn to exploit the information that the database can produce:** The database has the potential to provide many kinds of data – the results of self assessments and comparisons between baseline and mid-term assessments - for more than thirty organisations. This information could take many forms and provide useful evidence of impact of the Charter assessment and IAPs. It is necessary to consider which 'questions' to ask of the information available and to explore the collation of that information in various ways to provide interesting 'answers'. Chab Dai could also apply what they learn from such a reflection on information and evidence and comparison between baseline and final evidence to the design of log-frames and M&E systems more generally. Possibly the manager and advisor to Chab Dai's research project, 'Butterfly,' who are experienced in collating and analysing information and making comparisons, could provide ideas.

4) **IAPs**
   - To make sure IAPs are effective and to maintain people's interest in and commitment to them over a period of time, make sure all the main people involved in designing and implementing the Plan as well as those who understand the 'problems' for which various solutions are sought via the Plan, are involved in IAP meetings.
   - Analyse the underlying problem or needs connected to a low scoring indicator more deeply. Consider what could be done to meet the needs in more detail, systematically. Bring in external expertise or research the topic if the people involved in planning do not have adequate knowledge or information already. Record the goals and activities so that readers can understand and remember the rationale for the plan easily and periodically check that implementation is having the desired effect rather than assuming it will.

7. IMPACT OF FAITH ON THE SUCCESS OF PROGRAMMES

All members of Chab Dai are Christian organisations. The donor was interested to gather some information on the impact of faith on organisation's work. [32]

The consultant had little time to pursue this conversation. Six interviewees answered these questions – a range of Directors, managers and staff, Cambodians and expatriates. The questions were –

> 1) Do you think it's important that your organisation is a Christian organisation? How does that make you feel about your work? The organisation?
> 2) Do you think being a Christian organisation affects the success of your work? How?

Some interviewees replied by talking about the importance of finding faith to their own lives and described transformations in their own behaviours, relationships and achievements. "I'm calm now and don't waste time with bad friends. I can pay attention to things that matter like family and work."

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[32] The consultant notes that a comparative study comparing like with like except for the difference that one set of organisations is faith-based and the other group is not faith based, would be necessary to establish valid evidence to demonstrate if faith has impact on results.

A local Director explained that he believed that faith had impact because it meant, for him, that you are committed "With your heart as well as your head, so its not just for money."

Others described the strength they felt they received from their faith when things were difficult, "It's my rock, it's essential".

Another interviewee pointed out that Christianity influenced the very important Charter indicators, for example that when endeavouring to resolve a conflict one should start with talking calmly directly with the other person in the conflict.

The interviewees mainly emphasised how important a motivation and support their faith was for them in their work. They believed that, therefore their faith had impact.

One local interviewee mentioned that although her faith was important to her, that she did not always agree with her own organisation's or what she perceived as Chab Dai's, emphasis on working solely with other Christian organisations, "Non- Christians can be clever and capable, we shouldn't be narrow and reduce our resources by only dealing with other people like ourselves"[33].

8. MONITORING AND EVALUATING OF LEARNING COMMUNITY & DOORSTEPS PROJECTS

The Coalition team worked hard to adapt their 2013-15 projects to a new log-frame format in 2013, to set up systems to systematically track a large number of activities and to start to find evidence of the results of project activities. Team members understood the reasons it is important to discover and demonstrate what the effects of their activities are,   rather than, as is often the case, just showing that activities have occurred as planned. They recognise that best practice M&E requires that one shows what changes occur as a result of activities. Managers and coordinators understood the difference between change in knowledge and change in behaviour or practice, knowing that one should not assume that a change in knowledge will automatically lead to systematic changes in behaviour/practice. They (and the consultant) recognise that finding convincing evidence of the end results of activities is difficult and complex. Team members have some normal limitations in their abilities to assess what conclusions it is reasonable to draw from particular kinds of evidence or what is satisfactory evidence of impact.

The Doorsteps project provided training courses for members in programme design, monitoring and evaluation (see section 4.4.1 on the PCM courses and grants). So the Coalition was responsible for helping others learn about M&E as well as setting up its own M&E systems.

The consultant drew up a list from a conversation she had with senior managers of member organizations about the common difficulties that they and other people with similar roles have with designing programmes (log-frames) and setting up and implementing M&E activities. This list is reproduced from the section in this report on Doorsteps PCM courses. It might be useful for the Coalition team to focus on these issues in the future, both internally and in training others, to take the next step to improve design and M&E of programmes.

8.1 M&E LESSONS LEARNED, CONCLUSION AND RECOMMENDATIONS

i)   Analysis and Lessons Learned

- **Not always able to identify and analyse a 'problem' or 'need' and its causes and possible solutions deeply enough to know how to plan adequate responses and how to monitor their results**. Examples discussed were of providing good quality social services to respond to exploited, abused clients' needs, for example, setting up a case management system or ensuring staff work effectively according to minimum standards with clients. Several managers mentioned that client services were not really their subject and that they assumed their direct service staff did whatever was necessary following attendance at training courses. Therefore their ability to analyse problems and needs and find solutions for them in this field, tended to be limited.

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[33] Some Coalition staff explained that in fact this interviewee's perception of Chab Dai policy is incorrect . Chab Dai works with partners which are not Christian. It employs – to senior management level – staff who are not Christian. Chab Dai is concerned to ensure openness and diversity as well as create a safe and secure place for like-minded people and organisations to work together.

- **Difficult to fit objectives together with suitable relevant activities which will lead to the achievement of those objectives**. A lack of clarity about their 'theory of change', or how they expect the activities to lead to the desired changes.
- **Difficult to fit objectives and their related activities with appropriate indicators and valid kinds of evidence** ('means of verification'), which will provide a variety of kinds of useful information which can reveal to what extent objectives have been met.
- **An overall difficulty in creating a logical flow through all the log-frame headings** from 'objective' to 'indicator' and 'means of verification'.
- **An over reliance on quantitative evidence** which shows that activities were carried out for example, how many people attended a training course, rather than quantitative and qualitative evidence that reveals the end results of those activities .
- **Not setting up baselines of useful evidence against which end-results can be compared** to discover if anything has changed.
- **Difficulty in assessing the validity or robustness of different kinds of evidence**, for example if someone who has attended a training course or forum declares an intention to act differently as a result of attending the course is this evidence of changed practices? If a survey discovers that beneficiaries are satisfied with the services they receive is this evidence that the course provided to some of the staff of that service was the cause of that satisfaction?
- **Lack of a variety of tools appropriate to different topics (e.g. child protection, finance management) to gather information for evidence at baseline and final evaluation**.
- **Difficulty in designing questions to ask** (of beneficiaries, trainees, Chab Dai members) which elicit responses which provide useful, valid evidence.
- (Understandable) **confusion around the vocabulary of log-frames and M&E**, which as interviewees pointed out, is different in every system. Arguments around the detail of definition for each element have become the focus of debate, rather than the more important understanding of a logical fit between all the elements in any system and a capacity to critically assess problems, activities to solve problems and the validity of different kind of evidence.

ii)   Conclusion

The Coalition have improved their log-frames and M&E systems, making more systematic log-frames in 2014 and started searching for ways to report on results rather than activities . Staff and managers are aware to an extent of the gaps in their current M&E system. They are on the way to a more sophisticated system which can assess the results of their activities. The next step should involve learning about and exploring new ways to gather and analyse valid evidence of the results of their efforts.

iii)   Recommendations for developing project M&E.

1) **To design the programme and develop the log-frame:**
   - Analyse needs and problems and their possible solutions carefully and deeply. Ask for input from external resources expert/experienced in the specific topic. Use research on that topic. Make use of members' and partners' experiences and learn from them (do not rely only on the internal knowledge and resources of the team).
   - Identify what needs to change/improve. Consider what characteristics or aspects of that situation can 'indicate' whether or to what extent that change will have happened. Use people experienced in that specific topic to help identify these indicators.
   - Ensure that you have a 'theory of change', that enables you to explain clearly how the activities or resources planned will achieve the objectives and bring about the desired changes. Complex situations usually require a combination of different kinds of activities and resources involving various different people over time to make change more likely. Base your theory of change on evidence of what works to change a situation not on untested assumptions.

2) **Always set up baseline information** gathered using the indicators against which information gathered after activities are finished can be compared.

3) **Find out about various tools to use to measure change**. Experiment with these. Talk to other people who have used them and learn from their successes and difficulties. Pilot before adopting any tool or set of questions.

Reflect on what happens as you use them so that it is possible to learn from the first experiment. The results of these assessments can be written into donors reports, given to external consultants for analysis etc.
Some tools are –

- 'Before and after' satisfaction surveys for staff, for beneficiaries. Ask questions that elicit answers that will provide specific, concrete information about the indicators you have set. Or use the baseline survey responses to help set those indicators.
- 'Before and after' discussions which aim to reveal participants' opinions, attitudes/values, knowledge, skills and practice with any group or individuals involved e.g. trainees or their managers or clients. Ask questions that elicit answers that will provide specific information about the indicators you have set. Or use the baseline survey responses to help set those indicators.
- 'Before and after' discussions on scenarios which explore and test reactions to like-like situations.
- 'Soft Outcomes' tools and scales which measure comparable 'before and after' feelings, opinions, confidence, motivation, and self-reported behaviours or reports of others' behaviours such as TPO's blue cloth described in section 4.5 on Capacity Building recommendations.
- The tools that staff and managers use to work e.g. proposals, case management forms can be graded against the indicators to assess them against pre-set standards.
- 'Before and after' observations of people working at specific tasks, assessed against specific pre-set criteria.
- 'Before and after' audit of policies, procedures, resources.

4) **Test and pilot newly developed tools before using them at large scale**.

5) **Ensure that external trainers' reports provide information related to the indicators you have identified for each activity**.

6) **Ensure that project teams have enough time to read, reflect on, analyse, absorb and utilize the information** that results from their own or other people's assessments of activities.

