



REPORT

IMPACT
ASSESSMENT

August 2007

TABLE OF CONTENTS

Introduction	1
Key respondents	1
Format of report	2
Summary of findings	
Social dialogues and creative learning process	4
Women's leadership and empowerment	7
Facilitative learning processes	10
Professional and leadership/ management development	13
Organisation development	16
Conclusion	19

APPENDICES

1. An Example: Results/ Effects Chain - From Inputs to Impacts
2. Guide to Focus Group Discussions and Interviews
3. List of Respondents
4. Example for Guidance on Writing the Report
5. VBNK Staff Reflection
6. List of Acronyms

LIST OF ABBREVIATIONS

ARLP	Action – Reflection – Learning - Planning
CHART	Creative, Holistic, Action Research for Relationship Transformation
EMS	Effective Management Skills
IMDP	Introductory Manager’s Development Programme
IPP	ICCO Partners Project
LAAR	Local Administration and Reform Programme
LDP	Leadership Development Programme
PDFR	Proposal Development and Fund Raising (training course)
PM	Project Management (training course)
PPME	Project Planning, Monitoring and Evaluation (training course)

Introduction

In the efforts to provide relevant and useful developmental practice and management services for facilitators of social development organisations, VBNK conducts an annual impact assessment with selected participants of our various services and events.

The primary purpose of the annual impact assessment is to provide reliable and comprehensive information about the impact of VBNK's work that will be of use to both VBNK and also, we hope, to our stakeholders. The secondary purpose is to be a learning opportunity for VBNK staff.

The focus of the assessment is to find out the relevant result chain (input, output, outcome, and impact)¹ of VBNK services. We selected five key themes that cover most of VBNK's programme areas and customised services.

Themes for Assessment	VBNK Programme Areas
Social dialogues and creative learning process	<ul style="list-style-type: none"> • Conferences (2006 and 2007)
Women leadership and empowerment	<ul style="list-style-type: none"> • Customised Services • Open Access Courses
Facilitative learning processes	<ul style="list-style-type: none"> • IPP • LAAR Programme
Professional and leadership/management development	<ul style="list-style-type: none"> • Customised Services • CHART/LDP • Open Access Courses
Organisation development	<ul style="list-style-type: none"> • Customised Services • IPP

For each theme we did the assessment through organising and facilitating focus group discussions (FGDs) and interviews.²

Key respondents

We selected a representative group of sixty-nine participants (CNGO/INGO, men/women, Phnom Penh/Province based, etc.) who participated in VBNK activities during the period from June 2006 to July 2007. Of those invited fifty-three persons³ including eighteen women were able to take part in the FGDs and interviews conducted during 13 to 15th August 2007. The respondents were staff from Cambodian NGOs (42 persons), international NGOs (6 persons), and other institutions (5 persons).

There were twelve FGDs, each lasting 3-4 hours, and taking place in Phnom Penh and selected provincial locations.⁴ We conducted interviews with three persons in Phnom Penh. Each interview was for approximately two hours.

¹ APPENDIX 1 is an example of the Results/ Effects Chain – From Input to Impacts.

² APPENDIX 2 is the *Guide to Focus Group Discussions and Interviews*.

³ APPENDIX 3 has a detailed list of the respondents. There were sixteen persons invited to participate, however they had other urgent matters to do on the scheduled day for the FGD.

⁴ The locations were in the provinces of Battambang, Kampong Thom, and Siem Reap.

Format of report

Our narrative report describes the information we collected and analysed. For each theme, we report our findings following the same format,⁵ which is shown and described below.

<i>THEME OF IMPACT ASSESSMENT</i>
<i>EXPECTED IMPACT</i>
<i>METHODOLOGY</i>
<i>DESCRIPTION OF OUTPUTS</i>
<i>DESCRIPTION OF OUTCOMES</i>
<i>ASSESSMENT OF IMPACTS</i>
<i>SUMMARY OF ANALYSIS</i>
<i>Names of the VBNK team members who completed the assessment of the theme area</i>

- **Theme of impact assessment** - is the title of each of the five themes.
- **Expected impact** - is the assumption or hypothesis we have based on the different services/ programmes we deliver. The assumption is the expectation for change in the situation of stakeholders as the result of change in their behaviours and practices. The common key words that express positive changes in VBNK's client organisations are, for example, effectiveness and quality of development and management practices, learning environment and practices, and innovation and creative methods.
- **Methodology** - describes the specific respondents for the theme area and how we collected information.
- **Description of outputs** - describe the immediate results (both quantity and quality) from the programme activities. The statements usually expressed by the respondents are related to increasing understanding and ability in performing their jobs. The output can be clustered as: (a) gained knowledge; (b) increased understanding; (c) acquired/ practised skills; (d) learned about process not just content; (e) understanding about samples/ guidelines presented during VBNK training courses.
- **Description of outcomes** - focus on the direct result of the application of learning or output as explained by the respondents. They described how they used their increased understanding and ability for the performance of their tasks.
- **Assessment of impacts** - is the description of our understanding about the emerging changes in situation of stakeholders either in their programme activities or at organisation level and individual staff level as the result of application of their learning and gaining more experiences.

⁵ See also **APPENDIX 4**: Example for Guidance on Writing the Report.

- **Summary of analysis** - describes our conclusions about the implication of the findings. We have conclusions on the most important lessons learned, which includes identifying what VBNK is doing well and what VBNK needs to do better. Our conclusions aim to help VBNK improve practice and services and its impact in the future. Our conclusions describe also VBNK teams' ideas and feelings based on observations of key informants during the FGDs.
- **Names of the team that completed the assessment for the activity area** - lists the names of VBNK staff who conducted the activities and contributed to the report.

VBNK created teams from among the staff of the Programme Unit and IPP. We delegated tasks to a total of fifteen persons, who formed five teams. Each team had responsibility for specific themes, and some teams had responsibility for more than one theme.

The main tasks for each team included: preparation for the FGDs and interviews, facilitating the FGDS and conducting interviews, compiling and analysing information, and preparing the draft report based on the format provided.

Theme: Social Dialogues and Creative Learning Process

EXPECTED IMPACT

Different generations of Cambodians working in social development sector (NGOs, government, and business and civil society) share concerns about challenges and learn together from their experiences in order to contribute to positive social changes.

Stakeholders concerned participate in finding effective solutions for their social and economic challenges and problems.

METHODOLOGY

The respondents had participated in VBNK conferences held in 2006 and 2007. We facilitated focus group discussions with a total of eight respondents. Five (including two women) came from organisations based in Phnom Penh (YFP, KYA, KYSC, YCHD and TNLC). The other three respondents are female from Battambang Province (KMR, BS, and AS). They hold different positions, such as volunteers, ordinary staff, team leader, project officer, or project manager.

DESCRIPTION OF OUTPUTS

The respondents explained that their participation in VBNK conferences increased their understanding and skill, for example:

- New ideas from different generations. Better understanding of each other between young, middle age and elder, especially ways to communicate effectively.
- Understanding about how to share ideas, experience and learning between the old and young.
- Understanding of learning needs from each other; no matter how old or young they are, they can learn from each other.
- Understanding roles of the three generations (youth, adult and elderly) and their working relationship for developing society.
- Understanding about various strategies for poverty alleviation.
- Understanding how NGOs and the government work together to achieve common goals related to poverty alleviation.
- Understanding how to have better communication between NGOs and government agencies.
- Familiarisation with **learning tools** such as personal learning plan and journaling.
- Knowledge of how to manage, facilitate and use tools and participatory methods such as ARLP, development café, process of presentation by drawing on flip chart, role play, etc.

