

Are there shifts in thinking and
ways of behaving?

VBNK Annual Impact Assessment 2011



A Story of Change

My name is Pok Yeim, female. I am 21 years old. I live in Kiri Meanon Village, Ampel Commune, Siem Reap District, Siem Reap Province. I am lucky to have been selected for the [women's empowerment] training facilitated by VBNK.

Before attending the course, I was a woman who often had a short-temper. I envied other people and I did not have many friends. I did not have much courage to make decisions or to decide to do anything. I was very shy and afraid of others (not able to talk in a relaxed way with others who are more powerful, higher social class than me.)

Every day, I told myself that I am a useless person. I do not have any knowledge and do not know what to do for a better future. I am hopeless. I am not interested in anything social. I never thought of having a future plan for my life. I did not have skills- like public speaking and presentation skills, negotiation skills, teamwork skills, and leadership skills.

However, after attending the course, I feel that my attitude has changed. I have become a new person (a new me). I enjoy chatting and having fun with others. I am not as shy as I was before. I am brave enough now to take action and make decisions for myself. I like listening to others' ideas. My short-tempered behaviour is reduced. I talk politely with others. I have become a gentler person.

To conclude, the [three training modules] really helped build my self-confidence. I have hope for the future.

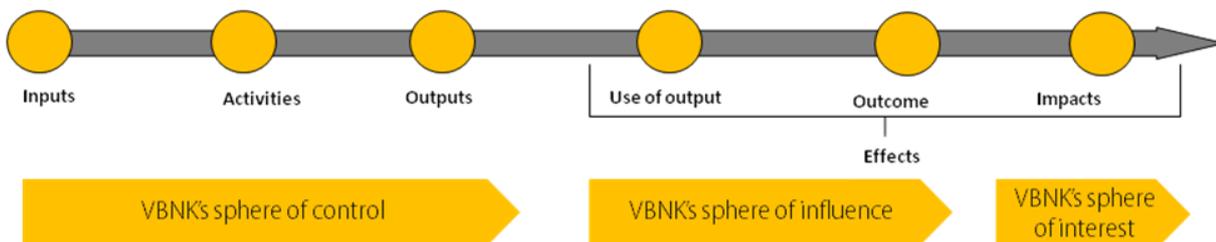
Contents

Introduction	1
The focus areas.....	2
<ul style="list-style-type: none"> <input type="checkbox"/> How has the ‘learning forum’ challenged our facilitation practice and thus influenced our own action learning? <input type="checkbox"/> What influenced an empowerment approach in a Skills Development Training programme? <input type="checkbox"/> How is development supervision and coaching perceived by VBNK staff and is it reaching its goal of supporting and enabling staff to grow and learn? How is VBNK dealing internally with women’s empowerment, and what has been the effect? 	
Key findings	5
What does it mean for our work?	9
Recommendations	11
Annex	
Results chains	13

Introduction

Over the years, our annual Impact Assessment (IA) study has provided evidence of professional growth and increased self-confidence, increased work abilities and improved work performance that could be attributed back to our services. We have also been able to reflect on our own performance and where we are on track towards achieving the annual plan commitments and contributing to our strategic objectives. IA results have also led us to identify where our work performance has been inconsistent and where there have been difficulties achieving what we set out to do.

At the start of 2010 we allocated time to critically review our design, monitoring and evaluation framework. This led us to define a more comprehensive framework that incorporated the results chain as a descriptive tool. Thus, we created a diagram to distinguish what we can *control* and *influence* from our sphere of *interest* (positive social change). The results chain includes 'use of output,' an element that allows us to distinguish between levels of effects. This is of particular value in our work as it allows us to focus on how individuals, teams and organisations are applying their learning.



We also tested out these assumptions that shape how we approach capacity development:

- Capacity development requires a long-term commitment to a process of change and needs to occur at multiple levels in an organisation for learning to take root;
- Learning only takes place when applied into practice;
- If we are to be effective in our work, then we need to challenge the status quo;
- Creative approaches (e.g. art, theatre, role playing) encourage individuals to un-learn and let go of old habits;
- Equitable and trustful relations and processes that encourage peer learning and reflective practice are a key condition of learning;
- Competence derives from skills and confidence to apply these skills. Other qualitative factors – like trust, pride and commitment – are also fundamental in the condition of learning and in the process of achieving capacity.

Impact Assessment 2011 extends the story lines that emerged during the 2010 Impact Assessment, firstly, how participants are describing their journeys of change and the factors that influence their learning. Secondly, how (and how well) we are challenging the approaches we take in our work, and the results that we attribute back to VBNK. Thirdly, testing out our commitment

to demonstrating what influences empowerment within VBANK, and if there is carryover into our training and capacity development services.