7) **Reflect on, analyse and report on what goes wrong as well as successes**. Understanding limitations or weak areas is necessary to improve and reveals strength not weakness.

8) **Seriously consider the recommendations made by external evaluation consultants** (for example of the impact of volunteers and this evaluation) and utilise them in planning the next programme. (In the past evaluation reports have been ignored and planning carried out before evaluation results are available)

9) **Consider whether a master list of activities and members** – an extension of Doorsteps and LC's current activities tracking lists – would provide useful information in one place e.g. a profile of each activity and a profile of the involvement in all activities of each member.

2016	Member	Biannual and member meetings			Care Givers Forums			Leadership forums	Charter	Training courses, etc…..
		Feb PP	April 5 Reap	etc						
1	Agape									
2	ARM									
3	etc									

ANNEXES

ANNEXE 1   **Coalition Program External Evaluation**
Terms of Reference

Introduction

Chab Dai Coalition projects exist to equip member organizations in Cambodia in developing best practices programmatically and organizationally, in order to lead the way forward in raising standards of care for children and vulnerable populations and work to abolish exploitation and human trafficking in the communities where member organizations operate. Coalition projects also facilitate community learning and collaboration between Chab Dai member organizations and between members and other stakeholders such as the NGO community and the Cambodian government, to create a strong network of anti-trafficking stakeholders working together to abolish human trafficking and exploitation.

Objective

The purpose of this external evaluation is to assess the impact of the implementation of the Learning Community and Charter Doorsteps projects from 2013-2015 to 53 Chab Dai member organizations and their beneficiaries. We also want to find the strengths and weaknesses of project implementation and specific recommendations which also include lesson learnt and best practices that can improve the next phase of project implementation.

Consultant requirements are as follows:

1. **Scope of works:**

   To review the effectiveness and impact of the project implementation by conducting in-depth interviews with members covering a broad spectrum in the following categories:
   1. Level of alignment to Chab Dai vision, mission and goal.
   2. Level of participation in Chab Dai activities (choosing members that have both high and low participation) including how are needs and interests by the members effectively met.
   3. Length of Chab Dai membership (choice member the member that being Chab Dai member since the beginning and later), why members decided to continue to be members and whether they have ever considered discontinuing membership and why.
   4. Level of success achieved through diversity of program focuses and approaches.
   5. Level of effective engagement with the government for policy changes related to Chab Dai work, especially child rights and abuses.
   6. Geographical diversity (rural and urban) and sustainable inputs at the regional level.

2. **Methodologies and data collection process:**

   1. Desk review of all documents related to Learning Community and Charter Doorsteps project implementation, including project proposals, log frames, progress reports assessed for overall areas for improvement and compared against the project log-frames.
   2. Conduct in-depth interviews with 3 different levels of Chab Dai member staff 1) Directors 2) Program Managers and 3) Grassroots/front line staff from at least 14 out of 53 member organizations including Chab Dai.
   3. Where possible, interview direct beneficiaries of Chab Dai members to assess the quality and level of services they have received from Chab Dai members after receiving the support from Chab Dai training and resources.
      a. Please note this should only be done where beneficiaries are not in high-risk programs such as aftercare centers and with appropriate agreements with members.
      b. The interview should follow the framework set out below.
   4. The interviews will explore the following:
      a. The impact of the Coalition projects on counter trafficking and abuse programs in Cambodia
      b. The impact of the Coalition projects on member organizations' national staff's capacity and how this has impacted their beneficiaries through the services offered by Coalition projects.
      c. Improvements or changes that they could suggest to the current program activities, including improvements on existing areas, removing certain activities and/or adding new activities that would positively impact their programs and beneficiaries.
      d. Strengths/positives and challenges they experience as members of Chab Dai's coalition projects, their involvement levels in these Coalition projects and why they are involved at that particular level (e.g. why they are as not involved as they could be or why they are very involved).
      e. Explore the member's ideas and hopes for what the future of Coalition projects will look like in relation to the evolution and development of members as well as the issues they are facing (for example, stricter NGO laws or decreased funding to Cambodia projects based on its transition from least developed to developing country).
   5. Provide analysis of qualitative and quantitative data with results.
   6. Provide clear recommendations and feedback for project improvement base on the logical framework activities, outcomes and other project documents (desk reviews).

7. Provide recommendations for future activities and involvement based on interviews.
8. The consultant is required not to disclose any information whatsoever from this evaluation to any other party.
9. The consultant must respect the Chab Dai Stakeholder Protection Policy and media policies.
   a. The consultant will be required to sign the Chab Dai stakeholder protection policy and media communication policy.
10. The consultant must consult with the Chab Dai Senior Coalition Manager when designing all questions for in-depth interviews or other forms of data collection prior data collection process.
11. The interviews will be conducted in either open format, depending on the preference of the consultant.
12. The interviews will be conducted in English or in Khmer using translation depending on the preference of the interviewee.
13. Conduct Charter Mid-term assessment for Chab Dai Organization:
    a. **Pre-Assessment:** Review Charter Tools and Assessment processes by reading Charter documents and meeting with Chab Dai Charter staff for a better understanding about the Charter Assessment.
       - Conduct Charter Pre-Assessment consultation with Chab Dai staff based on the methodology outlined in the Charter Facilitator's Guide, generate charts on Chab Dai assessment strengths and weaknesses using the Charter database and review and update IAP progress from Baseline Assessment.
    b. **Facilitate Charter Assessment (based on the guidelines set out in the Facilitator's Guide), including:**
       - Briefly overview the Charter and the process of assessment to the team as well as the objectives of the assessment and its significance in relation to the Baseline and Final assessments.
       - Clarify the definition of each indicator and provide examples of how it applies to the daily work of the staff.
       - Analyze Group Scoring after collecting scoring from staff and indicate defined gaps.
    c. **After Charter Assessment:**
       - Provide recommendation to Chab Dai on what should be included in the Improvement Action Plan.
       - Work with Charter Coordinator and Senior Coalition Manager to complete the IAPs and Assessment Report.
         - Theary and Charter team can be responsible for writing detail of IAPs, which can then be approved by the consultant.

Timeframe

Evaluation: Tentatively it is expected that the consultancy for this activity will be carried out over a period of **20** working days starting from 2nd November to 31st December 2015 with the final report submitted by the 31st December, 2015.
(Note: the Mid-term assessment it tentatively expected to take 4 days including pre-consultation).

Management arrangements

The consultant will report directly to Mr. Sun Varin, Senior Coalition Manager at sun.varin@chabdai.org or Tel: 089 788 807 .

Prepared by   Approved
Mr Sun Varin   Orng Muylen
Senior Coalition Manager   Finance Director
Date: Date:

ANNEXE 2 : Reading list

Chab Dai Coalition documents and reports

1	Chab Dai Child Protection Training Evaluation	2013	Julia Smith-Brake and Kristina Novak
2	Chab Dai Road Trip Report (internal)	2013	Learning Community project
3			
4	Chab Dai Charter Assessment Brief Consultancy Report	2013	Emelita Santos Goddard
5	Doorsteps Project Evaluation Report	2013	Ms. Prok Vanny and Ms. Hout Thavory
6	Learning Community Evaluation Report	2013	Ms. Prok Vanny and Ms. Hout Thavory
7	Coalition Training Needs Assessment (internal)	2014	
8	Give and Take - A Chab Dai Study on the Impact, Perceptions and Management of Short-term Volunteers in the Human Rights Sector in Cambodia	2015	Julia Smith-Brake
9	Chab Dai members pack	2015	

Application, Log-frames and Donor Reports

10	Swedish Mission Council Application for funding	2012	Chab Dai and ERIKS
11	Charter Strategic Plan 2013	2013	
12	Learning Community Strategic Plan 2013		
13	Doorsteps Charter Log-frame 2014-15		
14	Learning Community Log-frame 2014-15		
15	Progress Report for ERIKS 2013	Feb 2014	
16	Progress Report for ERIKS 2014	Feb 2015	
17	Progress Report for ERIKS Jan-June 2015	July 2015	

Other internal project documents

18 Doorsteps 2013-15 Training Participants Lists
19 Doorsteps - various training courses lists of participants
20 LC 2013-15 Activity Tracking Table
21 Doorsteps: A selection of trainers reports for
  - 7Habits of Highly Effective Leaders
  - Financial Management
  - Learning to Learn
  - Livelihood Development
  - Project Cycle Management 1 and 2
  - Stress Management
22 Doorsteps : A selection of trainers ToRs

Other reports, documents and websites

23	Learning to Make a Difference – capacity building in Cambodia from www.camlefa.org 2016	2011	Leng Chhay
24	Kirkpatrick's Four Levels of Evaluation for Training www.Masterminds-ink.com		Susan Croes
25	Developing Effective Professional Learning in Cambodia	2009	Jan B Y Berkvens
26	Liberating Education : why knowledge isn't enough, Cambodia Daily article.	May 12 2010	Pou Sovachana
27	OECD Development Cooperation Working paper No 1: Training and Beyond – Seeking Better Practices for Capacity Development.	2011	Jenny Pearson
28	http://evaluationtoolbox.net.au/index.	Oct 2015	