DESCRIPTION OF OUTCOMES

The following are the results or action that came out when the respondents made experiences applying their understanding and skills.

- Used the personal learning plan and journaling as a way for learning.
- Prepared well while making speeches to the public.
- Used pictures or drawing for presenting information or news to community, so that the presentation was easier to understand. In particular, it was understandable for those who are illiterate.

- The organisation established culture of learning through discussions and sharing during meetings.
- Adapted and adopted the development café method for use during reflection meetings in the organisation as well as in target communities.
- Used participatory methods in trainings for target communities, so that the learning outcomes were more satisfactory.
- Established closer relationship and cooperation between NGOs' staff and government officials for dealing with the challenges and finding strategies for common success.
- Improved both oral and written communication with other generations in work and communities. One respondent, for instance, said that, *“Before I didn't want to be closely together with the old people in my department, but after understanding their concerns and issues shared during the conference I dare to speak with them and prefer to help them, e.g. computer skill, then the relationship between us has improved”*.
- Willingness to join with social work, e.g. working with youth organisation, CTN Company, training at community.

ASSESSMENT OF IMPACTS

Individual Level: (changes participants experienced as a person - changes in attitude and behaviours)

- Participants feel more confident and willing to express ideas or talk to each other, e.g. with three generations (youth, adult and elderly) and accepted the ideas from each other.
- Young appreciated feedback from their manager, so that they can learn and increase confidence to develop or lead trainings.
- The staff valued creative ways for learning and are brave enough to be creative in doing their work.
- Staff's ability to manage the project is recognised by the colleagues and managers.
- Respondents expressed confidence to lead the discussion in monthly meetings and facilitate the meetings or trainings with flexibility.
- Staff became more open minded for receiving feedback and ideas and comments from government officials. Before they had difficulties to have dialogue with each other, but now they more happy to work together.
- Working relationships with various government agencies are getting better. All are happy with this change.

Organisation Level: (changes in the internal situation)

- The organisational climate became more productive and the staff have closer relationships. The organisation spends less and less time to solve internal conflicts among staff.
- The organisation values teamwork and its essential role for solving problems and learning.
- The target communities, local authorities and other government agencies recognised and appreciated the ways the organisation is functioning and creative methods that the organisation is applying.
- The organisation functions better and more effectively because of good cooperation and collaboration with local authorities and villagers.

- The staff and managers in the organisation devoted time for learning from core activities and using ARLP as a main tool to draw out new learning for work improvement.
- The staff members became more independent and more proactive. They initiated work and found solutions or strategies to work without having to be told.
- The organisation created a culture of sharing of learning, experiences and information, and encourages creativity.

SUMMARY OF ANALYSIS

People learn not only the contents but also about the process from events organised by VBKN. They apply what they have learnt to their work. VBKN's creative approach and ways of learning are very well welcomed by the participants' organisation. VBKN values of creativity and learning are step-by-step reaching out to the people we are working with, and these values are extended further to communities through their practices.

Based on the above findings the VBKN team can conclude the link between the outputs and outcomes, and impact follow a chain of results. We are doing the right things and really help make a difference in the development community.

What the team learnt from the assessment is that the participant perceived VBKN as a main source of learning, creativity and innovation. Creative and innovative processes used in the training or events are highly appreciated and have stimulated great learning. In particular, they are aware that by applying innovative and creative process (like café discussion as VBKN did in the conferences) in to their training/ meetings and other events, the process helps improve equitable relationships among their stakeholders.

Our intention for assessment of the Social Dialogue and Creative Learning Process was to have a broader range of respondents, not just former participants of conferences. However, we were unable to have all desired respondents participate in focus group discussions.

Names of the VBKN Team that completed the assessment for this theme focus.

Phum Thol, Pen Vuthy, Sean Linin, Khe Sotheoun, Sim Noreth and Hok Chanphalleap.

Theme: Women Leadership and Empowerment

EXPECTED IMPACT

Women managers increased their independent thinking, decision making, flexibility and being role model. They are making effective contributions to the management of their organisation and positive social changes.

Women managers are proactive in doing their work and solving problems.

METHODOLOGY

We conducted a focus group discussion with 2 key informants⁶ who previously attended VBANK training about IMDP and PM in Phnom Penh. One person is a project officer from Bandos Komar (BK) and other is a project manager at Women Media Centre (WMC).

DESCRIPTION OF OUTPUTS

- Both (BK & WMC) understood more about women's issues and concerns through different experiences shared in the class.
- Both gained understanding about their roles and responsibility as women managers.
- Both gained knowledge on style of management and leadership, and process of decision making that helps enhancing managers' effectiveness and confidence.
- Both are more aware about the principles of work planning, delegation and supervision.
- WMC gained understanding about the relationship of the hierarchy of objectives (vision, mission, goal and objective).
- WMC has knowledge about different levels of indicators related to input, output, outcome and impact.
- BK gained understanding on how to manage and take notes effectively during the meeting or workshop (pre, during and post meeting).

DESCRIPTION OF OUTCOMES

- Both women managers were proactive and spontaneous in doing work and solving problem. Both better managed time and workload through delegating some tasks to subordinates.
- BK applied the participatory approach in the meetings, using questions to encourage participation. She also improved minute taking of the meeting (note and summarise only relevant points).
- WMC follows a format for writing the project report, especially writing conclusions and recommendation of a project implementation. She practices also writing activities, monitoring and evaluation plan in a standard format based on information or case study provided during the training
- WMC demonstrated better self-image and confidence in working as a female manager. She explained that she was able to incorporate a case study about effectiveness of her project into her report. The donor was satisfied with the report and funded her project.

⁶ Six key informants were invited but only two persons joined the focus group discussion.

- BK copied methods from VBANK especially games, role plays and group discussions, to apply in different trainings, i.e. informal training for street children. The training was satisfactory to the children's adopted parents (who are foreigners).
- WMC trained staff to develop a work plan with clear objectives and outline.
- WMC replicated training about result chain of a project (output, outcome and impact). This result chain was applied in the project to find out the change in behaviour of the project's beneficiaries, information that is required by donors.
- WMC dared to contribute or express ideas with others. She said, *"After I learned from the PM course, I had opportunity to attend training at Viet Nam. I noted that I was confident in expressing my ideas with other participants who are foreigners. This confidence I never had before"*.
- Both dared to advocate to others, especially with staff and management teams.
- WMC is more flexible in using management and leadership styles in order to fit with working environment (team and system). For example, she motivated staff to write reports to donor.
- BK dared to make decision when the director was absent. She received more responsibilities delegated from her director.
- BK is more confident in making public presentations. She said, *"Before attending training, my director did not allow me to make presentations to stakeholders. But after the training, my director believed my ability and allowed me to make presentation without support from him"*.
- WMC responded that, as a female manager, she helped strengthen the capacities of other women staff in her organisation through working practice and echo-training on relevant topics learned from VBANK. She improved relationship among staff for sharing learning and experiences