IA 2011 included assessing how we had responded to critical findings raised at the end of IA 2010, for instance, the need to strengthen VBANK's approach to development supervision and to consolidate the application of the results chain for programme design, monitoring and evaluation.

Three overarching questions were selected as the focus areas for IA 2011.

- Focus area 1: How has the '**learning forum**' approach challenged our facilitation practice and thus influenced our own action learning?¹
- Focus area 2: What influences define an **empowerment approach** in a skills-development training programme?
- Focus area 3: How is **development supervision** and coaching perceived by staff, and is it reaching its goal of supporting and enabling staff to grow and learn? How is VBANK dealing internally with women's empowerment, and what has been the effect?

A team, comprising two or three VBANK staff was assigned to each of the focus areas. Each team was responsible for all steps of the evaluation from the preparation through to final reporting. Preparation for all teams included organising focus group discussions and in-depth interviews.

For the focus areas on Learning Forums and Empowerment in Skills Development Training we included in our preparation a review of the results chain for the specific programme/ learning event. This allowed us to design research questions on each segment of the respective results chain (see Annex for detailed results chains and key questions).

The focus areas

Focus Area 1: How has the learning forum challenged our facilitation practice and thus influenced our own action learning?

VBANK has been initiating Learning Forums (LFs) as one of the options to influence capacity development, both for forum participants and the facilitators of the forum. Since 2007, VBANK has applied the learning forum approach in different learning events, for example, the annual community based conversations, the learning forums for female and male police officers to promote gender equity in the workplace, and the community mentorship programme to strengthen the demand for good governance.

VBANK strongly believes that the LF approach meets the development needs of Cambodian context in several ways:

¹ Learning forums bring together a select group of individuals to engage in face-to-face dialogue and collaborative problem solving around key workplace issues. While each forum always has an overarching focus, the agenda is not overly prescribed. Instead, a series of interactive and creative processes are planned that provide space for participants to surface issues that are important to them. The intention is to move participants beyond an expectation of learning led by trainers.

- First, it provides a safe environment where debate and the exchange of different ideas can occur.
- Second, it allows people to listen to and learn across difference (ages, professions, gender, etc.).
- Third, it draws on existing Cambodian knowledge, thereby increasing confidence and ownership.

LFs bring together a selected group of individuals to engage in dialogue and collaborative problem solving around issues that they identify as critical. In each LF there is always an overarching focus, which is usually expressed as a question. However the agenda is not overly prescribed. LF facilitators apply a series of interactive and creative processes that encourage participants to listen to one another and provide space for them to raise issues that are important to them.

This focus area aimed to better understand what it takes to help participants to draw on their own strengths and to move beyond an expectation of learning led from the outside. For example, what influences participants and facilitators alike to commit to genuine participation and co-learning?

We selected respondents comprised of NGOs staff, female police officers and community members who had engaged in different VBNK learning forums in 2010. They were invited to join focus group discussions. We facilitated five FGDs with the participation of 35 respondents, which included 24 women.

Focus Area 2: What influenced an empowerment strategy in a Skills Development Training programme?

Our priority was on an empowerment approach in a skills development programme, because we believe that learning does not end with gaining new understanding and skills. The assessment task was to determine if there was a further result when individuals (in this case, female garment workers) made *choices, applied their understanding and skills, and transformed those choices into decisive actions and positive outcomes.*

Our assumption was that if, in skill training sessions, the participants build close relationships, respect and encourage each other, then they will have increased positive feelings about themselves, and act more bravely and more confidently when they respond to events in their life, both at the factory and at home.

VBNK trainers have been working together since 2009 with trainers from CARE Cambodia and have provided training for improving the capacities of the female garment workers in the workplace and in life skills. The initiative, known as PACE (Personal Advancement and Career Enhancement),² is a Gap Inc. 'Signature' Programme', which sets out to empower and build educational and workplace skills of young women age 18-30 years employed in Gap-contracted factories. The female participants attend a series of 90-minute training modules scheduled after the day shift and before the night shift. VBNK trainers facilitate four modules (communication, problem solving and decision making, time management and personal financial management).

²The International Center for Research for Women (ICRW) has been supporting Gap Inc.'s initiative on women's empowerment and work place advancement. The program focuses on garment workers in select facilities in which the company manufactures product and in the communities in which those garment workers live. The Cambodia in-country partner is CARE, and VBNK has a sub-contract with CARE for training delivery.

CARE trainer/facilitators provide training on three additional modules (gender, literacy and health and nutrition).

We designed our IA 2011 to collect **evidence on work place changes and personal change** by looking at how the female garment workers made use of the knowledge and skills gained from PACE training sessions. We wanted to learn **what influenced the women to apply their learning** and make a decision to behave differently. We also looked for evidence on what led to having more confidence and trust, and having less fear.