	DATES	EVALUATION OR MID-TERM ASSESSMENT REVIEWACTIVITIES
Week 2	Mon 16th Nov	
	Tues 17th Nov	
	Wed 18th Nov	**9am – 5pm Sunshine Cambodia** 8BT San Som Kosal Channy Director 012 924 201 1) Director & Asst Director 2) managers & staff involved in Charter 3) Chaova Family Support Manager-PCM Counselling & other training?
	Thurs 19th Nov	
	Fri 20th Nov	**1:30 – 3pm IJM** # 8B, street 242 (near Singapore Embassy & across to Save The Children). 2 blocks north Ind Monument 1)1:30- 2 pm: Christa (20 mins) 2) 2pm – 2:30 Sidan 012 808 773 3) 2:30 to 3:00 Visal 012 227 622
Week 4	Mon 30 Nov	
	1st Dec	
	2nd Dec	Chab Dai 8:30-10:00Mr. Yim Samedy 10:00-11:30Mr. Vong Radina and Ms. Sorn Nary LUCY and Varin (and Samol?) 2:00 -3:30Mr. Um Sam Ol 3:30-5:00 Varin
	Thurs 3rd Dec	
	4th Dec	
	WEEKEND	10 am LB Counselling & Hse Manager D R Hotel St 123 10am 0886 223 524
Week 5	Mon 7th Dec	**Bridge of Hope S**aray Reuk 017 450 816 & 077 416 634

	Interviewee	interviewer	Topics	other	

Time	Mr. Kong Thanak, Reuk Saray and Mrs. Deng Solunn	Lucy & interpreter	Charter Assessment and Improvement Action plan	BOh leadership team/Management level
10:00am-11:30am	Mr. Rin Punleu	Lucy & Interpreter	Financial Management	
11;30-1:30 lunch				
1:30pm-2:00pm	Mr. Reuk Saray	Lucy & interpreter	PCM, Project Cycle management	
2:15pm-3:30pm	Mrs. Thorng Pheakdey and Hout Saron	Lucy & interpreter	CPP, Child Protection Policies.	
3:30pm-4:30pm	Ms. Ren Pirom & Mrs. Deng Solunn	Lucy & Interpreter	Minimum standard for trafficking-	
4:30pm -5:00pm	Mrs. Sin Nary & Soy Pov	Lucy & Interpreter	First Aids training	Other Chabdai Activities.

Tues 8th Dec	**D R.** 8:009:00 am RL 017 850 516 9.00am: Kay- social worker 10am: Kunthy- trainee counsellor 11am: Lina- interpreter [12-1 PM LUNCH?] 1pm- Samneang- trainee counsellor
Wed 9th Dec	**Agape** 9-11 am Brandon Butler Manager 078 754 082 LUNCH 3-4;30 meet Sopheap attended CP training 4:30 - 5pm. Meet with the other staff members who have attended the Chab Dai members meeting.
Thurs 10th Dec	**White Doves** Sara 012 825 632 1. 8:30-10:00 Director White Doves (Sara) 2. 10:00- 11:30 one or two people who attended Child Protection Policy training LUNCH 3. 1:00-2:30 one or two people who attended PCM and Financial management training courses 4. 2:30-4:00 one or two people who were involved with the Charter Assessment and manage the Improvement Action Plan. 5. 4:00-5:00 some people who attended forum and/or other Chab Dai activities
11th Dec	

Week 6	Mon 14 Nov	**Kone Kmeng** address: # 44CEo, St 454, Sangkat Toul Tompong Sokleap: 077 55 15 00 1. 8:30-10:00 Director Kone Kmeng **Pang Sophany** 2. 10:00- 11:30 Child Protection Policy training **Chanthorn Seyla and Sokleap** LUNCH 3. 1:00-2:30 one or two people who attended PCM and Financial management training courses and Financial forums **Sokleap Seyla Sreypuch & Sreymom** 4. 2:30-4:00 one or two people who were involved with the Charter Assessment and manage the Improvement Action Plan. **Savuth** 5. 4:00-5:00 some people who attended Livelihood and /or Small business workshop and coaching. **Seyla & Chakrya**
	15th Dec	Chab Dai interviews 8:30-10:00 Samedy 10:00-10:15 Samol? 10:30 -12:00 Varin?
	16th Dec	**CIF** Ms Ravy 097 727 5187 San Som Kosal(turn left at the district office, which is behind the school) address ravycif@gmail.com 1. 9:00-10:30 am Director CIF (Ravy) 2. 10:30 – 12:00 one or two people who attended Child Protection Policy training LUNCH 1. 1:00-2:30 one or two people who attended PCM training courses 2. 2:30-4:00 one or two people who were involved with the Charter Assessment and manage the Improvement Action Plan. 3. 4:00-5:00 some people who attended Financial management training courses
	17th Dec	Chab Dai 8:30-10:00am Theary – Charter
	18th Dec	Chab Dai - 10:30 am International Director C Dai - Helen Sworn - 1:30 pm Mr Ros Yeng – Nat Director C Dai

1	**Introduce CD evaluation** CD aims to meet the needs of its members to successfully raise standards of services to clients and management of organisations in order to protect victims of and reduce trafficking exploitation and abuse. Also to strengthen many NGOs abilities to work cooperatively together to make their individual efforts stronger through collaboration I've been asked to evaluate CD LC and Doorstep Charter programmes – to see how well they have reached those aims and what can be improved for future programs. So I'm here to ask you questions about your (your staffs/organisation's) experience with CD and in your work generally. I'm a social worker, worked in C many years, experienced in conducting evaluations of client services and organisational development. Interpreter and interpretation Confidentiality – important to speak honestly to help CD know whats ok and not ok and improve in the future. Rith and I are neutral. Interview time	
2	**Introductory questions** ASK THE QUESTIONS APPROPRIATE TO THE INTERVIEWEE, ADAPT QUESTIONS TO ROLE/EXPERIENCE/PERSPECTIVE OF INTERVIEWEE. 1. Briefly explain what your organisation does, main programmes. Opened what year? 2. Your role/job? Previous experience and qualifications? 3. Why did you decide to become a member of CD? Ever considered leaving (why?) 4. Which of Chab Dais range of activities and aims were you/your organisation involved in? (Networking & collaborating (biannual meetings, emerging trends report, forums), information and resources (newsletter library volunteers), capacity building client welfare services and/or managing organisation (training and follow up support after training – mentoring alumni meetings exchange visits grants), Charter? I'll ask more about these now.	
3.LEARNING COMMUNITY Obj 1: develop strategic collaborative responses Obj 2: build relationships to facilitate collaboration Obj 3; road trip follow up (cap Build) & document emerging trends	**Which activities of CDs have you participated in that enabled you to network and collaborate with other NGOs?** How? (biannual & province meetings, social work conference, forums, road trip – documenting emerging trends and attending meeting on report of this) . 1) **Biannual /provincial meeting**s : who from your organisation attends? what do you remember/was significant for you/your NGO and why? (Nov 15: 20 orgs gave 2 min presentations, NCCT, new S Dev Goals, Butterfly research on affects of stigma long term & sense of identity, belonging, involvement in bigger context than own NGO). Any examples of using information or relationship in work afterwards? 2) **Forums**: Joined which forums (leaders, reintegration (NEVER HELD), caregivers, work with families, outreach, others?)? Who from your org joined the forums (always same person?) What was the purpose of the forum? Did the same orgs/people attend regularly	

	or not? How was it facilitated? Did you communicate with fellow attendees about forum issues – or any issues – outside the forum? About what with what result? What kind of issues shared ? Any solutions, practical ideas shared? Examples of minimum standards applied? What was the result for you? Examples of applications? [NOTE: IJM ON SR COLLECTIVE ACTION & IMPACT; SAMARITANS PURSE ON M&E] **3) Directories a) open and b) members** • **Do you know these? Use them? Can you give examples?** 4) **'Road trip' and other communication/relationship with CD** (training & Charter follow up): what kind of relationship do you have with Chab Dai? Who with (what level),(respectful?) what issues?	

4 LEARNING COMMUNITY
 	
Obj 4; build capacity of local staff to meet minimum standards in services to clients (e.g. MoSVY min standards prakas)and org management (e.g. Charter) BUT THIS LATTER ONE IS IN DOORSTEPS PROJECT NOT LC
	1) **Have you/your org joined in any of these training sessions**: child protection policy training; medical; minimum standards services to victims of trafficking, basic orientation to human trafficking for new staff, trafficking law training; 'do no harm' training; social work conference with Chet nung Dai?
	
	2) **SOCIAL WORK/CASE MANAGEMENT**: Does your NGO provide social services to clients? Do you employ social workers? What level of qualification/training? What in-house training? Have a case management system? What are the steps of this system?t
	
	3) **Protection policy training (evaluated 2013)**:
	
	    • Why do you think you /your org needed child protection training? Had you ever had training before about children and how to work with children?
	    • Before the training did you have a CPP? Do you now? Why do orgs need a CPP?
	    • What did you learn about? Was anything you learned different from what you normally do? What?
	    • How did CD test your learning/their teaching (pre and post)?
	    • How did you apply what you learned in your life (family?) and work with children? Give concrete specific examples (children you work with)(anonymously).
	    • Did CD help you apply the course after it was ended – support you? Or help you with child protection afterwards?
	    • **Scenario 1:**
	  A boy/girl aged 13 from the shelter/village you work in/beneficiary/son of a beneficiary tells you that Mr XX – who is your colleague (or Mr Y who is a head monk at a Wat nearby OR Mr Z a Pastor at your local church) - a man you like and trust – touched him on his genitals and told him not to tell anyone else.
	    - What do you do? (believe child, don't express shock, be supportive and say will take action, assess child's safety and with managers make child safe; report to key person /manager/Director/Board; don't gossip; treat victim and alleged perp well).
	    - What should you do to help the child (family) long term? {LUCY: SOME NGOs HAVE WORKED WITH SEXUALLY ABUSED CHILDREN AND APPEAR NOT TO KNOW WHAT TO DO EXCEPT PAT SELVES ON BACK THAT CHILDREN TRUST THEM & MEDICAL CARE & COURT PROCEDURE & EXTRA TRAINING FROM CD FOR CHILDREN TO SUPPORT EACH OTHER]
	    - What are the difficulties a child or vulnerable person will have to disclose?
	    - What difficulties might adults have in responding professionally? (Its hard for people to face the possibility that people we know and respect or who have power abuse children or other vulnerable people, we have to be brave to challenge and this	