ASSESSMENT OF IMPACTS

Individual level:

- Expressed positive feeling about self-image and confidence in working as a female manager. The respondent from BK said that *"before I attended VBANK's training, I didn't dare to make any decision especially the decision related to problem solving. I often cried when problems happen. But after attending the training, I felt confident to solve problems and dared to make decisions. The result of my decision was valued and recognised by my director"*.
- WMC respondent expressed her confidence in creative thinking in a wider perspective. She felt more flexible and able to persuade other staff to accept her ideas. *"I am stronger after participating in VBANK training"*, she said.
- BK: Women felt empowered and confident to speak out in public meetings and trainings. Voices of women were recognised and valued through their participation in meeting and the decisions taken.
- Both received recognition about their functioning effectively and efficiency as manager in their organisations. The respondent from WMC said, *"After participating in VBANK training, I was able to set concrete indicators of project output, outcome and impact; and define number of staff to involve in the project under a Radio Unit. The project ran smoothly with efficiency and effectiveness"*.

Organisational level:

- Donor satisfied and committed to fund the organisations.
- The organisation became more harmonised. Staff are more willing to participate and beneficiaries are more involved in and support the organisation activities.
- Staff and managers performed work effectively. They all showed good cooperation, more open and willing to learn from each other. The cooperation between different units has gradually improved.
- Staff felt confident and were able to develop daily monitoring in the project and activity plan (production work plan) with less support from managers.

SUMMARY OF ANALYSIS

The comments given by the respondents indicate that they have applied the knowledge and skills they gained from VBNK into their work environment. The result of the application of their learning had produced some noticeable impact on them and their organisations. For example:

- Significant impact on individual included gradually improving of self confidence in participation, public speaking, making decision, independent thinking and performing jobs.
- The impact on organisation included gaining satisfaction from donor and more support from relevant stakeholders. The organisation became more harmonised as a result of staff being more open and willing to listen and cooperate with each other.

Aside from all these worthwhile impacts, the women managers face also some difficulties that block them in social development such as traditional cultures (*Chbap Srey*).⁷ Values of women are not so well recognised by our society, and that blocks them from being involved in social development activities. Moreover, there is a lack of women being a role model for leadership and the opportunity to build capacity is limited.

The impact assessment helps to confirm that what VBNK offers and facilitates is going in a positive and influential track and should continue contributing to build women's capacity in future.

Names of the VBNK Team that completed the assessment for this theme focus:

Sim Noreth, Hok Chanphalleap and Khe Sothoeun.

⁷ *Chbap Srey* is a set of rules or customs that dictates the behavior of a 'good' woman. There are a lot of restrictions on what women can do under these rules.

Theme: Facilitative Learning Processes

EXPECTED IMPACT

The staff members internalised learning in daily work life, are enthusiastic about the self-directed learning approach, and are actively responsible for their learning. Staff are less directive in their training activities. They increasingly guide and encourage participants to explore and reflect on situations. The organizations have taken learning as one of their organisational values and use learning as a main approach for sustainability and growth.

METHODOLOGY

Two VBANK teams, each team consisting of three persons, conducted focus group discussions with a total of 14 respondents (8 men and 5 women). Team 1 led a focus group discussion with 7 respondents from four local NGOs located in Battambang province (one from AMARA, two from SABORAS, two from VSG, and one from BFD). The other team led a focus group discussion with 7 respondents (one from MODE, two from BFDK, and four from COWS).

The majority of respondents are holding senior positions: two of them are executive directors, one deputy director, one is a trainer and the other six respondents are a project manager. The rest are ordinary staff.

DESCRIPTION OF OUTPUTS

The respondents described the skills, knowledge, tools and methods that they gained from the courses or events organised by VBANK.

- The respondents understood the concept and practices of facilitation of learning, and learnt the differences between teaching and facilitation. They were familiar with various facilitation methods such as role play, group discussion, debate, preparing session plans, and knowing how to make visual aids more attractive.
- All respondents from LAAR stated they developed skills for helping people learn by themselves. For example, not just rely on telling or giving information, rather they used observation and questioning skills to generate thinking and learning. Very often, they led their participants to practice journal writing, note taking and analysis in order to enhance their learning.
- All respondents for IPP and LAAR gained knowledge about learning from experiences and received guidance for using Action, Reflection, Learning, and Planning (ARLP) process.
- Respondents from IPP and some from LAAR said that they understood *Johari Window Model* well and appreciated that this tool helps them learn from mistakes and feedback.
- They were familiar with *River of Life* tool and understood that it could help people see and reflect what have been happening to them, so that they could better prepare for future challenges.
- They were aware that learning takes place everywhere, i.e. not only in school, but also in family, workplace, and in society.

DESCRIPTION OF OUTCOMES

The statements below describe the outcomes that were brought about by applying the understanding and skills gained from attending training courses.

- Staff at all levels tried to be creative and innovative in their work as much as possible.
- Staff used ARLP not only in work, but also in private life. They saw practical advantages to reflect on personal situations.
- The team held regular meetings to discuss planned work before implementation. The main objectives of meetings are for exchange of ideas, experiences and learning.
- All teams from different NGOs conducted annual reflection to identify learning and find ways for improvement.
- All teams from different NGOs applied the rule of “no right, no wrong” to make everyone contribute ideas, as well as to encourage staff to take mistakes as a learning opportunity.
- LAAR teams (PNGOs) practiced the principle of *letting people do it, not doing it for them*. This approach is especially important because LAAR programme aims to increase engagement between local government and civil society.
- After each training course, teams took time to reflect on the course in order to identify what was done well, what was not so good and identify strategies to improve performance.
- The managers encouraged staff to learn from the peers and the community they are working with. The organisation set a schedule for staff to meet and share experiences and challenges from work.
- The managers encouraged staff to freely express opinions and very often used questioning skills to unlock staff’s potential.
- The organisations of respondents from IPP included learning as one of their organisational values, and they show commitment to live that value.
- The organisation developed a policy that urges its staff, who received training or took part in capacity building programmes outside the organisation, to share learning with the other employees.

ASSESSMENT OF IMPACTS

There is evidence that there were different kinds of changes of attitude and behaviour of learning. Some significant examples of changes are:

Individual Level:

- The staff recognised that people can learn best by sharing ideas, reflecting work, critical thinking, but not telling and ordering.
- The staff believe that learning can take place everywhere and is a catalyst for change.
- Many people felt that learning is an important tool to cope with changing world of technology, methods of doing work, and competition.
- The staff are more open to criticism, and feedback from colleagues and managers.
- The staff have a habit of working together to solve problems.
- Many persons expressed that they are confident to facilitate workshops, meetings or training alone.

Organisation Level:

- The directors/ managers expressed satisfaction with the process to identifying lessons learned and following through on its application.
- The organisations operate work with fewer directives for staff and create better environment for guiding staff.
- Continuous learning became the values of the organisation, and it is committed to walk the talk.

- The organisation increasingly received recognition from its stakeholders for its effectiveness which resulted from application of new learning.