We sought out three groups - female garment workers who attended training in 2009 or 2010, female garment workers who were promoted after attending the training, and line supervisors. We wanted to hear about the workers' experiences after completing the PACE training. In addition, we wanted to hear from the supervisors about their observations of differences between the behaviours and performance of women who attended or did not attend the training.

We selected female garment workers who had already completed the training, so that we could learn from them what relevance the training had 12 to 20 months later. In addition to this group were two women who had received a promotion after the training cycle in 2009, and another five women promoted after completing training in 2010. There was a total of twenty-five respondents: 14 female garment workers (7 attended the training in the year 2009, and 7 participated in 2010) and 7 line leaders (female) who had been promoted since completing the PACE training sessions. The third group selected were 2 supervisors and 2 line leaders.

We organised two in-depth focus group discussions with the female garment workers. In addition, the team conducted in-depth interviews with the garment workers who had been promoted to leadership positions. There were also in-depth interviews with supervisors.

The questions asked by the VBNK team aimed at identifying what has been going well for the female garment workers, and what they perceived as the reasons. The questions were linked to the objectives of the PACE training modules, which included:

- Identifying their own problems, analysing the causes and making a plan to address the issues.
- Building trust and good relationships with colleagues.
- Prioritising tasks and negotiating time within the workplace and at home.
- Making a plan on what and how to communicate within the workplace and at home.
- Following their own plan for managing money and increasing savings and/or reducing expenses.

Focus Area 3: How is **development supervision** and coaching perceived by VBNK staff and is it reaching its goal of supporting and enabling staff to grow and learn? How is VBNK dealing internally with women's empowerment, and what has been the effect?

As a learning organisation in capacity development, VBNK strives for a team of staff that apply a set of beliefs and values that not only influence self-learning but clearly affect how our programme participants learn. In so doing, we have agreed that managers (supervisors) are accountable for enabling others to learn and grow and for supporting staff to learn through the performance of their work. Attention is given to challenging and changing patterns that shape our relationships and learning; and time is consistently allocated for critical reflection and learning.

Development supervision (DS) and coaching have been an integral part of VBNK's practice for a number of years. Nevertheless in IA 2010, staff members reported that the DS conversations were not inspiring; nor were they encouraging them to take more control of matters for which they are responsible. Staff also gave priority to strengthening the ability to give and receive constructive feedback. Consequently, we implemented specific interventions to respond to these concerns. For example, time was allocated during Learning Weeks to discuss and learn more about coaching and development supervision and to practise the skills necessary for purposeful conversations. IA 2011 thus set out to review how effective the extra input had been by examining how development supervision and coaching have contributed to staff learning and empowerment.

Empowerment, as part of VBNK's vision, has been evident in internal efforts and external services. IA 2011 offered an opportunity to look closely at what we understand by empowerment and what we have been doing to influence change.

In order to gather as wide a view as possible, and enable people to feel heard and trusting, we decided to undertake individual interviews as well as focus group discussions with a sample of staff that were representative of the whole staff. We interviewed 6 individuals, 3 of whom were supervisors and 3 supervisees. Of these, there was only one woman, a supervisor. In addition we conducted two focus group discussions, one with only supervisees and the other with people who had been in both positions, but we asked them to respond from their position of supervisor. The focus groups included 2 female and 3 male supervisees and 2 female and 3 male supervisors.

All together, we gathered the ideas of 16 staff members: 5 females and 11 males and 8 supervisees and 8 supervisors. This represents approximately 44% of staff. The male/female ratio of the sample is similar to the whole staff (33% to 66%). However, the ratio of supervisors to supervisees among the whole staff is 30% to 70%, whereas our sample was 50% to 50%.

Key findings

As mentioned in the Introduction, the teams responsible for the focus area on Learning Forums and Empowerment in Skills Development Training incorporated a review of the results chain into their inquiry. The teams were able to collect significant evidence to describe the 'outputs' achieved. While there was less evidence about the 'use of outputs' or the 'outcomes', there was evidence of changes and effects and observable influences on learning and adaptation. Specific examples of this evidence are included in the summary findings and discussions below.

Do learning forums challenge our facilitation practice?

- The LF approach encouraged participants to be confident in their own knowledge and to set their own targets for what is to be achieved.

"I feel closer to equally talk with each other in this forum even with the higher and lower rank officers," stated a female police from Kampong Cham in the second learning forum.