	might lead to discord) • **Scenario 2:** - Staff/parents/teachers/pastor of children in your programme –(or children of clients or in community where you work) using physical punishment on child – stand in hot sun 2 hours. - What's your opinion? Affect on child? What else could the adult do? How would you talk to child? Parents? What consequences for staff member? 4) **Medical (basic general medicine, first aid, women's health), Human rights and trafficking orientation new staff, Min Standards, Trafficking law, 'do no harm', S Wk conference etc** : ask similar questions as for child protection. 5) **What do you think is effective learning**? E.g if you want to learn to protect children or organise M&E for your NGO what do you want to achieve from the training you/staff attend? (knowledge? Ability to apply it?). How do you know you have achieved that (evidence)?
5.LEARNING COMMUNITY Objective 5: to resource members with research and resources to provide greater understanding of Human trafficking exploit & abuse	1) Have you/your organisation used the library, received a volunteer, learned about research on topics related to your work, (also info on national internat level law and policy development in Obj 7 on advocacy) via CD? 2) Library: • Who borrows what from CD library (if not why not?) • What language? • How does what your read influence you/help you? 3) Volunteers • Why did you decide you needed a vol? To do what, using their skills & knowledge how, when & for how long? • How did you plan it with CD? • What info did you have on vol? Where did s/he come from (C/abroad; university…) • What info did vol have on your org? • Have an agreement written down? • How well did it work? What do you feel the vol achieved for you? • Any difficulties? Why? • Would you consider doing this again? • Any recommendations to CD? • CD conducted research on volunteering: were you involved? Do you know what the research discovered and recommended?	
6.LEARNING COMMUNITY Obj 6: Inform members on upcoming events, new resources, contacts (outcome -		

better use collective resources)	
7.LEARNING COMMUNITY Objective 7: Attend relevant meetings (Advocacy national and international level)	INFO ON CD'S ADVOCACY WORK - ERIKS report 2015 • MoWA Coordinated making Ministerial Initiative against Traffick – sign update bilateral agreem Thai 2013 • MoSVY: guidelines identify trafficking victims distinguished from migrants draft finalised by July 15 • MoSVY monitor shelters with min standards (logframe vist 30 shelters – Jly 2015 report – delayed) • CNCC :CD nominated as member. Attend workshops on draft code of conduct to be attached to sub decree of new National Ch Pr Policy…to be implemented by ministries NGOs and private sector. • NCCT: Nat Cttee Counter H Traffick- with UN etc advocated for Royal Decree (higher than original 'decree') Feb 2015 started so has budget govmt & building chaired by high ranking 5. What do you know about Chab Dai's work to advocate for better policies & laws at National level? How do you hear about it? (newsletter? Meetings/presentations?) 6. How well does CD represent people vulnerable to exploitation and abuse at this level? 7. Does this advocacy work help you/your beneficiaries? How? Does it give you (smaller organisations) a voice? 8. Recommendations?

8. LC
Obj 1: develop strategic collaborative responses
 	
Obj 2: build relationships to facilitate collaboration
	Summary qns for involvement with LEARNING COMMUNITY ACTIVITIES
	
	1) **What were the benefits, results of networking** (Obj 1 2 3), **information** (Obj 6), **resources** (Obj 5); **advocacy** (obj 7) in terms of your relationships with **other organisations? Government?**
	    • Practical benefits , examples of collaboration with other NGOs or government or donors? e.g. referrals – Examples of utilising information, research, results of advocacy?
	    • How do you feel about other member organisations? Support? Cooperation? Sharing? Competition?
	
	2) **Recognise the need for/Imagine other kinds of collaborative work to have more strategic impact? How to do that? Do you want to do th**t? (IJM and Helen on collective impact
	
	3) **CD is facilitating you and other members to lift standards across the board.**
	    • How do you feel about that ? (Increasing reference to standards in Cambodia in business and NGO world, e.g. MoEYS attempts to make High school exams real tests of knowledge 2014-15)
	    • How does CD work with you to raise standards? Self assessment versus external assessment, pros and cons each?
	    • What do you think are the difficulties for CD (or you) to raise standards? (Authority, lack of national-level legal and policy frameworks enforced; lack pressure of shared professional values; low capacity , fragmentation of many disconnected service providers) .
	    • What do you think is the right strategy forward?

DOORSTEPS: Goal (14 15 logframe)Collectively leading the way forward in raising standard of programme impact and care…through a structured assessment mentoring and training programmes for orgs working to….	

9. DOORSTEPS
 	
Objective 1
To build capacity to member orgs staff PCM grant management proposal writing financial accountability leadership principles livelihood /business devemt
 	
Outcome change mindset; critical thinking treat child appropriately [In LC programme not Doorsteps] & better security cos more policy systems accountability and staff can raise issues contribute
	Training courses (& for some follow up]:
	• **Livelihood development**: <u>**Output 1**</u> **: build skills in financial planning. Develop plan in class.** 10 completed course ERIKs 2014
	• **Financial sustainability and accountability training:** a training given as result of Charter identifying need – the most frequently needed support ERIKS 2014 says. (ERIKS 2014 – pre and post test but no explanation of results).
	• **PCM 1 & 2 Outcome 2<u>;</u> Staff gain skills in developing plan project design, M&E tools, report results, and ready to implemen**t (ERIKS 2014 or 15 – Levels 1 and 2 '**post test results'** are good.) grants…
	
	1) **Financial sustainability and accountability training (result Charter Assessment):**
	  • Describe the areas needed to improve, what problems you had in this area, why you decided to attend this course (Charter assessment identified what?)
	  • What did the course teach you, what did you learn? Was interesting? Was different from what you did before?
	  • What methods did the course use?
	  • What is your opinion on the expertise of the Trainer?
	  • How did the course test how well you had learned/they had taught you (pre and post?)?
	  • How did you apply it?
	  • Did CD help you apply it? What you did differently as a result in planning and accounting for finances?
	  • Recommendations?
	
	2) **Livelihood training:**
	  • What are your/beneficiaries needs for income generation? Had you already tried to help with livelihoods before? What were the gaps and problems?
	  • Why did you decide to attend this training (to do what)?
	  • What is your opinion of the training? Methods? Expertise of trainer?
	  • What did you learn from it? What did it teach that was different from what you already did?
	  • How did CD test you /their training on how well you had learned new ideas? Did they help you apply it?
	  • What and how did you apply what you learned? – what did you do differently as a result of attending the course?
	  • Recommendations?
	
	3) **PCM 1 & 2: [(+) process:** tested by attendance, pre and post test results and assignment; grants can be applied for make application using know & skills of training with M&E attached; CD field visits to see how grant activity put into practice; exchange visits so other NGOs can see grant applied by one NGO**]**
	
	  • Why did you decide you needed to attend acourse on PCM?
	  • Explain what PCM is to me. What did you learn about?
	  • What did you think of the expertise of the trainer? Methods?
	  • How did CD test you to see if you'd learned/they'd taught well (pre/post test)? Did you see the results of the test?
	  • What's your opinion of the course? How did you use it afterwards? What did you do differently (concrete examples)?
	  • Recommendations?	

	4) **What do you think is effective learning**? E.g if you want to learn to organise M&E for your NGO what do you want to achieve/get from the training you/staff attend? (knowledge? Ability to apply it?). How do you know you have achieved that (evidence)?	
10. DOORSTEPS Obj 2 (7 Habits of Effective Leaders) Outcome: reduce burnout of managers, less conflict, listen to staff and staff contribute to org more.	**7 Habits of Effective Leaders** 1) What is your role in relation to staff and leadership in the NGO? 2) What made you join this training? What is your relationship with staff like? Any difficulties in relationship with staff (staff don't dare speak up, unable to fulfil their roles – what do you think their perspective is? -). 3) How did you try – before this training – to solve the problem/communicate with staff/get support? 4) What did this training teach you? How different from what you thought and did before? 5) How have you applied it in real life? What has changed – specific concrete examples? 6) Has CD supported you in this issue since training? How? 7) Scenario: If staff member cannot do something that is part of their job e.g. a) take minutes of meeting and follow up decisions into action, b) meet a new client and assess her and her family's needs, what do you do? - assess and analyse reasons for not doing as job requires - ask staff member for reason - mentor, set goals, teach, ask prompting questions so s/he can apply new info/see things in a new way, set small steps tasks and review what s/he does; - follow an appraisal system with goals, support and reviews and warnings - identify general training needs and arrange training to improve everyone's capacities), [NOTE: Issue of hierarchy – staff not daring or expecting to have a voice but also not taking responsibility and initiative. Managers assuming staff do not need information to do their work, not communicating, not teaching and mentoring, expect obedient response to instructions, tendency to be instrumental, not use empathy or analyse situation, tendency to blame. Don't know what staff are doing , just assume they are doing well] 1) **In your opinion what is necessary in order to learn effectively?** E.g if you want to learn to lead effectively what do you want to achieve from the training you/staff attend? (Knowledge? Ability to apply it? Theory/practice). How do you know you have learned effectively after attending a training course?	
11. DOORSTEPS Objective 3: To follow up members coaching and mentoring leaders, managers and staff, organise peer mentoring for alumni of Doorsteps trainees	1) Refer back to questions and answers on 'what makes learning effective' earlier in interview (see above), ask, ' CD have follow up activities to follow up training, so your learning does not stop at the end of the course. What do you think is the purpose (theory to practice, thus raise standards)? Which follow up activities have you been involved with? Examples of follow up: by phone email and visits to give individual personal support to put training into practice; (CHARTER follow up to write and implement IAPs in later section). -Visit and mentor '7 Habits of an Effective leader'; - PCM alumnae; - exchange visits – see projects of NGO received a grant, to	

