

Final Project Report:
**Project to Enhance Capacity in Social
Accountability (PECSA)**
On the Local Cambodian Capacity Building Institute, LCBI
Contract Period from March 17, 2008 to June 30, 2010

Submitted to



World Bank



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Local Cambodian Capacity Building Institute, LCBI

The Project to Enhance Social Accountability, PECSA - March 17, 2008 -June 30, 2010

EXECUTIVE SUMMARY

SILAKA has executed the role of a LCBI in support to the International Capacity Building Institutes, ICBI from March 2008 to June 30, 2010. In this role SILAKA has provided logistic support to organize the 3 social accountability schools to civil society actors.

During the period of operation, 3 schools was organized. In this 3 school, 212 participants participated fully in the class. Among them, 176 are from NGOs, and 36 from government agencies. Men made up to 74% of participants and participants were almost equal between Phnom Penh (107) base organization and organizations from the provinces (105). Among the 212 participants, 27 were selected on a competitive basis to attend the study visits in the Philippines and India, in a 3 field visits after the 3 SA schools. SILAKA has played crucial role in the selection of participants among the applicants, participated in the curriculum development, co-facilitated the class, translated and prepared hand out materials, prepared all logistic support for the class, and facilitated communication between participants with the ICBI, Ateneo School of Government of the Philippines and Participatory Research In Asia of India.

SILAKA also facilitated the formation of the network of the SA alumni into a network of support for learning and pushing forward with the application of SA in the Cambodian practice. Many of the graduates from SA also was chosen as the grantee of the PECSA grant components and are prepared to enter into the next phases of grants giving of the Non State Actor component of the DFGG project. Further SILAKA has participated in the national events organized by Star Kampuchea by providing key concepts and leadership to the newly introduce practices. During these events, SILAKA has also distributed printed booklets introducing people to the SA concepts and tools. The 2nd booklets were produced in as a picture format to describe the concepts and related terms that are easy to understand to the general public. The publication of the first booklet was 500 copies, and the picture booklet was 3,500 copies.

In the contract extension from January 1 to June 30, 2010, SILAKA has developed an adapted version of the training manuals aligning with practices of SA at the local level. The curriculum was tested in a TOT training in Sihanoukville province in early June. With the training experiences, SILAKA has incorporated some changes into the manual and published it in 1400 copies. These manuals are to be distributed to CSO network and members and interested NGOs across the country.

Introducing SA concepts and practice into the Cambodian society was a call for changing of mind set. First, that governance in the public institution is the responsibility of both citizens and government. Second, government must facilitate citizen engagement through many mechanism and policy tools. Third, CSO need to change their practice of an actor in the patronage system, meaning changing their role being the representative of the citizens to be their enabler, facilitating them to be able to participate and take control of their life by overseeing and engaging in the management of public office, projects and program. This calls for a change of political culture, and the belief that the government is just an extension of the family structure. This change of mind set and practice will succeed with the persistence of SA practitioners and champions in both the government and civil society. Sharing of successes and lessons learned from SA practices will ground the SA practices into Cambodian society which can truly change the face of Cambodian governance.

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Local Cambodian Capacity Building Institute, LCBI

The Project to Enhance Social Accountability, PECSA

Project Period from March 17, 2008 to June 30, 2010

By Thida C. Khus, SILAKA

I. INTRODUCTION

The World Bank is financing a program that would enhance the capacity of civil society in Cambodia to promote good governance through social accountability. Reforms have been undertaken in different parts of the world through the practice of social accountability led by civil society actors. The program aims to catalyze a process of learning from the different experiences from other countries as well as from initiatives in Cambodia in order to respond to the challenge identified by the Royal Government of Cambodia in its Rectangular Strategy 2004 – good governance is a pre-condition to economic development.

The program is designed to enhance and strengthen the practice of social accountability in preparation for the Demand for Good Governance Project (DFGG) of the Royal Government of Cambodia supported by the World Bank.