- The findings confirmed that the LF approach had challenged the participants to think about their behaviour. There were examples of a shift from a dominant pattern of complaining and criticizing towards more actively joining together in problem solving. The LF participants claimed that this experience empowered them, built confidence and encouraged them to openly listen to and accept others' ideas. A young man (a youth community volunteer) and a woman (who serves as a member of a Commune Committee for Women and Children)

described change in their practice that they attributed to their participation in a community conversation:

“I have come to understand more about critical issues that communities are facing and I have thought more about practical solutions, which are concrete and useful for my community. Most importantly, the process helped me to think deeper and to be more critical.”

“After the community conversation, I have a feeling that I should try. From that time onwards, my inner motivation encouraged me to ask questions and share/ express ideas, involve in conversations and discussions i.e. with other colleagues and my boss, dare to give suggestion and make requests. Over the year, I am now feeling confident”.

- The participants expressed their appreciation of the creative methods that had been used and the way the VBNK facilitators managed the learning atmosphere that made them feel safe and brave to speak out. They valued the opportunity to engage with different groups (e.g. youth and elders, government and non government) to work together, build relationships and strengthen their networks.

A middle-aged woman from Kandal province summed up her experience. *“At first, when I came to the community conversation I saw myself as a person with low knowledge compared to people from NGOs and from the Government. In fact, the process encouraged me a lot to speak from my heart about what I wanted to say. I am happy and I would like the council members in my commune to join this conversation next year”.*

- Participants who were trainers in their own work reported that they were struggling to adapt the action-oriented and participatory learning approach that they experienced during LF. They observed that the approach is effective, but also time consuming. Two Police master trainers summarised their experience.

“After the LFs, we were aware about the amount of contents we can grasp for one day and how the participatory methods...helped participants learn both hard and soft skills. We therefore had to cut some of our technical contents to accommodate the participatory process we now apply in our trainings. But most of the time we found it difficult to decide which content we need to cut out”.

Our own internal reflections led us to identify challenges the VBNK facilitators face during the learning forums.

- The facilitator must avoid taking on the role of the resource person (the specialist knowledge holder) and, instead, encourage participants to trust in their own strengths and create their own agenda. As the same time the facilitator must maintain credibility with the participants. When a facilitator asks questions in place of giving answers, s/he can be seen as lacking by participants who are accustomed to being told the ‘right’ answers.
- As noted, creating a safe space is integral to the approach. However the facilitator can sometimes fall back on being cautious, choosing to maintain a positive and comfortable environment and accept answers at face value. This gets in the way of probing beneath the surface or of challenging socially accepted behavioural norms.
- The facilitator must demonstrate flexibility and a willingness to step outside her/his comfort zone. She/he needs to be aware of her/his emotions, biases and blind spots and make sure these do not surface. This requires considerable confidence and ‘artful’ facilitation – an ability to simultaneously manage purpose (staying on course to achieve the desired results), to manage process and to manage relationships (with the group).

What influences an empowerment approach in a Skills Development Training programme?

- The creative approaches facilitated by VBNK while providing skills training encouraged participants to build good relationships with each other through sharing their own stories. The approach encouraged the female garment workers to strongly participate in the training sessions. This transferred across to the workplace:

"I understand that helping another is very important for me (when I help my friend who cannot finish sewing on time, I get help back from my friend later). Helping each other makes me have friends and my work runs smoothly."

A garment worker told us about her change. "In the past when I talked with men, I am very shy and scared, I cannot find words to speak to him. But after I practiced role play in the class and understood the concept of assertive communication, I don't feel scared talking with men because I have a clear reason when I talk with them."

- Communications between workers and supervisors have also been going well. There were numerous examples cited of staff helping out and an awareness of work performance. The garment workers attributed this being 'braver' in speaking out, asking questions and sharing information with each other.

"As a line leader, I can say that before PACE training, my staff spoke rudely to each other, there were conflicts ---not speaking to each other for more than one year. The effect of this change is that they produce output on time with quality and the quantity required."

The line supervisors confirmed these reports, referring to improvements in work quality.

- There was agreement among almost all respondents that there has been a strengthening of relationships and building-up of trust and support in the workplace. Some respondents reported that their relationships with family members had also improved – they described feeling closer, better understanding, and being more tolerant and forgiving.

One woman who had been promoted line leader spoke about her home life in this way:

"I did not listen to my parents and or my brother and sisters when they advised me (I did not want to meet them---I lived alone). After training, when my parents argued with me, I spoke gently and explained my reasons. I was patient to listen to them and expressed empathy. Seeing this, my parents changed their attitude to listen to me....Before, my mum thought that the "cake is not bigger than the basket". (Young have to respect elders---not reply when parent orders the child to do something, like choosing a husband. Just follow the elder's decision.)"