SUMMARY OF ANALYSIS

The staff do not depend on learning by being told, but are able to learn by themselves, especially from own experience and colleagues. They have grounded their learning as a way for self-development and growth.

The individual understanding and practice of facilitative learning is more and more integrated within internal activities of organisations. Moreover, staff with confidence are applying facilitative learning processes in their work activities for target groups of their organization's projects. The organisation expressed that they facilitate learning.

The VBNK team learnt that the participants in the training courses/ or events in 2006 of VBNK learned more on the processes than the content. Creative and innovative work approaches of VBNK are so much appreciated by the respondent organisations. They see VBNK as model and a main source for their learning.

Based on the findings, the VBNK team believes that the involved organisations recognise the importance of facilitative learning and began practicing the new learning process. When organisations facilitate learning, their staff are more open to learn and take more initiative. As a result from positive experience, organisations are including facilitative learning process as an objective internally for capacity building.

However, the VBNK Team faced challenges in trying to identify the impact under this theme. Most of the informants refer to their professional gain in facilitating meetings or trainings they did in their projects. They had difficulty identifying and expressing significant changes in their own or their organisation's learning.

Names of the VBNK Team that completed the assessment for this theme focus:

Vanly Virya, Phum Thol, Vong Thavy, Sean Linin, Pen Vuthy and Sim Chankiroth).

Theme: Professional and Leadership/Management Development

EXPECTED IMPACT

Staff and managers increase sense and spirit of ownership of organisational values, identity and work performance and give more guidance toward achieving organisation's priorities.

Quality of work is consistent and regularly supports priorities; and the organisation has a strong profile of achievement and is recognised for their significant contributions to social development.

METHODOLOGY

We conducted five focus group discussions with 14 key informants (from KIND, BK, SPIR, HKL, KRDA, SCO, Padek, CRC, APA, BOICD, CIDC, organisations) who attended VBANK training about IMDP, LDP, PDFR, PPME, PM and EMS.

We conducted also interviews with seven key informants from WVC, AHRDHE, DKC, CADET and ABC organisation.

DESCRIPTION OF OUTPUTS

Respondents described various areas or topics, skills and expertise they gained awareness about and learned from the different VBANK's services. The majority highlighted their more developed professional expertise (e.g. improved skills in writing project report and proposal; able to understand and work within the existing organisations' systems) more than their leadership and management practice.

- Respondent from APA and AHRDHE learned how to write better report on projects (elaborate impact of the activities rather than just listing activities done).
- APA said their interest deepened through understanding the methodologies VBANK applied in training especially skills in facilitating group discussions, using visual aids, and integration of games and metaphors in the facilitation processes.
- HKL and KIND understood about various leadership or management styles that can be applied in different work contexts. Both were very impressed with team style of leadership and management.
- WVC learned to be aware about self and other's feeling; values of participation and learning from experiences. Managers gave opportunity for subordinates to express, initiate and reflect on their learning program.
- CIDC, Padek, BK and SPIR gained knowledge and skills in planning and the format (Logframe) for planning the activities for a project.
- CRC learned about M&E process, system and how to write progress reports, and to be able operate within the existing M&E system in the organisation. One respondent from CRC said that *"before I attended the PPME course at VBANK, I didn't know how to write progress report. I even didn't understand when reading progress reports written by others. But now I know, I learned that progress report should describe achievement against plan and should incorporate the analysis of impact of projects."*
- DKC, BOICD, KRDA and SCO gained strong appreciation of different components of the proposal and ways to get information from and communicate with donors, so that they are able to develop project proposal for funding.

DESCRIPTION OF OUTCOMES

- Tried to incorporate the impacts of projects in the reports (described activities and highlight how the project produced impact to communities). Two respondents explained that a new style of writing reports is time consuming as they need to spend time monitoring the project closely and collecting relevant and quality information from the field. However, the format produced greater quality of report for both the organisation and donors.
- Applied methods copied from VBANK, especially games and metaphors to apply in different trainings, i.e. leadership, managing meeting and report writing, to communities.
- Applied participatory approaches (as the core principles) for all aspects of work, including meetings, trainings, decision making and other delegation processes. The organisation tried to reduce top down management and communication style.
- Managers used ARLP as a tool to assess and support staff learning, and encouraged practice on coaching in the organisation.
- Managers tried to better understand staff's feeling and offered opportunity for staff to express and share their feeling and new creative ideas, and give feedback to managers.
- Revised and adapted the formats of Logframe in planning of activities for the organisation.
- The organisation monitored and confirmed the progress of projects against plan and any unexpected risks encountered.
- Developed different kind of proposals based on formats required by various donors.
- Trained and involved staff in proposal development processes.

ASSESSMENT OF IMPACTS

Individual Level:

- Managers feel confident in writing reports to donors (APA, CADET and AHRDHE). As a result, the director spent less time checking and editing the reports.
- Manager changed his/her behaviour from talking too much to more listening to their subordinates. S/he appeared more to encourage and support staff ideas and initiatives and valued staff's knowledge and experience.
- Managers and staff are more open with each other and this led to less conflict.
- Staff expressed confidence in sharing ideas and concerns to their managers and they are proactive in performing their existing tasks and solved problems by themselves.
- Staff being more accountable and responsible for their work, and willing to take more tasks from supervisor.
- Respondents from Padek, CRC and CAEDT expressed more confidence in using Logframe in designing and planning their project activities. Donors and their own staff were satisfied with the Logframe. One person said that *"that was the first time for me, last year, to lead my teams developing the annual plan for the project by adapting Logframe format I learned at VBANK. I felt very challenged in doing this activity but it was very useful to apply and adapt the format I learned. Now I am confident in leading my team doing annual plan again."*
- Respondents from CRC are more confident in monitoring project activities and writing progress reports.
- Self confidence in writing proposal and communicating with donors. One director said, *"I felt that I don't have high expertise in writing proposals yet, but at least I had started writing my first proposal after I attended the PDFR course at VBANK. I*

had submitted the proposal to AusAid. I don't expect that my proposal will be successful but I am proud that I could make it. I will try to follow up this proposal, study the feedback and amend it to improve the new one."

Organisation Level:

- Better cooperation among staff (AHRDHE, DKC, CADET and ABC).
- Staff were happy to attend the meeting/training and more actively participate, which makes the meeting/training more fruitful.
- Donors expressed satisfaction with the improvement of organisations' reports and the Logframe used in designing and planning of projects.
- The organisation increasingly received positive response for funding. Donors and ministry partners are satisfied with quality of the organisation's programmes and activities.

SUMMARY OF ANALYSIS

The above finding confirmed that the participants have benefits from being involved with various VBANK trainings/ services. Their professional expertise developed and enables them to perform and manage their projects more effectively. Examples of their professional development include the ability to write quality reports and proposals for the projects, ability to adapt a standard Logframe for their own planning, and understanding how to work within the existing M&E system of their individual organisation.

The VBANK facilitation method and ARLP tool were also mentioned as important for their professional career, too. However, VBANK teams observed that the respondents did not yet get a firm grasp or understanding on the concept and the application of the tool to support their learning.

Significant affects on leadership and management were expressed by many, who emphasised that they themselves and their managers were more open, valued participation, and committed and tried to reduce top down management and communication style.