The World Bank Program to Enhance Capacity for Social Accountability (PECSA) aims to assist the people of Cambodia in strengthening governance by expanding social accountability practices through:

1. enhancing civil society organizations' capacity in the use of social accountability tools
2. adapting international social accountability practices to the Cambodian context
3. providing sub grants to develop and pilot social accountability practices

PECSA will provide resources for the following program components:

1. Training, mentoring and awareness raising
1. Action learning and tool development
2. A network of social accountability practitioners and a resource center
3. Monitoring and evaluation as a learning process

SILAKA has entered into PECSA program in the Component 1. The main thrust of Component 1 - training, mentoring and awareness raising- is to import into Cambodia tried and tested approaches of social accountability from countries where the practices have become widely used and effective, tailoring these to the Cambodian context and targeting

them in ways that ensure that CSOs throughout the country, not just in Phnom Penh, have access to them. Since India and Philippines are the two Asian countries where the art is most advanced, in the first year of PECSA this component is largely concentrate on skills transfer from these countries, using a combination of training programs (including distance learning), mentoring arrangements and exchange visits.

The relevant services were provided by Indian and Filipino capacity building institutes. The two institutions contracted with ATENEO School of Government (ASOG) in the Philippines and Participatory Research of Asia (PRIA) of India. These activities fall on the Capacity Building component of the Project to Enhance Civil Society on Social Accountability (PECSA) of the World Bank. The other 3 components of the PECSA project are the Grant Making component, the Networking component and the PECSA administration. This project is run by the World Bank itself, in coordination with the Demand of Good Governance of the government, that include 4 implementing agencies: the Ministry of Interior, Ministry of Labors and Vocational Training, Ministry of National Assembly, the Senate Relation and Inspection (MONASRI) and Ministry of Information.

SILAKA has entered into a contract with the World Bank to provide the services of a Local Cambodian Capacity Building Institute, LCBI, working in partnership with the two international Capacity Building institutions, IBCI, from India and the Philippines. SILAKA has contracted to do the following tasks:

- advise the ICBI on the context of the social accountability work in Cambodia;
- provide the logistical support (such as organizing or providing the venue, facilitators and translators) for the capacity enhancement programs that will be implemented in Cambodia;
- provide some modules directly (including selecting appropriate speakers from outside its organization), such as on existing civil society efforts to tackle the governance challenges faced by Cambodia and community leadership training for engaging with local governments;
- help PECSA identify participants in the training programs (including participants from government as well as civil society, for modules of relevance to government;
- Help PECSA identify trainers who will be themselves trained by the ICBI.

II. SCOPE OF WORK AND TASKS OF SILAKA

Scope of Work and tasks of SILAKA are:

1. Review the schedule of capacity building priorities that have emerged from PECSA's regional exchange forums and the civil society assessment conducted for the Bank by the Center for Advanced Studies (CAS). This listing was further

prioritized by the national event launching PECSA and through discussions with the international partner institutions.

2. Advise on Cambodian trainers and other resource people who would be best to draw on for certain of the modules so identified.
3. Organize – over the 2 years – three intensive capacity-building social accountability symposiums;
4. Liaise with the ICBI in the planning and execution of the above events, including the logistics of their travel and participation.
5. Design a process and mechanism that will make the services of the ICBI available in other ways to qualified and appropriate Cambodian individuals and institutions. This should include the process of application for scholarships to stay with and study the approaches used by host institutions identified by the ICBI (in their countries) and a mentoring program by the international organizations;
6. Conduct outreach and information dissemination strategies, especially to the provinces, on all capacity-building programs offered by PECSA.
7. Design a participant selection process that PECSA can use in the implementation of this component. Develop a criteria which will be the basis of the selection of organizations and individuals who will benefit from the program.
8. Advise the international institutions on the socio political, economic and cultural context of Cambodia and the ways to adapt the tools and techniques of social accountability that will be useful to the Cambodian practitioners.
9. Provide translation services that captures in language that is sensitive to culture, the theory and practice of social accountability in other countries.
10. Provide skilled facilitators for the different capacity enhancement programs that will be implemented by the international organizations.
11. Organize the logistic requirements for the implementation of the capacity enhancement programs such as venue, accommodations, training material and others.
12. *(Added with the first contract's amendment) recruitment and selection of mentoring and coaching participants among the participants and other potential NGOs leaders.*
13. *Coordinate and provided orientation to the selected participants;*
14. *Provide Cambodian transportation and travel arrangement for the selected participants for Monitoring, Coaching and Exchange Visits; and*
15. *Facilitate the network and support of SAS's participants into a network;*

III. CONTRACT PERIOD AND AMENDMENT

SILAKA entered into contact agreement with the World Bank on March for the period of March 2008 to December 31, 2009. The Contract was later amended with an additional scope (see the italic above, number 12-15 tasks above). Finally, the contract was extended to June 30, 2010 with an additional scope and tasks (described in the later section).