- The female garment workers reported increased confidence in doing their work and problem solving. Some of the garment workers have been subsequently promoted to become line managers, which is an aim of the programme. The expectation is that through the PACE training, the garment workers will increase their ability and confidence to give and receive feedback, decide when there is a problem in the line; dare to speak up and seek help; and ask and answer questions.

A supervisor explained, "I did not spend lengthy time to explain when I asked them to do something, because they are now more pro-active to ask colleagues to help improve their ability (sewing), they dare to make decisions by themselves."

- In summary, the female garment workers stressed that their work life is now better, because there is clearer and more supportive communication, more cooperation and more trust and openness.
- There were few examples given about having more control over personal financial matters. The reality is that after the women have set aside money for daily expenses and sent money home to families, there is not a lot of room for saving. However, one worker told us how she was managing her money:

“I made the savings table (purposeful budget plan). It helped me to know what I needed to spend, and I reduced in spending money on unnecessary things. Now I have money to send to my mum at province.”
- While the line leaders reported feeling more confident about making decisions at work, they still face challenges in dealing with top leaders/managers. They attributed this to differences in nationalities and culture (e.g. between Chinese managers and Cambodian workers) and a long history of hierarchical practices in the factory that are difficult to change.
- Six of the workers who attended training in 2009 and 2010 had been promoted to line leaders following the training. The factory managers felt that the training programme aligns well with the factory’s promotion plans, as decisions about who to promote are based on skills and the ability to sew on 2-3 different machines and maintain quality; being brave to speak out, seek help, and ask and answer questions; and willingness to give and receive feedback, particularly when there is a problem in the line.

Is development supervision (DS) achieving its goal? How are we empowering women within VBNK?

- This year staff appeared more positive about DS than in 2010. Staff recognised that DS helps build relationships between supervisors and team members, helps with the work and with reflection, and can build trust. However, there was also a general sense that the most useful aspect of DS is to improve staff performance. Only a few, mostly supervisors, indicated that they knew it ‘should’ be about other things too, such as building capacity through skills development, building supportive relationships, encouraging reflection and problem solving. Everyone agreed it is important to continue working on improving the way that DS is conducted.

“I would like to focus more on long term career path and building professional skills of staff, but it seems there is only time for a performance focus.”

A male manager said, “I have learned to follow up and challenge staff’s behaviour because sometimes they accept the feedback but [in fact] there is no change in their behaviour.”
- All respondents saw DS as being designed to benefit staff, to hear feedback, get advice, and to see what their strengths and weaknesses were. One supervisor said he had learned to be more open minded about feedback; another said she had found new ways to supervise and adjust supervision to suit individuals; and another said that sometimes they learn new technical skills from their supervisees.

“Seeing staff’s appreciation helps us know what we are doing well,” summarised a female supervisor.
- Respondents also recognised that DS is useful in helping them set their objectives for the annual appraisal.

“DS helps staff to achieve their objectives because it focuses directly on those objectives”
(female manager)

“DS is part of our annual appraisal. The process can let me know quickly about my performance and will lead my annual appraisal to go in a better way.” (staff member)

- One supervisor reported that his skills in questioning and analysing have improved through conducting DS. Another person said it has encouraged her critical thinking. A male staff member said he found DS ‘relaxing’ and is happy to do it, seeing it as a chance for two-way feedback. Another said that he would like DS to be used as an opportunity to develop report-writing skills but that this did not happen currently.
- While all respondents felt that DS helps them build better relationships and to increase their self-confidence and responsiveness, there is still a view that DS is a requirement rather than something worthwhile. What was most striking about the responses is that while each person has a perspective to offer, there is no common view of DS.
- Most staff members agree that overall there is a respectful relationship between men and women at VBNK. Both men and women said they thought that the women have been taking more responsibility, initiative and ownership. Examples were given on women acting as role models for trainees, making decisions, taking the lead on translation and demonstrating more confidence. Nevertheless there are diverse views about women’s empowerment within VBNK. The views particularly seem to differ between the men and women. Neither the men nor the women had consensus on what was actually missing and practiced.
- There is a general belief among female staff that internal women’s empowerment has gone backwards in the past couple of years. In fact, a few people said that the women’s empowerment ‘programme’ seemed not to operate any longer, or that it was a long time ago. For example, there has been less time spent on women’s group activities/ meetings.

What does it mean for our work?

IA 2011 has helped identify what is going well, and why, as well as areas of our work that demand improvement. The findings also shed light on where we have common understanding, and where we are not yet speaking with a common voice.

Relationship Building

There were numerous references to relationship building across different contexts (Learning Forum conversations, skills training sessions and internal development supervision).