Output: **so members can apply what they learned in training.**	2) Experience of follow up support from CD • What kind of issues – to do with applying training you attended to practice – did you raise with CD? If you did not raise any issues, why not? • What kind of support did you get (specific examples) from whom (CD staff? Trainers? Peers – peer mentoring-)? When? How often? • What was the result? • How well do you think you/your staff have applied what they learned? • For managers: how do you know what staff have learned? How do you expect them to apply it? What would you expect them to achieve? What support do you offer? How do you help them get support from CD after training, to put new ideas into practice? • For staff: ask as above but from staff point of view. • How do you think CD could improve follow up to training, anything extra you would like to get to help to put theory into practice so that standards are raised?	
12. DOORSTEPS **Objective 4: to provide small grants to successful Doorsteps graduates. To strengthen leadership and M&E and reporting** Outcome: small and medium develop plan (on those topics) with M&E attached to get 'proper data to measure and report results Output: 8 garnt receivers get mentoring on project design management and M&E Establish committee (inside CD?) to select proposals.	**Grants** 1) Have you applied for a grant from CD? 2) How did you apply? Using what knowledge and skills from training? 3) What was it for? How di it connect to the training? 4) How did CD asses your application? Help you improve it (mentoring follow up to course from CD or trainer or both)? 5) Why did you receive /not receive the grant? 6) How have you implemented the project and used the grant money? With what result? 7) How has CD supported you? 8) How has CD monitored the use of that money? (accounting? Reports and evidence according to your M&E plan? Provide a format for these?) 9) Any recommendations?	
CHARTER: Charter objectives from 3 yr strategic plan . - Increased collective impact when members share clearer understanding of their strengths, weaknesses and ops - Members will have clearer understanding of their own strategic planning and process - Members better understand need for continuous improvement - Able to work based on best practices - Coalition will collaborate more strategically (and have improved trust and respect between members).		

The two objectives are in ERIKS reports, not in the Doorsteps Charter 2014-15 logframes.	

13. CHARTER
 	
Obj 1: To identify strengths and gaps within member orgs through Charter assessment and to collectively make an impact on children (vulnerable adults too? and how through the charter??)
	Charter Assessment & IAP
	
	1) How do you feel about setting of standards for care and mgmt by the Charter? Do you know where the standards came from/how they were developed? (It was developed with many fellow NGOs, following request to have guidance to standards…Minimum Standards Care of Trafficking Victims is RGC parkas and much of the 'transparency' comes from GPP – developed in Cambodia).
	2) What do you remember about how the Charter assessment works?
	   • Charter addresses your work in relation to how many categories of stakeholders?: In management of organisation (staff)? Services to clients/community? Colleague organisations – other members of Chab Dai Coalition, Relationship with donor? With government?
	   • It covers how many and what 'values'? (protection, participation, collaboration, transparency – what do they each mean and why is each one important?)
	3) Process of assessing, analysing then planning with all your organisation's managers and staff: what was that like? (+) and (-)? How affect relationship of staff and managers/Director? Contributions of staff?
	4) How deal with people scoring when not informed on subject (low score for CPP cos don't know NGO has one)?
	5) How deal with more powerful people influencing scores?
	6) What did you learn @your organisation's own capacity through assessment (2012 baseline and mid-term assess)? Did it confirm what you thought? Any surprises/new ideas? Disagreements?
	7) What were the main problems you focused on resolving in your IAP (from Baseline)?
	8) Process of planning and implementing IAPs: any difficulties, understanding the problem/gap – how did you explore it and analyse it, did you bring in any help? Knowing how best to act to solve the problem? Checking activities decided in plan actually happen and actually solve problem?....examples?
	9) How far have you achieved IAP goals? What was difficult and why?
	10) People and organisations are paying more attention to the concept of 'standards' these days for example the recent much reported attempts by MoEYS to enforce high school exams which are scored fairly against an external constant measure and are not open to corruption. CD is facilitating you and other members to lift standards across the board -
	   • How do you feel about that? How does CD work with you to raise standards? In some countries many more standards would be enforced through government enforcement of laws and regulations and by way of professional pressure, often through membership of professional bodies with criteria for membership, also often backed by governments' regulations. What do you think are the difficulties for CD (or you) to raise standards? (Lack authority, lack of national-level legal and policy frameworks enforced; lack pressure of shared professional values and motivation to be members of professional bodies with criteria for good practice; low capacity, fragmentation of many disconnected service providers

14. CHARTER **Objective 6**: **to conduct follow up visits with members on 2 yr strategic action plans (IAPs) and to improve**	**Follow up support to IAP. 2ⁿᵈ assessment & comparison.** - Follow up, needs based training – 7 kinds; Charter feedback meeting (ERIKS 2015 Feb) 15 reported as very positive (30+ were assessed and are on database)

staff capacity and use of best practices to implement those plans. ERIKS 2014 report says gave 7 needs based trainings from gaps identified; response to suicidal clients (physical restraint warning signs),; First Aid etc ERIKS report mentions IAPs and setting up database with access to new database via confid access codes NO OBJECTIVES ABOUT BASELINE, MID-TERM AND END ASSESSMENTS – FUNCTION OF THESE	- ERIKS Feb 2015: section'16 members weak on good governance, employ relatives, resist improvements on transparency etc' 1) What kind of support have you received from CD since the first assessment to implement IAP? 2) If you've had a Mid term assessment what was that like? How did it compare in process and results to the Baseline Assessment 2-3 years ago? Have you improved score since Baseline? 3) Making use of Database? 4) Does this CHARTER process affect your relationship with other member orgs (aware of shared strengths and gaps? Ways to work together better?) Did you attend the Charter Feedback meeting last year?	
15 **ERIKS question**	IMPACT OF FAITH on success of programmes 　3) Do you think its important that your organisation is a Christian organisation? How does that make you feel about your work? The organisation? 　4) Do you think being a Christian organisation affects the impact of your work? How?	
16 Questions from TOR for each NGO Directors	1) Your organisation's involvement level with Chab Dai: how would you describe it? Why is it at that level? 2) What is your NGO's situation these days? (Or what do you think the situation and needs of NGOs doing this work are nowadays?) Your /their needs and challenges (funding/donors , new NGO law compliance? Staff capacity? Staff & manager turn over?) What would you like CD to help with and why? Recommendations to CD? 3) What do you think about CD's objective to catalyse collaborative actions amongst the many NGOs and government to have greater impact? (What strength/capacity would your org bring to such an effort?)	

1	**Introduce CD evaluation** CD aims to meet the needs of its members to successfully raise standards of services to clients and management of organisations in order to protect victims of and reduce trafficking exploitation and abuse. Also to strengthen many NGOs abilities to work cooperatively together to make their individual efforts stronger through collaboration Interpreter and interpretation Confidentiality – important to speak honestly to help CD know whats ok and not ok and improve in the future. Rith and I are neutral. Interview time	
2	**Introductory questions** 1. Your role/job? 2. Previous experience and qualifications?	

3.LEARNING COMMUNITY
 	
Obj 1: To develop strategic and innovative responses based on agreed standards to end trafficking and abuse
 	
Obj 2: build relationships to facilitate collaboration
 	
Obj 3; road trip follow up (cap Build) & document emerging trends
	Biannual & province meetings, social work conference, forums, road trip – documenting emerging trends and attending meeting on report of this; directories**.**
	
	1. **Road trip' and other communication/relationship with CD** : admin function only or find out about concerns and issues (not just @ relationship with C Dai)
	2. **Tell me about 'documenting emerging trends' 2013?? Give me report? Describe meetings disseminating it. What were emerging trends? In next programme?**
	
	3. **Social Work conference**: Is it with RUPP SWD? Who? How are they involved? May I see agenda of issues discussed? (case management?), participant list, report?
	
	4. **Forums**:
	   • 2013-15 which forums started and ended and still going 2013-15 – please give me a complete list.
	   • Why close aftercare forum? Recommend reopen for clients labour migration & sex assault
	   • Describe process of setting up HR forum and training that emerged
	   • Describe Directors forum which failed even after thoughtful attempts at problem solving…good idea, why couldn't it be put in practice? Did Headington Leadership Retreat relate to this?
	   • Forums process: Any problems with unstable groups, different people coming every time or get core groups, stability, build something? Who facilitates? Leads?
	   • Do you know about 'group formation' etc
	   • Results and M&E:
	   • Do you see examples of real impact results changes? Do you know what 'positive results' of each kind of forum would be (process	

	and content)? How could you find out? Give me examples of good results/bad or no results. How do you communicate to people @the effective lessons learned & disseminate? • How do you capture the results (logframe says minutes of meetings for 'means of verification' shared lessons learned etc but I haven't got these and I don't see results in ERIKS reports. Do you have ideas about how to capture this info about results…see if results and goals and original gap or problem all 'see knea'. • Do you keep master list all forums, dates participants (names and orgs)? If not why not? How do you keep 'numbers' info? If you kept master list how could you use it? • Do you understand and learn from content each forum or just function as admin for them? **5. Directories a) open and b) members** • Who produces them?
4 LEARNING COMMUNITY Obj 4; build capacity of local staff to meet minimum standards in services to clients (e.g. MoSVY min standards prakas)and org management (e.g. Charter) BUT THE LATTER IS IN DOORSTEPS PROJECT NOT LC Outputs/activities • **CPP training on child abuse CRC, screening procedures, symptoms of abuse and how to report** **Child protection** (ERIKS report July 2015): risk assessment tools (CD also use and review Cttee quarterly and project monthly review) following review. Scenario? **Evidence: attendance lists & pre&post test – but test results not reported on until July 15 report shows graph-good.** **ERIKS '3 trainings 75 participants '** and no other info – see Ch Pr Eval report.	CPP training & 'medical' and Human rights and (see below) **1. Please list ALL the training courses conducted including needs based training following Charter assessments. (Extra 7 from Charter assessment e.g. parenting….)** **2. C Protection policy training (evaluated 2013):** • **Scenario 1:** - A boy/girl aged 13 from the shelter/village you work in/beneficiary/son of a beneficiary tells you that Mr XX – who is your colleague (or Mr Y who is a head monk at a Wat nearby OR Mr Z a Pastor at your local church) - a man you like and trust – touched him on his genitals and told him not to tell anyone else. - What do you do? (believe child, don't express shock, be supportive and say will take action, assess child's safety and with managers make child safe; report to key person /manager/Director/Board following policy; don't gossip; treat victim and alleged perp well; if evidence shows guilt then sack and report to police; ensure continued appropriate support to child/family (and perp?)). - What are the difficulties a child or vulnerable person will have to disclose? - What difficulties might adults have in responding professionally? (Its hard for people to face the possibility that people we know and respect or who have power abuse children or other vulnerable people, we have to be brave to challenge and this might lead to discord) • **Scenario 2: (alternative scenario)** - Staff/parents/teachers/pastor of children in your programme –(or children of clients or in community where you work) using physical punishment on child – stand in hot sun 2 hours. - What's your opinion? Affect on child? What else could the adult do? How would you talk to child? Parents? What consequences for staff member? a. **Child Protection scenarios above : ask interviewee questions; ask for self assessment score**