The improvement on professional and leadership/ management made significant impact on individual participants and their organisation. Most importantly, they are increasing self confidence and being more accountable in performing their jobs. This result leads to organisations receiving satisfaction and positive response for funding from their donors.

Being more open and valuing participation made the organisation have more harmonisation. This created a safer working environment for the staff.

Names of the VBANK Team that completed the assessment for this theme focus:

Tann Chantha, Srey Saren, Mour Menghong, Mov Lean, Tem Sokchea, May Sreylon, Vanly Virya, Vong Thavy, Sim Chan Kirirath, Phum Thol, Pen Vuthy and Sean Linin.

Theme: Organisation Development

EXPECTED IMPACT

The organisation has a profile and receives recognition for their important programmes in social development. The management of the organisations consistently influences operations, which are more efficient, harmonised and have sustainable use of resources (staff, budget, time).

Staff are proactive in doing their work and solving problems and are concerned with achieving organisation's priorities.

METHODOLOGY

The VBANK team conducted a focus group discussion with eight respondents (four are women). They hold positions as director, programme officers, programme coordinators, one office manager, project manager, and one head of section of the three organisations. They came from Transcultural Psychosocial Organisation (TPO), Salvation Centre Cambodia (SCC) and Handicap International France (HI-France).

DESCRIPTION OF OUTPUTS

- SCC and TPO gained knowledge about how to formulate vision, mission, and organisational values. Particularly, SCC increased understanding on its organisational identity.
- All respondents know the importance of participatory learning processes, and know that games, used by VBANK during training, are helpful for reflection sessions and refreshing memory, and ARLP tool can be used for both personal life and organisation.
- The majority of the respondents received more knowledge, both process and content from the participatory training and coaching that led them to practice successfully within organisations.
- SCC reviewed and developed understanding about samples, format and tools from the coaching about strategic planning and project design. In addition, SCC and HI France developed understanding to follow the format and guidance for report writing
- HI France gained knowledge about internal monitoring and evaluation systems, staff appraisal, and staff recruitment and selection procedure.
- All organisations gained knowledge to improve team work in their organisations.

DESCRIPTION OF OUTCOMES

The respondents described results they produced when they applied new knowledge, skills, formats and tools, and guidance received from attending courses or events organised by VBANK.

- TPO updated their organisational vision, mission, and values. These statements were posted on the wall of the offices of respective sections/ units. They are short and understandable to everyone. TPO developed and applied organisational values - *Professionalism, Teamwork, Respect, and Continuous Learning*. Staff could clearly explain and describe vision, mission and values.
- SCC updated their organisational values, vision, mission and identity, and developed the strategic plan for 2008-2011. It planned to change their Advisory Board to a governing board and revise the organisational structure in the future. SCC's donor approved the strategic plan.

- HI France set up unit's objectives by following *SMART* principles that contributed to the organisation's goal achievement. It used organisation monitoring and evaluation tools to evaluate and monitor its projects. As a result they improved performance and quality.
- Managers of TPO applied leadership and management styles, particularly when they delegated tasks and made decisions.
- SCC used ARLP tool every week for reflection on their work, target groups and personal life.
- SCC designed a new pilot project for children's education based on the concept and format from IPP intervention activities. The project proposal was approved by the donor and is ready for implementation.
- HI France used staff appraisal form for staff performance review for the sake of capacity building and to work more effectively and efficiently.
- TPO developed a guideline for management team and staff meetings. Each staff member takes turn to be a chair of the meeting. That gave opportunity for them to learn conducting and organising the meeting with clear process. The managers balanced between leadership and management styles so that the staff felt more satisfied and happy. They dared to talk and shared ideas with line managers or supervisors.

ASSESSMENT OF IMPACTS

Individual Level:

- All respondents expressed stronger confidence about performing tasks assigned, writing reports, being proactive in problem solving and obeying policy and regulations. They have ability to perform new tasks assigned. Team work improved and reduced conflicts within the organisation.
- Managers/supervisors changed from only result oriented to human oriented, and are able to switch between the two styles according to the real situation. They focused more on staff relationship building and motivation and spent less time to control subordinates' work.
- Both staff and managers/supervisors felt more confident to give and receive feedback without being asked, especially during staff meetings.
- Staff at SCC expressed their commitment to use ARLP in the organization and in personal life.

Organisation Level:

- Communication, cooperation, motivation and relationship within the organisations have improved.
- The three organisations have earned more stakeholders' satisfaction on their achievement which was proven by donors' monitoring and evaluations. Both previous and present donors have recommended TPO and SCC to other donors because of their effectiveness and success. Before SCC had only two donors, but now they have eight donors.
- SCC is confident and able to develop project and strategic planning without external consultants. It expressed intention to be more independent of external technical supports.
- The organisations are increasingly recognised by relevant stakeholders as professional and creditable organisations. For instance, TPO was scored grade A by external evaluators commissioned by the donors, and HI-France is recognised as it has a reliable monitoring system.

- The organisations created working environment that is more conducive to staff's learning and development.

SUMMARY OF ANALYSIS

The scope of work is rapidly widening and increasing in complexity, and that in turn compelled the organisations to be more focused on internal capacity building and shift attention to improve the quality of work. By looking closely at the connections between outputs, outcomes and impacts, we recognise that the three organizations involved in this assessment are continuously developing. The developments are perceived in terms of organisation effectiveness, staff morale and capacity, relationship, and learning and innovation. Since they had participated in the training courses and capacity development activities with VBANK, they became more confident to stand on their own with less and less reliance on external supports.

The increasing effectiveness of leadership from within organisations, resulting from application of newly gained knowledge and skills from teamwork, have improved the staff morale and internal relationship and harmony. And learning the ways to learn from VBANK also contributed to changes such as innovation, and creative approaches for working and continuous improvement.

We are aware that the changes emerging in the organisations cannot be solely attributed to the work of VBANK, however, we are convinced that VBANK's work actually has made a significant contribution to those changes.

The team learnt from the assessment that the changes for organisations depend much on the commitment and attitude towards learning of each organisation. The capacity building approaches should help develop not only professional skills, but also personal skills.

Names of the VBANK Team that completed the assessment for this theme focus:

Tann Chantha, Srey Saren and Mour Meng Hong

Conclusions

The five themes for Impact Assessment 2007 help VBANK practically understand more about the realisation of its identity, vision, mission, goal and values.⁸ We know from our own long experience of working with change and learning in VBANK that processes don't just transform overnight – it takes a long time to practice them before they become part of our habit and we get the deep benefit from them. The Impact Assessment is one way for VBANK to learn more about not only how effective we are, but also where we don't make an impact, or can't directly attribute change to our interventions.

The Impact Assessment provided substantial information that VBANK programmes and events contributed to increasing understanding and ability. The information analysed for each of the five themes includes various examples of increased knowledge, acquired skills, and practiced methods.

Our findings show that there was learning about process not just content. For example, respondents (theme on *Facilitative Learning Process*) highlighted the increasing habit of self learning and learning from experiences. They began using the ARLP tool to support their learning and were more willing to learn from mistakes.