- There are several instances where we noted a connection between relationship building and creating more trust and openness. This confirms the assumption that relationship building is an important precursor in the Cambodian context to building the confidence needed to apply skills learned. However, our analysis fell short of clearly describing what influenced building the relationships and how trust was both built and demonstrated.
- We make a claim that relationship building (*based on trust, understanding and respect*) is influenced by the facilitators’ practice of deep listening, skilful questioning and creative activities, which encouraged genuine participation. If this is so, is this a skill set practiced effectively by all facilitators?

- This question about a skill set for building relationships is also relevant to discussions on improving development supervision. What competencies are we expecting supervisors to demonstrate and are these competencies evident in all supervisors?

Co-learning and facilitation methodology

- Our analysis shows that there is a clear connection between building relationships, facilitation approaches and co-learning. We tested again our assumptions about capacity development and how the facilitation methodology supports participants to recognise and draw on their strengths, and to identify what is holding them back in changing their way of thinking and their behaviour. In the Skills Development Training and the Learning Forums, the facilitators encouraged participants to trust in their own strengths, speak about their own situation, and make decisions on matters that have an affect on them.
- The evolving nature of the Learning Forum agenda requires the facilitator to demonstrate flexibility and an ability to step outside her/his comfort zone. It is critical for a facilitator to maintain credibility with a group of participants. The factors that influence credibility are, for example, being seen as not knowing, allowing emotions, biases or blind spots to come into the room, or challenging socially accepted behavioural norms. This requires considerable confidence and 'artful' facilitation, which leads to a number of important questions: are we addressing our own fears to engage in conversations about sensitive issues? Are we recognising and challenging how our attitudes and beliefs block learning and change? Are we engaging in critical reflection to get in touch with how attitudes and beliefs hold us back?
- We stress that learning events must encourage participants to learn from each other, rather than depending solely on the inputs from the trainer/ facilitator. We also stress that the trainer/facilitator can and should also learn from the participants. However, while there are many descriptions about what participants learned, there is less attention to describing what the trainer/ facilitator took away from the event.

We believe that co-learning occurs when the facilitator demonstrates commitment and self-awareness, critically examines her/his own blind spots, and displays willingness to take risks. Without doing so the facilitator limits her/his own growth. We believe that the facilitator must act as a role model in this process of co-learning, involving her/himself in discussions, reacting authentically, and speaking about her/his lived experiences. These assumptions need to be more critically examined through strengthening and documenting team reflection and learning.

- Within VBANK, DS is seen chiefly as an activity for the benefit of the staff person, not the manager. Supervisors found it very difficult to think about how DS could be of benefit to them. If it is not seen as a means of co-learning, then perhaps this contributes to the declared lack of prioritisation of the activity and to the emphasis on performance appraisal, rather than on support and development.

Empowerment

In searching for evidence of empowerment, we discovered that we did not have the same understanding about what to look for. Consequently, we have gained insight to what is often quickly mentioned about 'empowerment' and what is not spoken about.

- Respondents who participated in the PACE training and those who participated in a Learning Forum described how the learning event was beneficial because it focused on the 'real situation' of the participants. They also described how drawing on the 'real'

situation/examples increased their confidence to express themselves. In previous years, we have described how creative processes – drawing, role play and the like – help participants break away from the patterns of the past and which might inhibit speaking out. The discussions with the female garment workers have reinforced the assumption that confidence in the workplace is brought about by a combination of relationship and trust and skills building. These findings begin to define how we are approaching empowerment in our services.

- Our findings related to development supervision show that staff often spoke about changes in relationship between the supervisee and supervisor. Though they mention this as a positive result, they did not associate how this relationship influenced empowerment. Rather they cited examples related to work performance.
- We are aware that our priority will be to increase our own understanding of what is meant by empowerment, and how our selected methodologies have a direct influence on participants' capacity to learn and change. The desire to “walk the talk” about empowerment also extends to the subject of women's empowerment within the organisation.

Recommendations

At the end of August, VBNK held a Learning Week, and the agenda allocated time for each team to explain the IA 2011 findings. The discussions with staff led to identification of ‘key messages’ and priorities for further action, which will be reflected in the Annual Operation Plan for 2012.

The agreed on priorities are:

- There is a lack of common understanding about the purpose of DS. The consequence is that we are not using development supervision for more than monitoring work progress. It is essential to ensure there is an enabling environment for personal and professional growth. We will need to develop competency to conduct purposeful conversations and ensure cooperative and supportive relationships. We will also need to demonstrate better preparation.
- The quality of our reflection depends on our willingness to speak from the heart. We need to be more authentic. We need to overcome our fear of giving critical feedback because of its expected negative influence on relationships. More regular reflection sessions could help facilitators determine how they influenced building relationships and how trust was both built and demonstrated. Facilitators should also reflect on what allows them to overcome their fear to engage in conversations about sensitive issues and to challenge social norms, beliefs and attitudes that block learning and change.
- We need to consistently demonstrate a commitment to encouraging empowerment. The first step will be to identify learning outcomes for all staff regarding women's empowerment. We can decide on how to engage men and women in achieving these outcomes. A return to regular women's meetings was one recommendation, where topics such as self-esteem, making informed choices, assertiveness etc. could be discussed and learned.
- Further staff development relating to power relationships (including gender based power) and inclusion could be useful in developing a clearer understanding of women's devaluation within society and ways of being more inclusive regarding gender as well as other value based practices.