Contract Information

| Date | Contact | Period | Total Amount in USD | Change In USD | New Amount USD |
|-----------------|---------------------------|--------------------------------|---------------------|---------------|----------------|
| March 17, 2008 | Contract | March 17 – December 31, 09 | 200,000.00 | N/A | |
| January 8, 2010 | 1 st Amendment | March 17- December 31, 2009 | | 18,000.00 | 218.000.00 |
| April 20, 2010 | 2 nd Amendment | March 17-2008 to June 30, 2010 | | 39,685.66 | 257,685.65 |

Three Social Accountability Schools in 2008-2009

| SAS School | Date | Topics Covered | | Number of Participants | | | From | | |
|--|--------------------------|---|------------|------------------------|-----------|------------|-----------|------------|------------|
| | | Topic | Total | Male | Female | NGO | Govt | PP | Prov |
| The 1 st Social Accountability School (SAS-1) | March 24- April 9, 2008- | Social Accountability in Natural Resource Management | 75 | 64 | 11 | 55 | 20 | 45 | 30 |
| The 2 nd Social Accountability School (SAS-2) | November 17 - 28 2008 | Social Accountability in the Context of Decentralization and De-concentration in Cambodia | 64 | 45 | 19 | 55 | 9 | 30 | 34 |
| The 3 rd Social Accountability School (SAS-3) | May 25- June 06, 2009. | Democratic Decentralization and Engaging Media for Social Accountability | 61 | 38 | 23 | 54 | 7 | 22 | 39 |
| Engaging Media for Social Accountability | May 25- 29, 2009 | | 12 | 10 | 2 | 12 | 0 | 10 | 2 |
| Total | | | 212 | 157 | 55 | 176 | 26 | 107 | 105 |

The distribution among participants attended all 3 SAS has been 74% of the total participant coming from Phnom Penh. With the effort started from SAS 2, we have been successful in recruiting female participants to only 26% of the total participants. The selection of female participants were hampered during the first SAS because of the short time in making announcement, geared only toward the head of the organizations, lack of measure to allocate special number of women in the recruitment. SAS2 and SAS3 incorporated all the measure above to address the shortage of gender sensitivity for the first SAS.

Listing of SAS Participants as distributed among the Provinces

| N° | Province/City | Participant | Male | Female | Female % |
|--------------|------------------|-------------|------------|-----------|------------|
| 1 | Phnom Penh | 107 | 75 | 32 | 30% |
| 2 | Kampong Som | 3 | 2 | 1 | 33% |
| 3 | Kampong Thom | 5 | 4 | 1 | 20% |
| 4 | Kampong Cham | 13 | 10 | 3 | 23% |
| 5 | Svay Rieng | 6 | 5 | 1 | 17% |
| 6 | Banteay Meanchey | 9 | 9 | 0 | 0% |
| 7 | Takeo | 7 | 6 | 1 | 14% |
| 8 | Steung Treng | 1 | 1 | 0 | 0% |
| 9 | Oddor Mean Chey | 1 | 1 | 0 | 0% |
| 10 | Kampot | 1 | 1 | 0 | 0% |
| 11 | Preah Vihear | 5 | 3 | 2 | 40% |
| 12 | Battambang | 9 | 8 | 1 | 11% |
| 13 | Pailin | 1 | 1 | 0 | 0% |
| 14 | Siem Reap | 6 | 3 | 3 | 50% |
| 15 | Prey Veng | 4 | 1 | 3 | 75% |
| 16 | Pursat | 7 | 7 | 0 | 0% |
| 17 | Kandal | 3 | 3 | 0 | 0% |
| 18 | Kampong Chhnang | 1 | 1 | 0 | 0% |
| 19 | Kratie | 12 | 7 | 5 | 42% |
| 20 | Sihanouk | 1 | 1 | 0 | 0% |
| 21 | Kampong Speu | 6 | 4 | 2 | 33% |
| 22 | Ratanakiri | 3 | 3 | 0 | 0% |
| 23 | Modul Kiri | 1 | 1 | 0 | 0% |
| Total | | 212 | 157 | 55 | 26% |

IV. MENTORING AND COACHING

All the 3 School of Social Accountability, SAS, had sessions to provide Mentoring and Coaching of selected participants to the Philippines and India. The selected participants went through rigid requirement of writing a concept papers that are reviewed and graded by both ASOG, PRIA and SILAKA. SILAKA played supporting role in:

1. Providing information, and answer questions and answers to SAS graduates on the concepts papers;
2. Collecting the concepts notes and check for completeness of the concept note;
3. Listing and sending off to ASOG and PRIA for rating;
4. Following up with the rating and selection of participants who will receive the certificate and who would be going to MCEV and with whom, ASOG, or PRIA.
5. Notifying participants of the results and get confirmation from them;
6. Preparing for travel arrangement with the World Bank;
7. Providing orientation to the MCEV participants;
8. Coordinating the meeting among MCEV to share experiences and learning from the field trips;
9. Collecting and distributing certificates from ASOG.

List of MCEV for the 3 SAS

| N° | MCEV Country | Participant | Male | Female | |
|----|--------------|-------------|-----------|-----------|----------|
| 1 | Philippine | | 14 | 12 | 2 |
| 2 | India | | 13 | 10 | 3 |
| | Total | | 27 | 22 | 5 |

List of MCEV and Area of Interest

| N° | Name | MCEV Topic and Tool | MCEV Country |
|----|-----------------------|---|--------------|
| 1 | Mr. Bun Chanlyla | Increasing local participation in decentralization and social development process of commune investment plan in Kampong Thom province. SA tool: Participatory planning | Philippine |
| 2 | Ms. Chea Chey Sovanna | Improving engagement between citizen, CSOs and government. SA tool: Participatory planning and citizen report card. | India |
| 3 | Mr. Chhim Sopheark | Monitoring authority performance. SA tool: Community messenger | Philippine |
| 4 | Mr. Chhoun Borith | Environment Pollution | Philippine |
| 5 | Mr. Im Sothy | Lack of people participation. SA tool: Participatory planning, expenditure tracking. | Philippine |
| 6 | Mr. Khath Bora | People Engagement in Commune Council Development Process. SA tool: Participatory planning, public forum and citizen report card. | India |
| 7 | Ms. Khim Nina | Civic Engagement In Commune Councils | India |
| 8 | Mr. Khun Borin | Civic Engagement and Consensus Building | Philippine |
| 9 | Mr. Kit Touch | Good Governance relating to Land Right | Philippine |
| 10 | Mr. Kry Sopheap | Establishing social accountability school alumni. SA tool: coalition building, consensus building, networking. | Philippine |
| 11 | Mr. Leav Roeun | Empower the Citizen's Participation in Commune Investment Plan. SA Tool: Participatory planning and social audit | India |
| 12 | Mr. Mao Pousuphy | Land Title and Land Occupier (Land Dispute) | Philippine |

| N° | Name | MCEV Topic and Tool | MCEV Country |
|----|----------------------|--|--------------|
| 13 | Mr. Oeur Ty | Increasing access of disabled persons: Debate between people and commune council, advocacy. | India |
| 14 | Ms. Pen Bopha | Youth and Civic Engagement | India |
| 15 | Mr. Pen Sony | Land grabbing and increase people land ownership. SA tool: Citizen report card, dispute management, advocacy. | Philippine |
| 16 | Mr. Prak Sarann | Networking | Philippine |
| 17 | Mr. San Chey | Good Governance in procurement | Philippine |
| 18 | Mr. Soeung Saroeun | Civic Engagement in Local Governance | India |
| 19 | Mr. Sorn Sunsopheak | Echo-training on Local Social Accountability | India |
| 20 | Ms. Soseang Sotheary | Poor civic engagement at grass root level. SA tool: Civic engagement and participatory planning. | Philippine |
| 21 | Ms. Suon Sovanney | Gap in relationship between community people and authority. SA tool: Dialogue and consensus building | Philippine |
| 22 | Mr. Suos Ramo | People participation (civic engagement). SA tool: Participatory planning | India |
| 23 | Mr. Thorn Vandong | Civic Engagement in Local Governance | India |
| 24 | Mr. Va Savoeun | Proposal is about livelihood not SA. SA tool: Participatory planning and citizen report card. | India |
| 25 | Mr. Yem Makara | Improving Primary School Service Effectiveness and Sustainability through Regular Monitoring Participation of Parents' Student | India |
| 26 | Mr. Yoeun Yoeut | Peoples' Opinions for Good Governance | India |
| 27 | Mr. Yuk Bunna | Protecting Human right. SA tool: Local government and dispute conflict mechanism. | Philippine |