Our findings include also varying descriptions about the emerging changes at individual staff level and organisation level or in programme activities as the result of application of learning and gaining more experiences. For example:

- We learned from the *Social Dialogue and Creative Learning Processes* theme that VBANK's creative approach and ways of learning are very well welcomed by most organisations whose staff participated in conferences. This group of respondents expressed that they began applying more creativity and learning step-by-step while they are reaching out to the people they are working with.
- We learned from women respondents in the *Women Leadership and Empowerment* theme that practice during training was essential for them in order to increase self-confidence. They stressed that building up confidence at the same time they increased knowledge influenced them to really apply more effective leadership for specific situations.
- We learned from the *Professional and Leadership/ Management Development* theme about other personal changes, such as staff being more open and willing to listen, and valuing other's participation. This group of respondents pointed out that they understood their changes are a direct result of practicing different behaviours.

Our analysis tells us that there are emerging chains of changes and effects. The respondents easily explain the realised outputs from their participation. They supplement their responses by describing situations where they applied their understanding and ability.

However, we remain aware that the positive expressions given by the respondents sometimes do not well enough describe the bigger picture. For instance, we cannot confirm whether specific practices are frequently applied and to what extent. We remain unclear about the number of staff concerned and the effectiveness of their practices. Moreover, respondents were often reluctant to raise issues about difficulties or challenges of implementation and change.

⁸ Refer to the document *VBANK Strategic Plan 2006-2009*, which was established September 2005.

We recognise that the Impact Assessment contributes vital insight to the quality of VBNK's services and the realisation of impacts. On the other hand, our analysis tells us that in future we will need to probe deeper to further our understanding on what influences and prevents people applying what they learned. Impact Assessment is an important tool to help us continually look into the nature of change and the effects.

VBNK's own learning

As mentioned earlier in the introduction of the report the impact assessment exercise was designed to both identify impact from VBNK services and to be a learning opportunity for VBNK staff.

The VBNK Programme Unit had responsibility for the impact assessment – beginning with the preparation and concluding with the analysis and reporting of information. Most of the staff appeared more confident about doing the assessment compared with their experience in 2006, when they had the task for the first time.

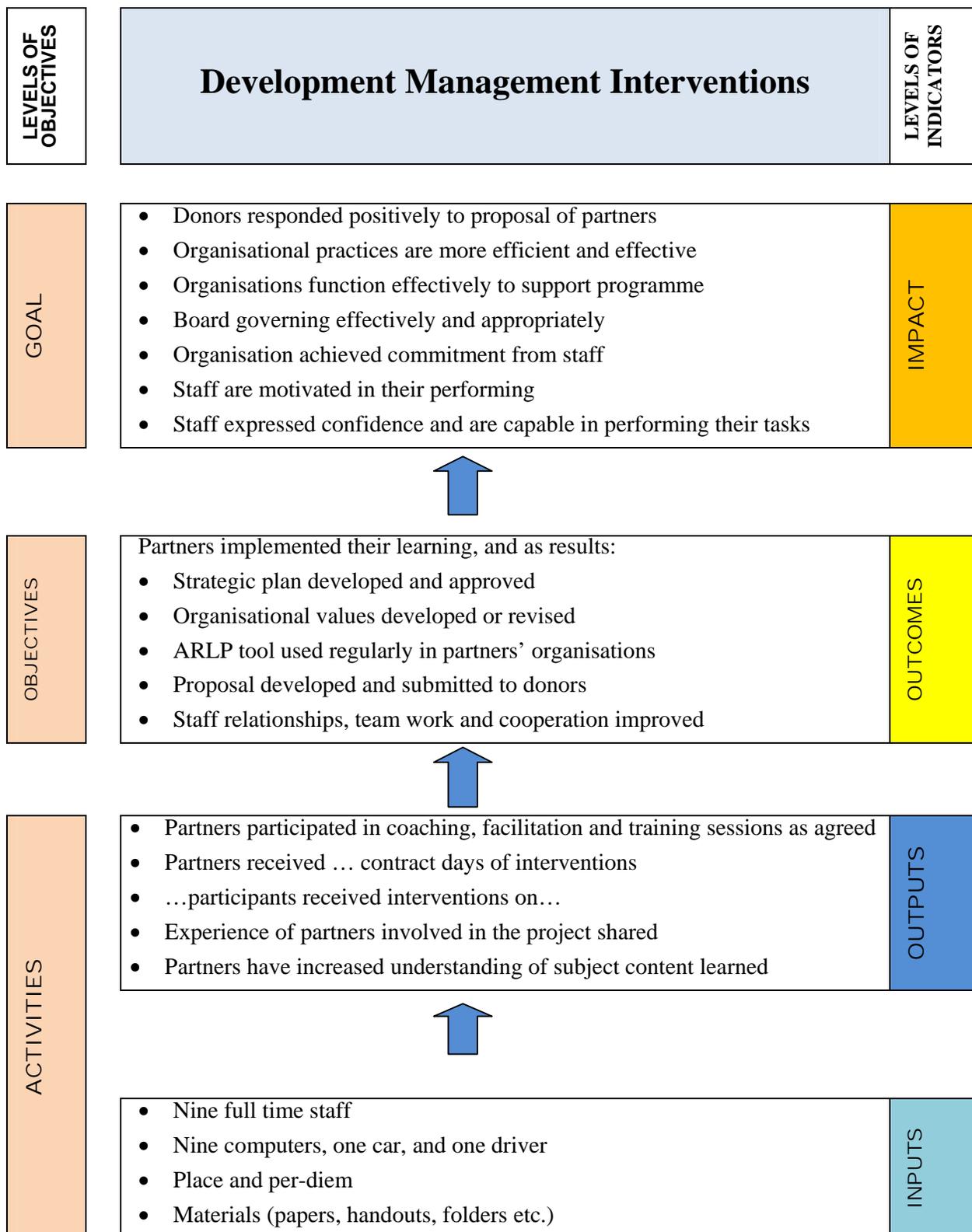
The staff benefited from their tasks in many ways. They learned firsthand from course and programme participants about what took place after their participation in an activity. The explanations given by respondents pointed out what helped them feel successful and confident.

We discussed the preparation for and outcome from the Impact Assessment 2007. (Refer to Appendix 5: *VBNK Staff Reflection.*) We discussed what went well and what did not go well. As a result, we identified what supported appropriate preparation and the facilitation of the FGDs and interviews. The identification of these learning points provides us with a basis for determining future tasks.

Moreover, we will share and analyse our experiences during the 'VBNK Annual Retreat'. The discussions and conclusions will give us direction for the next year for preparing and managing the Impact Assessment 2008.