A Story of Change

My name is Ann Sreyleak. I'm an agricultural undergraduate student from National Agriculture School, Kampong Cham. This course has changed me so much that I am so astonished by it.

Before attending this course, I was a kind of too nervous person. I was too nervous of presenting myself to others and doing presentations at school. I sometimes felt shocked, just to hear questions (being asked). I did not do any planning. I just did what I had to do. I liked working alone because I didn't feel comfortable consulting others. I knew nothing about confidence building. I did not want to bother people, but this way of behaving did not help me much. Most of my school work was weak. I did not like arguing or negotiating. I allowed others to win without challenging them back. I did not ask for what I want.

After I had attended this training course, I see myself improve. I make more decisions by myself. I can do presentation well and with less fear. I dare to speak up in a meeting or workshop and in my family. I feel more confident to go for an interview because I know how to get information (to prepare myself) before being interviewed. I know how to behave during the interview, too. Now I don't have problem with negotiation and problem solving like before, because I know how to negotiation and how to deal with conflict.

Results Chain for Learning Forums

<u>Inputs</u>	<u>Activities</u>	<u>Outputs</u>	<u>Use of outputs</u>	<u>Outcomes</u>	<u>Impacts</u>
<ul style="list-style-type: none"> • Develop concepts and purpose and agree on approach • Decide on processes that allow individuals to engage in dialogue and collaborative problem solving around issues that they identify as critical • Staff and financial resources 	<ul style="list-style-type: none"> • Hold forums drawing on participatory and creative processes • Facilitate dialogue on question "How can we work together to promote harmony and social cohesion?" • Facilitate dialogue on question "How can male and female police officers work together to promote gender equity at the workplace and in the community?" • Monitor process and adjust as needed 	<ul style="list-style-type: none"> • Participants experienced different ways of learning i.e. learned from peers • Participants felt confident to speak out and contribute • Issues related to social development/ accountability identified and disaggregated by age, profession and gender • Participants (different age groups and professions) have identified ways to work together on identified issues • Define strategies to further develop their skills and confidence • Personal learning objectives (i.e. commitment to promote gender equality practice at work) defined 	<ul style="list-style-type: none"> • Increase participation of women in CC meetings and other development forums • Female are increasingly encouraged to take on responsibilities and make decisions. • Social issues raised by participants appear in commune development plans • NGOs, CCs and other services providers are able to provide examples of how they are listening and responding to issues raised by communities • NGO staff increasingly guide and encourage participants to explore and reflect on situations. • Gender issues mainstreamed at work and community 	<ul style="list-style-type: none"> • Community members and services provider working in partnership and solving problems together. • Reports of increased satisfaction with social services • Improved access (available, convenient & affordable) to public services. • Open discussions of power and hierarchy in relationships; fear of losing face; and self defensive and blaming other • Acceptance of women's role in social development 	<ul style="list-style-type: none"> • Contributions to select MDG indicators in health, education. Etc. • Peace and harmony in community. • Women taking more roles of seniority • Individual has a sense of learning has no boundary and can happen everywhere.

Questions for focus group discussions

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| <ol style="list-style-type: none"> 1. What processes / methods did you observe in the learning forums? 2. What did you learn / what was helpful for your learning? And why? / What was not helpful for your learning? And why? 3. How did the learning forum method help you to draw on your own strengths and to move beyond an expectation of learning led from the outside? | <ol style="list-style-type: none"> 1. How did you apply any of the processes/ methodologies into your work environment (i.e. in your meetings or trainings)? <ul style="list-style-type: none"> - How did the processes/ methodologies have influence on your own action learning? - How did the processes/ methodologies challenge your facilitation practice? | <ol style="list-style-type: none"> 1. Look back for the last 6 months, what changes did you notice in yourself (your behavior/ interaction/ relationship with other?) 2. Are those changes well received by your peers/ organization/ community? How they react? |
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Results Chain for Empowerment in skills development training