Pre & post qns include: examples child abuse 4 kinds in pre and post test qns; appropriate touch (under 12s), dos and don'ts child discloses, barriers to disclosure, prev and remedial discipline	b. How do you test the results of the training? (pre and post qns – see left hand column). Notice reported these 1st time in graph July 2015 report. Why not report before? What else could you report to express to colleagues and donors how the CPP training is going?
	c. How does CD do follow up, mentoring of this training?
	d. Explore reasons why some peoples with high scores in CHARTER assessment gave poor answers like this to the scenario above:.
	e. **What do you think is effective learning and how do you know training has been effective?** E.g if you want to raise capacity to protect children or organise M&E for member NGO what do you want to achieve from the training you/staff attend? (knowledge? Skills? Change attitudes/values? Ability to apply it? To be able to provide good quality services as per overall CD objectives). What are your criteria for knowing course is successful? (How do you evaluate it? What evidence do you look for? Is attending a course enough? Post test better than pre test enough?) (Have you heard of Kirkpatrick? 4 levels reactions, learning, transfer, results(impact). How do you know you have achieved that (evidence)?
	f. **What are the limitations of this training? How improve its impact so CD & members achieve real change in attitude to children and ability to make them safe?** (Intl manager one member intl NGO: in house mentoring counter cultural norms; intense focus on getting people to be good at this rather than thin spread over many things; teach and mentor managers as well as direct service staff; what are psychological difficulties for dealing with these situations? How do organisations often behave when discover sexual abuse, porn using etc? And why?)
	
	3. **OTHER COURSES: Medical (basic general medicine, first aid, women's health), Human rights and trafficking orientation new staff, Min Standards, Trafficking law, 'do no harm', S Wk conference etc** :
	
	  3.1 Questions @training courses and follow up on services for clients/beneficiaries. Devmt so far of SW in Cambodia?
	  3.2 Describe capacity of members generally in providing social legal and other services to clients.
	  3.3 Expertise of LC trainers. (Local knowledge and limitations too):
	    • What expertise did you bring in to provide training and follow up ? How were they involved in designing i) testing ii) follow up coaching supervision?
	    • How do you know someone is a competent trainer?
	    • Examples of people saying they realise what they know and don't know when they teach- M&E, H R Dept: so what can you do with this limitation and potential for articulating what more trainers and trainees need to know about a topic?
	  3.4 5 What follow up did you provide for each course, how? How do you assess its effectiveness?
	  3.5 What do you think is effective learning and how do you know training has been effective? E.g if you want to raise capacity to protect children or organise M&E for member NGO what do you want to achieve from the training you/staff attend? (knowledge? Skills? Change attitudes/values? Ability to apply it?). **W**hat are your criteria for knowing course is successful? (How do you evaluate it?) (Have you heard of Kirkpatrick? 4 levels reactions, learning, transfer, results(impact). How do you know you have achieved that (evidence)?
	  3.6 The 'Learning to Learn' course: what was its aim? Maybe recognised problems of learning (rote learning, assumption teaching leads to results we want and is automatically successful?)? How integrate with all other courses?

5.LEARNING COMMUNITY Objective 5: to resource members with research and	1. **Tell me @ the library**: who borrows what? What language? Reading habits? Advertising right materials for right people? Technological update? 2. **Volunteers**

resources to provide greater understanding of Human trafficking exploit & abuse • Vols: Indicators are activities: 'send vol forms to unis, send vols to' • Library	• Research experts which run vol programmes 1st before setting this up? (VSO, Eva's Youth programme inside Cambodia) • Cambodian and expat? • Lists anywhere of how many vols to which member, when with which result? (There was an evaluation report on vols….may I have a copy?) • Why do members ask for vols? To do what, using their skills & knowledge how, when & for how long? • What's the process of getting and managing a vol? for member and CD? • What info did you have on vol? • What info did vol have on your org? • Have an agreement written down? • How well does it work? What do vols achieve? • Any difficulties? Why? • Have you adapted the programme to deal with difficulties?
6.LEARNING COMMUNITY Obj 6: Inform members on upcoming events, new resources, contacts (outcome - better use collective resources)	
7.LEARNING COMMUNITY Objective 7: Attend relevant meetings (Advocacy national and international level)	INFO ON CD'S ADVOCACY WORK - ERIKS report 2015 a) MoWA Coordinated making Ministerial Initiative against Traffick – sign update bilateral agreem Thai 2013 b) MoSVY: guidelines identify trafficking victims distinguished from migrants draft finalised by July 15 c) MoSVY monitor shelters with min standards (logframe vist 30 shelters – Jly 2015 report – delayed) d) CNCC :CD nominated as member. Attend workshops on draft code of conduct to be attached to sub decree of new National Ch Pr Policy…to be implemented by ministries NGOs and private sector. e) NCCT: Nat Cttee Counter H Traffick- with UN etc advocated for Royal Decree (higher than original 'decree') Feb 2015 started so has budget govmt & building chaired by high ranking • Who does this advocacy work in CD? • What do you know about it? • How is it useful for individual members and the Coalition? Give an example. (e.g. SC like hearing from the 'real' government officials about 'real' policies/laws e.g. CNCC on child protection policy and NCCT on their objectives…these are their governments standards they want to comply with) • How do you communicate about this work to members and what response do you get? • Any suggestions for change /improvement?
LC Obj 1: develop strategic collaborative responses	**Summary qns for involvement with Coalition LC, Doorsteps/Charter project.** SEE END OF FORMAT FOR SUMMARY QUESTIONS

Obj 2: build relationships to facilitate collaboration	

DOORSTEPS: Goal (2014- 15 logframe)Collectively leading the way forward in raising standard of programme impact and care…through a structured assessment mentoring and training programmes for orgs working to….		

8. DOORSTEPS
 	
Objective 1
 To build capacity to member orgs staff PCM grant management proposal writing financial accountability leadership principles livelihood /business devemt
 	
Outcome change mindset; critical thinking treat child appropriately [In LC programme not Doorsteps] & better security cos more policy systems accountability and staff can raise issues contribute
	Training courses (& for some follow up]:
	• **Livelihood development**: <u>**Output 1 : build skills in financial planning. Develop plan in class.**</u> 10 completed course ERIKs 2014
	• **Financial sustainability and accountability training:** a training given as result of Charter identifying need – the most frequently needed support ERIKS 2014 says. (ERIKS 2014 – pre and post test but no explanation of results).
	• **PCM 1 & 2 Outcome 2**: <u>**Staff gain skills in developing plan project design, M&E tools, report results, and ready to implemen**</u>t (ERIKS 2014 or 15 – Levels 1 and 2 '**post test results'** are good.) grants…
	
	1. **What other courses has Doorsteps run 2013-15 (7 extra courses from needs discovered via Charter assessments)?**
	
	2. **Financial sustainability and accountability training (consequence of Charter Assessment):**
	  • Describe the areas needed to improve, what problems members had in this area (Charter assessment identified what kind of gaps?)
	  • What is your opinion on the expertise of the Trainer?
	  • How did the course test how well trainees learned/how effective the course was (pre and post?)? [feedback from participants, their organisations? Plans? Training report? Learning Journal books? (logframe) pre and post tests (ERIKS 2014 or 15) – see Follow Up objective below] How do you write @ this in reports for ERIKS?]
	  • How did participants apply what they learned? Specific examples?
	  • Did CD help participants apply new knowledge and skills? What you did they do differently as a result in planning and accounting for finances?
	  • Recommendations?
	
	3. **Livelihood training:**
	  • What were their needs for income generation for beneficiaries? Had members tried to help with livelihoods before? What were the gaps and problems? (no assessment of market, own skills set, needs; no ability to find practical ways to meet needs, low analytical skills, no records, can't account (work out what the profit is), innumerate….)
	  • What is your opinion of the training? Methods? Expertise of trainer?
	  • What did members learn from it? What did it teach that was different from what they already did?
	  • How did CD test members /their training on how well you had learned new ideas? [feedback from participants, their organisations? Plans? Training report? Learning Journal books? (logframe) pre and post tests (ERIKS 2014 or 15) – see Follow Up objective below] How do you write @ this in reports for ERIKS]
	  • How did CD help members apply the new learning?
	  • How did members apply it…specific examples…what long term success?	