APPENDIX 1: An Example: Results/ Effects Chain - From Inputs to Impacts



APPENDIX 2: Guide to Focus Group  Discussions  and Interviews

	Introduction	Explain purpose for discussion and clarify participants' understanding.
	Topics to explore	"Exploring - Probing Questions"
<i>Warm up</i>	A. Please tell me what you remember most about your participation in the <u>VBNK course/ event</u>).	a) What was the Topic/title of the course/event? b) What was the Aim and Objectives of the course? c) Who were the participants? What did they have in common? (e.g. position, gender) d) What else do you remember about the course/event? (e.g. process, tools, practice)
Outputs (individual)	B. Tell me what did you get from the training course/ event/ intervention?	a) What are specific examples of <u>knowledge</u> and <u>understanding</u> you gained? b) Do you have more knowledge on content, or more knowledge on process? c) What are specific examples of <u>skills</u> gained?
Outcome (individual)	C. Tell me about what came out when you applied (used) the <u>knowledge and skills</u> you mentioned (outputs).	a) Have you applied the knowledge and skills to your work? If so, what happened? b) What work <u>did you do</u> more successfully? c) What did you <u>produce/ achieve</u> in your work (objectives/ products)? For example? d) What did you improve in your <u>work</u> performance? e) Have you produced something for your team or organisation? f) Did you begin something <u>new</u> in your organisation? What? What was the result?

Continued next page ...

<p style="text-align: center;">Impact (individual level)</p>	<p>D. What were the <u>changes</u> from the <u>outcomes</u> you mentioned? Tell me about what changes you experienced <u>as a person</u>.</p>	<p>a) Do you <u>feel</u> different about your confidence? b) What are specific <u>examples</u> of increased confidence, changes in motivation, or feelings about cooperation? c) What <u>professional ability</u> of yours increased? d) Have your peers said anything to you about the outcomes you mentioned? What? e) Have you received <u>feedback</u> from your supervisor/manager? For example?</p>
<p style="text-align: center;">Impact (organisation level)</p>	<p>E. Tell me about any changes you <u>observed</u> in your team and <u>organisation</u> from the outcomes of your work and your changes in attitude and behaviour.</p>	<p>a) What has <u>changed</u> in your organisation? What is being done better? b) Are there any <u>examples</u> of changed cooperation, e.g. cooperation between staff of different work units? c) What is more <u>effective</u> in your organisation? d) What is more <u>efficient</u> (better <u>quality</u>) in your organization?</p>
	<p>Conclusions</p>	<p>1) Briefly summarise what you found most interesting. 2) Explore respondents understanding on how the inputs made by VBNK (the course/ events' innovations, creativity, methodology, process) led to the outcomes and impacts described already. Which input had the greatest impact? 3) Give an opportunity for questions and clarification.</p>

APPENDIX 3: VBNK 2007 Impact Assessment - List of Respondents

No.	Name	Sex		Organisation			Position	Telephone	Impact Theme	Process	Date
		F	M	LNGOs	INGOs	Others					
1	Warren Climenhaga		✓		WVC		Operations Director	023 216 052	Professional and Leadership	Interview	15/08/07
2	Brom Sambo		✓		WVC		Staff Capacity Building	012 573 826		FGD	14/08/07
3	Chea Sopheap		✓		WVC		Sponsorship Operator	092 999 469			
4	San Chey		✓	KIND			Director	012 445 642	Professional and Leadership	FGD	13/08/07
5	Im Mavuth		✓	BK			Project Coordinator	092 909 967			
6	Teng Saroeun		✓	SPIR			Project Manager	012 728 833			
7	Phat Thomas		✓			HKL	HR Manager	012 775 352	Professional & Leadership	FGD	14/08/07
8	In Socheata	✓				HKL	Training Coordinator	092 731 718			
9	Tith Kanika	✓		KMR			Leader Manager	012 680 885	Facilitative Learning Process	FGD	13/08/07
10	Chim Bunchenda	✓		BS			Team Leader	012 773 982			
11	Chhloeum Savin	✓		AS			Project Manager	012 641 690			
12	Kim Chhanvy	✓		SABORAS			CCRP Project Manager	053 952 436			
13	Chun Maly	✓		SABORAS			AYP Project Assistant	012 969 588			
14	Pao Sarben		✓	AMARA			Trainer	012 915 435			
15	Pok Socheat		✓	BFD			Brand Manager	012 726 191			
16	Hong Say		✓	VSG			Vice Director	012 716 991			
17	Chea Sambath		✓	VSG			Project Officer	012 899 598			
18	Sim Samkhan		✓	VSG			Project Officer	012 417 103			
19	Sa Kim Sorn		✓	KRDA			Coordinating Committee	012 530 548	Professional & leadership/management development	FGD	14/08/07
20	Than Rithy		✓	SCO			Executive Director	012 918 333			

Report - Impact Assessment 2007

21	Chay Soeurth		✓			CRC	Admin-Finance Officer	012 435 355	Professional & leadership/management development	FGD	14/08/07
22	Sum Sam An		✓			CRC	Brand Director	012 948 127			
23	Ngin Sarin	✓				CRC	Development Officer	012 197 2983			
24	Heng Sophat		✓	PADEK			Team Leader	012 961 036			
25	Ly Sophal		✓	APA			Project Manager	012 675 941	Professional & leadership/management development	FGD	13/08/07
26	Thy Poav		✓	BOICD			Deputy Director	092 698 344			
27	San Sunthan		✓	CIDC			Project Manager	092 743 317			
28	Heang Phyrun	✓		MODE			Programme Coordinator	012 235 953	Facilitative learning process	FGD	13/08/07
29	Ly Khom		✓	BFDK			Director	012 734 467			
30	An Sokchea	✓		BFDK			Staff	012 524 051			
31	Chum Chanputhea	✓		COW			Director	012 784 122			
32	In Sophat		✓	COW			Staff	092 903 101			
33	In Sophat		✓	COW			Staff	?			
34	Ngoun Chantha		✓	COW			Staff				
35	Prum Thoeun		✓	SCC			Director	012 901 738	Organisation Development	FGD	13/08/07
36	To Morokot	✓		SCC			Programme Officer	012 497 253			
37	Sim Bunchhoeun		✓	SCC			Programme Officer	012 667 483			
38	Kang San		✓	TPO			Programme Coordinator	011 871 552	Organisation Development	FGD	13/08/07
39	Leav Tinna	✓		TPO			Office Manager	012 392 624			
40	Bou Vannary	✓		TPO			Provincial Coordinator	012 940 598			
41	Chou Vivath		✓			HI-Fra.	Project Manager	012 812 990	Organisation Development	Interview	13/08/07
42	Chea Sophal	✓				HI-Fra.	Head of section	012 705 166			
43	Ly Pheara		✓	AHRDHE			Director	012 646 989	Professional	Interview	14/08/07

Report - Impact Assessment 2007

44	Eang Phakdey		✓	DKC			Director	012 737 271	& leadership/ management development				
45	Sok Saly		✓	CADET			President	012 775 997					
46	Nuon Vibol		✓	ABC			Project Coordinator	012 988 909					
47	Tep Sau vorak	✓		BK			Project Coordinator	012 759 448	Women Leadership & empowerment	FGD	14/08/07		
48	Vuon Soviry	✓		WMC			RS Manager	012 945 728					
49	Srun Vicheara		✓	YRDP			Volunteer	092 648 295	Social dialogues and creative learning process	FGD	14/08/07		
50	Sous Kereya	✓		KYA			Peer	012 918 906					
51	Lang Nheth		✓	KYSC			Staff	012 790 436					
52	Yeap Malyno		✓	YCHD			Staff	012 658 141					
53	Mak Lyma	✓		SPAD			Staff	016 796 455					
	Totals	18	35	31	2	2							