V. FORMING OF NETWORK OF SA ALUMNI

SILAKA out of the request from participants from the first school of Social Accountability had linked participants in a network through the email, and in a group of practitioners. SILAKA has supported the core group to meet several times to organize themselves. The MCEV participants are from the first SAS has started to meet to discuss of the nature of the group. The group was called the

Social Accountability School Alumni; in short it is called SASA. The first meeting took place on August 14, October 28, 21 December 21 to prepare for the first assembly of participants. The Assembly took place in March 24, 2009. They had approved the charter and operational guide for the network. An activities plan was also approved by the assembly.

The network was linked by the list served maintain by SILAKA. A group of members have come together to map the social accountability practice in the country among participants. This information was useful for SILAKA later stage to prepare for the localization of social accountability course in the extension phase. Currently, SASA has a paid membership and has a total of \$412.00 in the account. SASA network was also maintaining a booth at the National event in 25 June, by giving out brochure and 200 t-shirt to participants of the national event.

SILAKA will maintain the SASA network through seeking for resources to allow the members to continue to share information in their social accountability practice.

VI. ACTIVITIES DURING THE NATIONAL EVENTS IN 2009

In 2009, SILAKA’s Executive Director has attended the National Events organized by Star Kampuchea. On June 25-26, 2009, at the Imperial Garden Villa, SILAKA provided leading role in the opening of the National Event by introducing to the concepts as related to local context in Cambodia. During this event 500 booklets were produced to introduce to participants on the concepts and tool of social accountability.

In the organizing of the NGO Fair, SILAKA was heavily involved by acting as the head of the program committee to organize the NGO Fair in Phnom Penh at the National Institute of Education on 17-18 November 2009. SASA members were also called to facilitate the workshops during the NGO Fair. During the NGO Fair, SILAK A has produced 10,000 copies of the localizing of Social Accountability in picture form, and other promotional materials such as bags and brochure to distribute to participants and the public. The picture books entitles: Building Good Society for Us”.

VII. TASKS OF THE PROJECT FINAL EXTENSION

| N° | Tasks | Deliverable |
|-----------|--|---|
| 1 | Undertake a brief research on the political, social and cultural context of good governance and social accountability in Cambodia, focused on identifying local concepts, practices, experiences, and terminologies which can help to contextualize the practice of SA in the country. The research must also consulting with key NGOs and other concerned stakeholders; | List of Members of the Advisory Committee by January 31, 2010 |
| 2 | Based on the above research and the experience with previous PECSA training intervention, (such as social accountability schools), develop a basic Cambodia social Accountability course entirely in Khmer, for the Cambodian audience. This will consist of the learning objectives, course outlines, specific modules for each topic in the outlines, case studies of | Minutes of the meetings of the Advisory Committee- bi monthly |

| N° | Tasks | Deliverable |
|----|---|--|
| | successful SA implementation in Cambodia, list of possible local resources persons per module, and a course evaluation instrument. An English version of this course must also be produced for purposes of comparative study as well as project monitoring and evaluation. | |
| 3 | Convene an advisory Committee, compose of persons mutually selected by SILAKA, Star Kampuchea, the Social Accountability School Alumni, and the World Bank, which will review and provide inputs on the course design and content. The Advisory Committee must be convened once every 2 months. | Training Design for the Training of Trainers Course- April 31, 2010 |
| 4 | In coordination with International resource person, develop the design of a Training of Trainers Course for at least 20 Cambodians resource person who will be engaged in the delivery of the above mentioned Cambodian Social Accountability Course. | Conduct the training of Trainers Course- May 15, 2010 |
| 5 | Due to time constraints, the Trainer Training Course may have to be conducted before the Cambodian Social Accountability Course is finalized. Thus, the Trainers Training will also serve as a pilot run for the course, and feedback from the trainers can still be integrated into the final course design. | Documentation Report of Training of Trainers Course- May 28, 2010 |
| 6 | Organize the logistic of the Training of Trainers Course; | Final Version of the Cambodian Social Accountability Course, including English translation- June 1, 2010 |
| 7 | Develop and publish the training manual for the conduct of the Cambodian Social Accountability Course | Training manuals- June 15 2010 |