	• Recommendations?	
	4. **PCM 1 & 2: [(+) process:** tested by attendance, pre and post test results and assignment; grants can be applied for make application using know & skills of training with M&E attached; CD field visits to see how grant activity put into practice; exchange visits so other NGOs can see grant applied by one NGO**]**	
	• What were members needs in PCM? • What did you think of the expertise of the trainer? Methods? • How did CD test to see if members learned/CD had taught well (pre/post test)? Did you show results to trainees? • How follow up/mentor? • How did you evaluate the course? [feedback from participants, their organisations? Plans? Training report? Learning Journal books? (logframe) pre and post tests (ERIKS 2014 or 15) – see Follow Up objective below] • How do you write @ this in reports for ERIKS • Recommendations? • LUCY SEE 'GRANTS' SECTION BELOW	
	5) **What do you think is effective learning**? H**ow do you know training has been effective?** E.g if you want to raise capacity to protect children or organise M&E for member NGO what do you want to achieve from the training you/staff attend? • Knowledge? Skills? Change attitudes/values? Ability to apply it? • What are your criteria for knowing course is successful? (How do you evaluate it?) (Have you heard of Kirkpatrick? 4 levels reactions, learning, transfer, results(impact). How do you know you have achieved that (evidence)?	
9 DOORSTEPS Obj 2 (7 Habits of Effective Leaders) Outcome: reduce burnout of managers, less conflict, listen to staff and staff contribute to org more.	1. **7 Habits of Effective Leaders** • What are members' needs in relation to 'leadership'? What are the issues of management? Their relationship to staff? Why? • What does this training teach you? How different from the norms? • Scenario: If staff member cannot do something that is part of their job e.g. a) take minutes of meeting and follow up decisions into action, b) meet a new client and assess her and her family's needs, what should the manager do? • assess and analyse reasons for not doing as job requires – many possibilities • ask staff member for reason neutrally • If it is some kind of lack of capacity: mentor, set goals, teach, ask prompting questions so s/he can apply new info/see things in a new way, set small steps tasks and review what s/he does, praise when does a new thing well; • follow an appraisal system with goals, support and reviews and warnings • identify general training needs and arrange training to improve everyone's capacities), • [NOTE: Issue of hierarchy – staff not daring or expecting to have a voice but also not taking responsibility and initiative. Managers assuming staff do not need information to do their work, not communicating, not teaching and mentoring, expect obedient response to instructions, tendency to be instrumental, not use empathy or analyse situation, tendency to blame. Don't know what staff are doing , just assume they are doing well]	

	• How do members apply course k/a/s in real life after course? What changes? – specific concrete examples? • Has CD supported you in this issue since training? How? • How did CD evaluate? What evidence of learning? Applying? • Recommendations. 2. **What do you think is effective learning and how do you know its been effective?** E.g if you want to raise capacity to protect children or organise M&E for your NGO what do you want to achieve from the training you/staff attend? (knowledge? Ability to apply it? To achieve CD objective of better services and reduction trafficking and good care of victims). **W**hat are your criteria for knowing course is successful? (How do you evaluate it?) (Have you heard of Kirkpatrick? 4 levels reactions, learning, transfer, results(impact). How do you know you have achieved that (evidence)? 3. **Expertise of trainers. Local knowledge and limitations too**: • How do you know someone is a competent trainer? • Examples of people saying they realise what they know and don't know when they teach- M&E, H R Dept: so what can you do with this limitation and potential for articulating what more need to know?
10 DOORSTEPS Objective 3: To follow up members coaching and mentoring leaders, managers and staff, organise peer mentoring for alumni of Doorsteps trainees Outcome; become more credible, empowered and can respond to emerging trends better THIS IS TOO DISTANT AND AMBITIOUS/ MIDDLE OUTOME MIGHT BE THAT PEOPLE CAN PUT INTO PRACTICE THE NEW KSA LEARNED IN CLASSROOM AND SO PROVIDE BETTER CARE AND MANAGEMNT AND SO…….REACH THE OUTCOME ABOVE? Output 1 member staff apply what they learned Doorsteps in their orgs effectively. **Activities: visit and mentor 7 Habits and Livelihood participants.**	FOLLOW-UP – VARIOUS METHODS 1. Refer back to questions and answers on 'what makes learning effective' earlier in interview (see above), ask, ' CD have follow up activities to follow up training, so members can apply in practice and learning does not stop at the end of the course'. • What do you think is the purpose of follow up, mentoring (theory to practice, thus raise standards)? • Examples of follow up? [by phone email and visits to give individual personal support to put training into practice; (CHARTER follow up to write and implement IAPs in later section). -Visit and mentor '7 Habits of an Effective leader'; - PCM alumnae; - exchange visits – see projects of NGO received a grant,]Did peer mentoring ever happen? • What kind of issues – to do with applying training provided in real life – were raised? If no issues raised why not (indicates not putting into practice?] • Specific examples of mentoring, support are….? What was the result? • How link with managers of staff who were trainees and now need to apply something new in work? • How do you think CD could improve follow up to training, anything extra you would like to get to help to put theory into practice so that standards are raised?

Evidence; mentoring report CAN I READ IT? WHAT GOES FROM THIS TO ERIKS REPORT? Output 2: **PCM alumni** have op to meet each other MAYBE THIS SHOULD BE ANOTHER ACTIVITY TO GET THE OUTPUT OF EFFECTIVELY USING ETC…WHATS THE POINT OF PEOPLE MEETING/ IT ACHEIVES WHAT? Output 3: p visit each others projects to learn how PCM garnst are used in practice **Evidence** PCM visits exchange visit report		
11 DOORSTEPS **Objective 4: to provide small grants to successful Doorsteps graduates. To strengthen leadership and M&E and reporting** Outcome: small and medium develop plan (on those topics) with M&E attached to get 'proper data to measure and report results Output: 8 garnt receivers get mentoring on project design management and M&E Establish committee (inside CD?) to select proposals.	**Grants** - I have 7 orgs grants documentation – some have more than one application, cant read K Kmeng in Khmer. - Out of 6 orgs docs see only one has sent progress report showing actual activities against goals and planned activities….this is Mlop Russey. ASK - mismatch goals 'client based case mgmt (risk assess and list 10 steps of c mgmt)' goal matched to 55 cases from DoSVY. Shd have goals 1) xx n cases from DoSVY (improved from xxx previously) 2) quality each case follows steps of good practice cmgmt. ASK IF CDAI NOTICE THIS MISMATCH & THINK IT'S A PROBLEM? RELATE BACK TO PCM 2 COURSE? - ASK @C DAI FOLLOW UP OF STEPS OF PAPERWORK: if need excel of each org and columns for draft applic, help given, then final applic ok, budget ok, logframe ok, progress report received, need help, get help, progress report ok, finance report ok, final eval. Each step subdivided received, need help? Got help? Final received? Approved or not. And deadline dates. - WHITE DOVES: Keean…….learned more from implementing than classroom and recognised that he had big gaps in his knowledge AFTER PCM2 and grant…so attended UN guy on logframes at Uni course. - How many applications per year? - What kind of applications? How well comply to what was taught in PCM course? For what kind of activities? - Why did you turn some down? - Why did you accept others? - What help did you provide mentoring to improve them? (select a real example and discuss). - What criteria for mentoring? - Do you have clear steps for monitoring info each grant e.g. excel on each member and each grant: applic, logframe, budget, annual workplan, progress report, finance report…..deadlines received and accepted? Is a final evaluation required against logframe?	

	• Reporting? (out of 7 orgs applications I have documentation for I can read 6 (KK in Khmer) and only 1 includes a progress report, most don't have finance reports Nov 2015.) • How successful have projects been and why do you think that? (+)? (-)? W • Does this monitoring still include teaching? How do you help applicants learn from experience? How do you learn from experience of grants and PCM for-real? What have you learned at C Dai about PCM and teaching PCM (learning in real-life is more effective, people surprised what they plan doesn't come true, people learn to imagine forward more because they tend not to 'predict' problems (rueful W Doves)and be realistic about time.? • Any recommendations? See section 14 summary questions below

CHARTER: Charter objectives from 3 yr strategic plan .
- Increased collective impact when members share clearer understanding of their strengths, weaknesses and ops
- Members will have clearer understanding of their own strategic planning and process
- Members better understand need for continuous improvement
- Able to work based on best practices
- Coalition will collaborate more strategically (and have improved trust and respect between members).

The two objectives are in ERIKS reports, not in the Doorsteps Charter 2014-15 logframes.

12 CHARTER **Obj 1: To identify strengths and gaps within member orgs through Charter assessment and collectively make an impact on children** (vulner adults too? and how through the charter??)	QUESTIONS FOR SECTIONS 12 AND 13 1. Where are the objectives for Charter set? (not in logframe 2014-15 of Doorstep?- appear in reports to Eriks 2014) ectives don't include mid-term and end assessments (is this because the whole process was not planned at the beginning 2012-13?) 2.LINK OF 1ST CYCLE TO 2ND CYCLE OF CHARTER ASSESSMENT AND PLANNING: • What did C Dai do to implement the recommendations in the report of the consultant /facilitator following the Baseline assessment (the recommendations were substantial)?
13 CHARTER **Objective 6**: **to conduct follow up visits with members on 2 yr strategic action plans (IAPs) and to improve staff capacity and use of best practices to implement those plans.** ERIKS 2014 report says gave 7 needs based trainings from gaps identified; response to suicidal clients (physical restraint warning signs),; First Aid etc	• In your opinion what is the purpose of having three assessments: baseline, mid-term and final? • How did you plan to use the results of first IAP to link to second round of assessment and planning 2nd IAPs? (problem of simply repeating process of assessment and planning and not learning from first cycle). • SC and IJM had not seen comparison of baseline and mid-term assessment scores…not discussed…why? (XXX's improved; XX's worse) 3.Do members get a certificate of some kind of achievement (implementing plan 100%??)? Do you advertise CHARTER 'certification' or is it connected to CD membership – advertised on website (One intl director remembered was the original plan)? Have you ever taken some ones Charter certification or CD membership away? 4. What do you think of Charter? Strengths? Weaknesses? What affects have you seen it have (concrete examples)? 5. The Charter indicators cover very many topics connected to running an organisation well. What do you think of your expertise in all these areas? As a facilitator how do you deal with not knowing min standards for financial procedures or child protection when this is