<u>Inputs</u>	<u>Activities</u>	<u>Outputs</u>	<u>Use of outputs</u>	<u>Outcomes</u>	<u>Impacts</u>
<ul style="list-style-type: none"> • Training content and materials developed • Trainers assigned / prepared • Participants selected • Cooperation with CARE and factory 	<ul style="list-style-type: none"> • Conduct pre test and post test • Conduct training for 8 weeks / module • Participants identified learning application • Review application every week • Team reflection 	<ul style="list-style-type: none"> • Identify factors that block communication within workplace and family and find ways to deal with those situations • Increase awareness of the values for healthy team • Able to reflect from their real experience and find way of solving a problem effectively (steps of problem solving) • Compare possible ways to reduce personal expense and increase saving • Describe the banking system and how they can support savings and safely transfer remittances home • Identify the options of interest payment, capital and calculation formula. • Assess current practices of time usage and identify what needs to be more focus in practices 	<ul style="list-style-type: none"> • Make plan on what and how to communicate within the workplace and at home. • Build trust and good relationship with colleagues • Identify own problem, analyze the causes and make a plan to address the issue • Reduce some stress • Plan/Prioritize tasks and negotiate time within the workplace and at home • Follow own plan for managing money and increasing savings 	<ul style="list-style-type: none"> • Recognized for performance and promoted as supervisor or line leader • Self valued as women who have equal rights and ability to do something in society • Strengthen relationship and trust within family, and help support each other in the workplace • Confidently communicates with supervisor and peers within the workplace and in public events • Decide how to purposefully use time before/after work. • Feel more confident in their ability to resolve problems • Own personal savings goal achieved. 	<ul style="list-style-type: none"> • Women less likely to be a victim • Women use opportunities for career advancement • Family, friends and neighbors have role models of self-determined women and seek their opinion • Their family has happiness and reduce conflict • Good team work and have good produce • Have enough money for their priority expenses.

**Questions for PROMOTED LEADERS
-7 Interviews**

9. Tell me what stands out in your mind about what you learned from the PACE training?

2. What do you think influenced the Supervisor recognising that you should be promoted?

3. What is important for you to lead on?

4. What challenges are you facing at the factory?

8. Respect and give value to others?

1. Tell me about what is really going well for you in your work at the factory.

5. What have you been confident about in doing your job? Unconfident / uncomfortable about?

6. What is going well for you (e.g. after/ before work; at home / family matters; managing personal expenses and savings)

7. Relationship with your family?

**Questions for FEMALE
GARMENTWORKERS – Focus Group
Discussions**

8. Tell me what stands out in your mind about what you learned from the PACE training

2. What support do you ask for?

3. What challenges are you facing at the factory?

7. Respect and give value to others?

1. Tell me about what is really going well for you in your work at the factory?

4. What have you been confident about in doing your job? Unconfident / uncomfortable about?

5. What is going well for you (e.g. after/ before work; at home / family matters; managing personal expenses and savings)?

6. Relationship with your family?

**Questions for SUPERVISORS / LINE
LEADERS - 5 interviews**

2. What do you think staff like/ don't like about joining the PACE training classes?

1. How do you feel /what is your interest in CARE PACE program?

3. What have you observed about PACE participants from Year 1 and 2?

5. How do you support workers who finished (Year 1 / 2) training?

6. What do you look for when you choose to promote staff?

4. What was one-two significant change of your staff after attending training?

7. What have been the benefits to the factory/production team?

Results chain for the assessment of development supervision and internal women's empowerment

<u>Inputs</u>	<u>Activities</u>	<u>Outputs</u>	<u>Use of outputs</u>	<u>Outcomes</u>	<u>Impacts</u>
<ul style="list-style-type: none"> • 4 member team • Review of 2010 Impact Assessment Reports • Review Learning weeks 1 and 2 2011 re work on DS • Review PQWG notes on DS/coaching 	<ul style="list-style-type: none"> • Focus group discussions • One on one interviews with 3 supervisors and 3 supervisees • Collate information gathered • Analyse results • Write Report 	<ul style="list-style-type: none"> • Assess usefulness of DS practice at VBANK • Record staff responses to DS / coaching • Describe similarities and differences between DS and coaching • Test assumptions about the effectiveness of VBANK DS • Assess usefulness of LW training • Develop results chain for DS/coaching in VBANK • Consider future directions of DS/ coaching in VBANK 	<ul style="list-style-type: none"> • Adapt/design DS and coaching in VBANK according to needs expressed in outputs • Coaching used consistently both internally and externally 	<ul style="list-style-type: none"> • DS/coaching works effectively in developing VBANK staff's knowledge and skills • Staff recognize positive elements of DS and coaching • Staff look forward to DS and coaching • Partners benefit from coaching element of service delivery 	<ul style="list-style-type: none"> • Staff work at peak level • Partners work at peak level



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