VIII. ACHIEVEMENTS IN THIS PERIOD

1- Research for Curriculum Development

SILAKA has conducted a wide materials research both on the internet, through the materials that were given to SILAKA by the World Bank for the Resources libraries, and from the Buddhist Institutes for search for materials related to cultural and religious context where Cambodian are more familiarized with. List of materials used

in the training is attached for your information. Further, SILAKA has conducted interviews with key personalities in the NGO and development fields. Those key personalities are: 1) Mr. Kham Syngoun, Deputy Director of the NGO Forum, 2) Ms. Eva Myslivich, Executive Director of Youth Star, 3) Mr. Kol Panha, Executive Director of COMFREL, 4) Mr. Tuon Sary, President of Adhoc, 5) Mr. Sam Pisith, Researcher of the Royal Academy of Cambodia, 6) Mr. Vorn Peov, Independent Democracy of Informal Economy Association.

2- Develop Curriculum for Localizing Social Accountability

The curriculum for Localizing Social Accountability was developed with the active participation from the Advisory group. The goal and objectives of the curriculum was designed with the input from the research from materials and meeting with key stakeholders in the development community.

THE TITLE of the Training Curriculum is: *Social Accountability: Democratic Development in Cambodia*

THE GOAL of the social accountability training course is to have participants understood and gained good knowledge of social accountability to prepare themselves as well as their organization for taking part in the sustainable development in Cambodia.

OBJECTIVES: After completing the training, the participants will be able to:

1. Enable participants to articulate Governance challenges they face and their vision for Cambodia;
2. Have a good understanding of democratic concepts, and human rights based framework as it related to local culture, practice and norms;
3. Link between Good Governance, Democratic Decentralization and Social Accountability toward achieving a good society;
4. Gain confidence in mobilizing citizens to engage in the process of SA in action;
5. Get good understanding and skills in using Social Accountability tools (3-4 tools);
6. Have a clear understanding of roles of different stakeholders in Good Governance;
7. Plan for implementation.

OUTPUTS OF THE TRAINING; Participants are:

1. Able to use SA concepts and tools in relation to local context;
2. Committed to practice SA by changing practice and to engage more citizen using SA tools and better engaged with CSO and government in the process;

3. Have the ability to assess on how s/he can integrate SA practice and tools in his/her project and or find opportunity to practice SA in a new project; Have access to local resources persons practicing SA to network and advises.

3- Convene an Advisory Committee

| No | Name and Position in Organizations | Sex | |
|----|--|-----|---|
| | | F | M |
| 1 | Mrs. Chet, Charya, Executive Director of Star Kampuchea | x | |
| 2 | Mr. Bouth Chik, Coordinator of DFGG, MOI | | x |
| 3 | Mr. Yith Sotha, Program LAAR , PACT Cambodia | | x |
| 4 | Ms. Christina Chhim, Senior Researcher, Freelance. | x | |
| 5 | Mr. Meas Nee, Local Development consultant | | x |
| 6 | Mr. Touch Thavrith, GTZ ARDP | | x |
| 7 | Mr. Pan Sothea, Pecsca Program Deputy Coordinator, WB Cambodia | | x |
| 8 | Ms. Mehr Latif, Senior Program Officer, Asia Foundation | x | |
| 9 | Mr. Joel Pasahang, Pecsca Program Coordinator, WB Cambodia | | x |
| 10 | Ms. Chhan Sokunthea, Head of Admin, Adhoc | x | |

- 4- An Advisory Committee of 9 persons have gracefully accepted to stand in the Advisory Committee.

Four meeting was organized in the process of the curriculum development. They have been constructive in helping SILAKA curriculum development ground up with local reality of Cambodia in the application of the curriculum. The purpose at this moment should emphasize on building trust, engagement between public officers and citizens before move on to do critical engagement and constructive monitoring. Assessment of local context is very important before designing the intervention of social accountability.

5- Develop a training of trainers course

Out of the above curriculum, SILAKA move to develop a 6 days curriculum, using special method of sensitizing participants to the local practices and issues by local actors in the area of good governance, Decentralization, and Social Accountability. The course was developed with the objectives to test the materials so a manual can be developed at the end of the project.