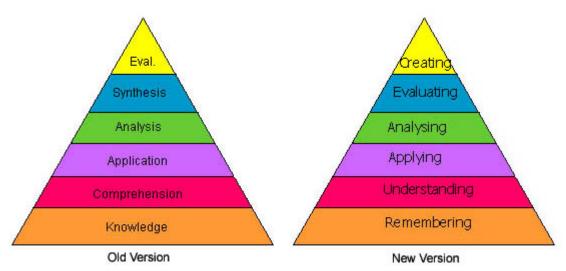|		
ERIKS report mentions IAPs and setting up database with access to new database via confid access codes NO OBJECTIVES ABOUT BASELINE, MID-TERM AND END ASSESSMENTS – FUNCTION OF THESE	being discussed for scoring? For planning IAPs? (Do you refer to GPP and other minimum standards?) 6. Pros and cons of i) self assessments? ii) accreditation type assessments by experts against authoritative national or internationally set criteria (like GPP)? (one local director's suggestion; some in international NGOs have both kinds and want both) 7. Examples of members not complying, serious bad practice? What do you do? ERIKS report 2013 '4 suspended and resigned' –please describe. How do you feel about it? What are the dilemmas (no authority, working with volunteers and goodwill alone, but can use the weight of majority who want to be part of a club with good standards and credibility)	
14	**SUMMARY QUESTIONS FOR ALL SECTIONS ABOVE** 1) **What were the benefits, results of networking** (Obj 1 2 3), **information** (Obj 6), **resources** (Obj 5); **advocacy** (obj 7) for your members? (Give specific examples, not generalisations). Practical benefits , examples of collaboration with other NGOs or government or donors? e.g. referrals – Examples of utilising information, research, results of advocacy? • How do the members interrelate? Support? Cooperation? Sharing? Competition? Give concrete examples. • How do you know how all these activities impacted them? Give concrete examples. 2) **CD 's big aim is to lift standards across the board.** • How do you feel about that ? (Increasing reference to standards in Cambodia in business and NGO world, e.g. MoEYS attempts to make High school exams real tests of knowledge 2014-15 and end their being undermined by bribery) • What do you think are the difficulties for CD to raise standards? (Authority, lack of national-level legal and policy frameworks enforced; lack pressure of shared professional values; relying on voluntary commitment (Christa on how unusual & precious this commitment is); low capacity , fragmentation of many disconnected service providers) . • How do you know when members are raisng standards, following 'victims trafficking minimum standards' or not meeting standards (seriously)? Give concrete (anonymous) example? What did CD do and why? • Any recommendations? 3) **Collaborative impact:** What kind of effect you think CD has now? How do you know? Informal or formal measuring? **Do you recognise the need for/Imagine other kinds of collaborative work to have more strategic impact? How to do that? Do you want to do tha**t? (IJM and Helen & Channy on collective impact). ….share objectives and ways to measure, communicate a lot. IJM….Channy's idea – efficient use of resources, don't overlap, fill gaps, get 4) **How do you learn from work experience in CD**? From your members? Give me concrete examples of things learned? Do you use Action learning planning cycle Describe what you did, analyse strengths and weaknesses (or whatever e.g. SMART), establish what you've learned , using the learning from this plan next step, do, analyse, learn etc)? Do you have facilitation from outside the team sometimes to make you aware of new things ? **5) Design, logframe, objectives, indicators, evidence, reporting to ERIKS** i) **Is there a unified complete list of activities and who,** which member does what, when – forums, training (ALL KINDS) – you	

	keep (doesn't seem to be)? Why/not? What would be the benefits? How do you know what numbers and which orgs did what of your activities?
	
	   ii) **Look at 2014-15 logframe**: select an objective, activity, indicator, means of verification (evidence) etc: please comment…how useful is this? How do you report on it to ERIKS? What would you do differently next time in next logframe and why?
	
	     • Discuss: **what is acceptable evidence of this activity contributing to achieving this objective? What methods of assessing results do you know about? If CD gave XXX NGO 3 days training in child protection 18 months ago and 8 days training in financial systems 1 year ago and someone said, "clients at XXX NGO said they were happy about that NGO's services, therefore Chab Dai is successful" what would you think? (causation).**
	
	   iii) **How do you show impact/results (changed knowledge, skills and behaviour?)**
	     • See Samol's email 2/12 on ERIKS report on forums 2014 impact**.**
	
	6) Analysis, learning, planning: (Recommendation): Higher level analysis from experience 3 yrs and members' experience of specific gaps and needs that are obstacles to better services, better-run organisations. Focus on these next 3 years. Institute this process of critical analysis amonst mangers in CD to raise their level of….and take responsibility at higher level. (like IJM)
	   ➤ IJM recommend: labour trafficking: help us learn , fill in gaps…CD and member orgs
	
	7) Case studies of positive transformation, what works: what would you choose and how would you do it? (like IJM)

15 **ERIKS question**	IMPACT OF FAITH on success of programmes
	   • Do you think its important that your organisation is a Christian organisation? How does that make you feel about your work? The organisation?
	   • Do you think being a Christian organisation affects the impact of your work? How?

ANNEXE 6:   TWO MODELS TO GUIDE DESIGN AND EVALUATION OF TRAINING/CAPACITY BUILDING.

1) **Blooms taxonomy**

Blooms taxonomy is a method for designing and assessing training and other kinds of capacity building. It categorises the different mental processes which we experience when learning new things effectively. It starts with the basic – but crucial – mental process of 'remembering' what we have learned and peaks with the more complex mental abilities, like analysing, evaluating and creating, which enable us to apply what we have learned so that our thinking and behaviour changes as a result of the new learning.
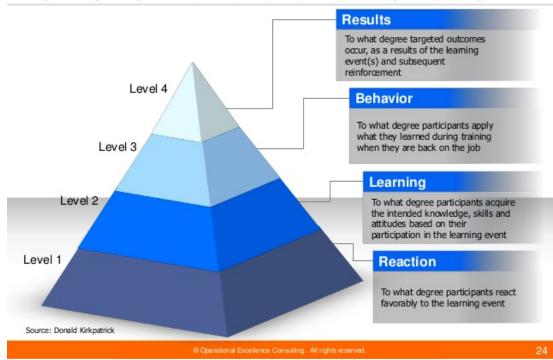
Diagram below from Mary Forehand, University of Georgia USA, 2015 of the old original version and a newer version.
Bhttp://epltt.coe.uga.edu/index.php?title=Bloom%27s_Taxonomy#Revised_Bloom.27s_Taxonomy_.28RBT.29

Also see -
- 'Rote versus meaningful learning', Richard Meyer, 2002 http://web.mit.edu/jrankin/www/teach_transfer/rote_v_meaning.pdf
- 'A Pathway from Course Competencies to Lesson Plans: *Illustrating a Student Focused, Competency Based Approach* ,' presented at the Phnom Penh Social Work Education Conference July 2015 by Mrs. Sok Phaneth B.A , M.Sc. in Counseling Psychology, Part-time instructor, Department of Social Work, Royal University of Phnom Penh, Clinic Manager/ Trainer/ Supervisor, TPO

2) **Kirkpatrick Four Level Training Evaluation Model:** This model sets four different levels at which training can be measured to find out how effective it was. The four levels are: Reaction, Learning, Behaviour and Results.

Refer to https://www.mindtools.com/pages/article/kirkpatrick.htm and many other websites.

Action-learning Cycle
from Leng Chhay's website on Capacity Building in Cambodia 2009

Action-Learning is the process of consciously learning from one's own experience and that of others – in order to improve future practice (both personal and professional).

The ideal Action-Learning is an upward spiral of learning, which leads to greater and greater effectiveness. Taylor et al, wrote in "Action-learning for development", that the full power of leaning can only be realized when one cycle of learning builds on the previous one to improve the effectiveness of the future action.

Action-Learning Cycle model, similar to the experiential learning cycle (from David Kolb), has the **actual experience** or **action** as the core element of it. Without undertaking any action, it is impossible to reflect and to consider which improved action should be planned and undertaken in the future. On the other hand, learning here refers to our learning from that experiences or actions, and not refer to knowledge we get from books, teachers, lecturers or experts. So, the model might be useless when a person is not valuing or considering his/her experience as useful source for learning.

Currently, in the Cambodia's development sector, people are starting to value experiences as good sources for learning (this is a challenge for Cambodians as they have a habit to expect to learn from teachers). A lot of workshops and forums were held to provide opportunity to development practitioners to share experience in order to learn from each other. However, my observation was that not many NGOs and individuals are familiar with the action-learning model, and have integrated it into the culture of their organization to become part of a "learning organization".

Action-learning cycle has four elements or steps: action, reflection, learning and planning. This model needs some adaptation, especially the questions in each steps in order to be relevant and useful to the Cambodian context. First, learners must have implemented "actions", and after a period of time, they step back from "doing the actions" to conduct reflection by reviewing those actions, analyze (reflect) them, draw the learning, and plan concrete future action based upon. After the past learning has been put into future plan, it is time to act.

Action

What actually happened?
What are feelings of people involved in the experience?

Reflection

For each action, think of what worked well and analyze the underlying supportive factors, then think of what did not work well and find out the underlying hindering factors.

Planning

Based on the lessons learned drawn, indicate what to do differently in the future when meeting similar situations or circumstances.

Learning

Draw lessons learned from the analytical reflection. Lessons learned can be positive or negative learning. They can be the conclusion from reflection, new insights, new things discovered etc.

During the course of my professional experience, Cambodian learners can do step 1 and 4 (review of actions and planning) well, but they always struggle in doing step 2 and 3 (reflection and drawing the lessons learned).

It is helpful to have someone, who is familiar with the tool, to facilitate the reflection process. It frees the people involved in the experience to work and think in a more focused way.

In order to increase effectiveness of practice, it is recommended that individual/organization should use this tool to conduct reflection on a regular basis (every 2-3 months at least).

Sources: Taylor et al: Action-learning for development: Use your experience to improve your effectiveness, CDRA, 1999.