APPENDIX 4: Example for Guidance on Writing the Report

Theme of Impact Assessment:
<p>EXPECTED IMPACT:</p> <p>Key Words: positive change in an organisation; effectiveness and quality of development practice; management; learning; innovation; creative methods</p>
<p>METHODOLOGY:</p> <p>Interview with _____. The organisations involved are:</p> <p>Focus group discussions with a total of <u>xx</u> participants in <u>xxx</u>. What did they have in common? (e.g. position, gender)</p> <p>Review of relevant documents for more information, such as:</p>
<p>DESCRIPTION OF OUTPUTS:</p> <p>Did the persons concerned increase understanding and ability?</p> <p>Summarise the outputs - consider clusters, e.g.: (a) gained knowledge; (b) increased understanding; (c) acquired/ practised skills; (d) learned about process not just content; (e) received samples/ guidelines</p>
<p>DESCRIPTION OF OUTCOMES:</p> <p>What did the persons concerned apply from the above mentioned <u>outputs</u>?</p> <p>Summarise how each of the above <u>outputs</u> were applied - consider clusters, e.g.: (a) standards and qualities established for preparation; (b) supervisors or managers decided/ initiated/ delegated; (c) completed ___ tasks effectively; (d) products (e.g. policy, procedures, system, strategic plan) in place.</p>
<p>ASSESSMENT OF IMPACTS:</p> <p>There is evidence that there were different kinds of <i>changes</i> . . . Some significant examples of changes are at:</p> <p>Individual Level: (changes in attitude and behaviour)</p> <ul style="list-style-type: none"> - Several persons expressed that ____ (e.g. capable to do; less time to do quality) - Many people felt that _____ <p>Organisation Level: (changes in the internal situation)</p> <ul style="list-style-type: none"> - The directors/ managers expressed satisfaction with (e.g. delegation, performance) - The organisation received recognition for . . .
<p>SUMMARY OF ANALYSIS: This is <u>your</u> brief conclusion!</p> <p>What can you conclude about your analysis? What did the VBNK team learn about?</p> <p><u>For example:</u> relationship between output and outcome (Was there an effective use of output?) What is positive? What opportunities were missed?</p> <p><u>For example:</u> How did VBNK's innovative or creative process have an influence on outcomes and impacts? Which <u>VBNK input</u> had the greatest impact?</p> <p><u>For example:</u> Outcomes created results and changes for the individual and/or organisation: - What enabled or blocked making an impact?</p>
<p>Names of the VBNK Team that completed the assessment for this assessment theme focus:</p>

APPENDIX 5: VBNK Staff Reflection⁹

1. Actions

- Designed and prepared for impact assessment
- Logistical arrangements
- Conducted FGDs and interviews
- Analysis of information and report writing

2. Reflection on:

2.1 General feeling:		
<ul style="list-style-type: none"> - Not familiar with the contents therefore challenged in asking questions. - Enjoyed the learning process of impact assessment. - Did not concentrate well on analysis the report. (Concerned about other workload "LAAR".) - Understand the process better than last year. - Challenges caused by overlapping schedule. - Well prepared . - Participants well prepared, too. - Young is more assertive than elder persons. - Theme OD was easy to collect information. - Issues of inconsistency of questions used by team. - Difficult to cluster the participant's responses. - IPP and LAAR understood and responded to questions well. 		
2.2 Preparation		
What went well	What went not well	Interesting point
<ul style="list-style-type: none"> - Logistics well organised - Key informants are informed well - Have enough time and team compositions - Teams are responsible and engaged - Have chance meeting and clarifying issues/questions and practices prior to actual conduct of IA - Team supported each other - Clear guidelines 	<ul style="list-style-type: none"> - Inconsistent in asking question - Some teams did not conduct dry run - Some respondents did not show up for FGD - Too many teams work on one theme. This causes consuming time for preparation and difficulty to analyse. 	<ul style="list-style-type: none"> - TA support - Feel not confident in writing summary of analysis - Difficult to express terminology use in report

⁹ The VBNK Programme Unit organised (on the 17th of August) an internal review and reflection about Impact Assessment 2007.

2.3 FGD and Interview		
What went well	What went not well	Interesting point
<ul style="list-style-type: none"> - Some informants are very committed to come on time - Clear questions – meaningful answers - Informants are well prepared. They shared ideas confidently. - Good relationship between VBNK staff and key informants - Flexible process - Explain our IA's objective clearly to informants - Good/active participation 	<ul style="list-style-type: none"> - Some key informants drop off and some others came late - Some informants are talkative and dominate others - Sometime informants shared/discussed out of track 	<ul style="list-style-type: none"> - Relaxed and fun in the process of FDG - Informants feel like new learning - Difficult to draw impact under theme "Facilitative process ". Participants refer to facilitation, which they did for their training/project activities. - Most informants felt very positive with our services - Feedback about VBNK service is using English in training session.
2.4 Analysis/Report		
What went well	What went not well	Interesting point
<ul style="list-style-type: none"> - Information flowed and connected from one heading to other. Example, output, outcome, impact. - Team shared/ refreshed information and analysed together - Have format 	<ul style="list-style-type: none"> - Number of pages is limited for reporting - Ensuring reader will understand what we wrote - Difficult to find right key words - Not all members in team involved in analysis 	<ul style="list-style-type: none"> - Difficult to write summary of findings - Difficult to cluster ideas
3. Learning		
<ul style="list-style-type: none"> - Aware about contents/course helps facilitator to be more flexible and able to use probing questions well. - Being well prepare helps facilitator to be confident and flexible. - Flexible process/question helps facilitator to collect all necessary/relevant information. - Focus (one question - one purpose) helps respondents provide appropriate answer. - One team focus on one theme ensures better quality of work. - Inconsistency in asking questions by different team members during FGDs led to wasting time and lack of information needed. - Relaxed process and friendly environment encouraged informants sharing/ giving feedback contributed to better quality of information needs. 		

APPENDIX 6: List of Acronyms

Acronym	Full Name
ABC	Association of the Blind in Cambodia
AHRDHE	Association for Human Resource Development and Health Education
AMARA	AMARA
APA	Angkar Ponleu Akphiwat
AS	Aphiwat Strey
BFD	Buddhism for Development
BFDK	Buddhism for Development Kampong Thom
BK	Bandos Komar
BOICD	Buddhism Organisation and Indigenons Communities Development
BS	Banteay Srei
CADET	Cambodian Association for Development of Economic Together
CIDC	Cambodian Islamic Development Community
COW	Cambodia Organisation Women Support
CRC	Cambodian Red Cross
DKC	Development of Khmer Country
HI (France)	Handicap International (France)
HKL	Hatha Kaksekor
KIND	Khmer Institute for National Development
KMR	Komar Rikreay Association Center
KRDA	Khmer Rural Development Association
KYA	Khmer Youth Association
MODE	Minority Organisation for Development of Economy
PADEK	Partnership for Development in Kampuchea
SABORAS	SABORAS
SCC	Salvation Center Cambodia
SCO	Sataphana Chivit Organisation
TPO	Transcultural Psychosocial Organisation
VSG	Village Support Group
WMC	Women's Media Centre
WVC	World Vision Cambodia
YCHD	Youth and Child Hope Development
YRDP	Youth Resource Development Programme