6- Training of Trainers Course & (6) documentation on the training

TOT on the curriculum developed was tested out at Preah Sihanouk province from 7 - 12 June, 2010. The previous date set was on May 15. The delay in organizing the training session was due to the many events that were taken place in May by PECSA partners. Beside, SILAKA had used the 3 provincial events to present a short

overview of the curriculum as the introduction to Social Accountability. Therefore other activities were also delayed to wait for the revision of the manual, the page set up of the manuals, and the translation of the manual. SILAKA also got permission to revised the previous budget to move the training to the provinces instead of in Phnom Penh. SILAKA move the expenses on the translation cost to the printing of manuals and to support the travel, boarding to 26 participants. Please the attached report of the training for more information.

7- Printing the Manual and booklets

The manual was sent to the print shop on the 28 of June. The manual is in Cambodian language and is set to be ready by the end of June 2010. The Manual has a total of 504 pages. Once they are ready, SILAKA will send out to participants of the TOT, Advisory Committee members, all members of SAS, key Local NGOs, Government agencies working in DFGG, umbrella CSO organizations, Star Kampuchea and the 15 networks in the provinces. Further, SILAKA will burn into CD the manual in word, and power point and distributed to the participants to the recent TOT session. Further, SILAKA has published 3000 copies of “Building Good Society” in picture and 500 copies in bilingual, English and Cambodian. They had been distributed in the 3 provincial events organized by Star Kampuchea and their network, in Kampong Speu, Battambang, and Kratie, and the last national event at the Imperial Garden.

IX. CONCLUSION

SILAKA has been exposed to social accountability through the implementation of the Project to Enhance the Capacity in Social Accountability. Through the 27 months of work contract with the World Bank, SILAKA has played significant role in bridging the gap in understanding on the role of civil society in governance among a considerable number of civil society in Cambodia. The concepts and awareness of the Cambodian CSOs are now introduced and promoted. The real knowledge and change of attitude in the practice will come from the real application of the concepts and tools in the opportunities that they will implement in the future. The grant from the Non State Actor of the DFGG are available right now for the CSO practice what they have learned, or to make sense of what they have been doing and enrich and complete the methodology so the application of Social Accountability in Cambodia can be firm up. For this reason, a support group for the exchange of information and share of new learning is needed to assure the continuity of the learning.

For the sustainability of SA training services, for grounding of the confidence in providing the services, there should be more opportunity to practice SA tools in the actual context of Cambodia. Collecting good practices, and success story is important to convince CSO and government agents to further pursue the path to changing their thinking of the importance of opening up channel for cooperation with each other in the pursued of good governance. Furthermore, donors like the World Bank can work with the government in mainstream DFGG into all projects funding. More work is needed to help facilitate the

integration of CSO into SA work and in engagement with the government with a constructive engagement toward a common goal.

X. RECOMMENDATIONS

With the past 27 months operating the supporting role to the International organization, SILAKA has made reflection on the gain we made and challenges we have faced in the past. With these experiences and reflection on how to continue deepening SA practice into Cambodia society, SILAKA would like to share the following lessons:

1. Training alone is not sufficient to ground the concepts. We should have added a follow up application with a real situation on the ground. SILAKA is integrating SA practice into SILAKA project. We hope to expose our trainers to this practice so they can have the real experiences on the ground. The experiences will help SILAKA trainers to be more confident in the training. Further the result of the practice should be documented for case studies to share as lesson learned with other SA practitioners.
2. Network of practitioners SASA should be supported to continue doing their work in sharing lessons and support each other in the technical applications as well as the adaptability of the practices to Cambodia context. They can also work together to conduct SA tools in any project that the opportunities will open up in the future.
3. SILAKA would want to strengthen ourselves in coordinating this network and future interested persons to practice SAS and to provide technical support to the network; SILAKA has already made a joint project with PRIA to undergo a SA project in one urban city in Kandal provinces. This kind of opportunity is important to expand SILAKA capacity in social accountability practices in Cambodia. The project proposal was submitted in the name of Pria to the United National Democracy Fund and is in the final round of selection.
4. SILAKA will continue to network with the members of the past 3 SAS participants through information sharing through a list serves. They will be called in to partner with SILAKA in joint venture opportunities that may arise in the future.
5. Further work to document successful SA case studies and to incorporate them in the training curriculum, and to expand it further into be more specific with real application on the ground in the different topics in the country.

XI. LIST OF ATTACHMENTS

- a. Training of Trainers report
- b. Hard copy of the Training Manual
- c. Disc containing soft copy of the Training Manual
- d. Booklet: “Building Good Society”
- e. Copy of the English version of the Training Manual
- f. Financial report