



FIVE YEAR REPORT

FLYING HIGH: AFTER ITS TAKE-OFF FIVE YEARS AGO,
THE LEARNING INSTITUTE IS NOW SOARING.
HERE, WE REVIEW THE JOURNEY SO FAR...



2005-2009

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Design and Layout: Nova Cambodia and Hay Sochet, The Learning Institute

Photo Credit: The Learning Institute

Copies Available from: The Learning Institute

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ISBN: 9789996310027

Printed in Cambodia

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2005-2009

1

THE LEARNING
INSTITUTE PROFILE

The Learning Institute is a non-profit, non-political Cambodian organization working with a wide range of civil society, public and private sector organizations so that they can contribute more effectively to the sustainable management of natural resources for the benefit of rural people.

The Learning Institute's mission

As its mission, the Learning Institute works to alleviate poverty and enhance the well-being of people living in rural areas. Its mission is to be a centre of learning, working creatively with others to generate and share knowledge and practices that contribute to sustainable and fair use of natural resources.

Its overall strategy

In pursuing its mission, the Learning Institute works with natural resource users and organizations to develop and promote more sustainable and equitable governance and management of natural resources, to reduce poverty and to promote rural development. It does this through action research, facilitating collaborative arrangements and capacity development at local, sub-national and national levels.

It also works to strengthen links between national, sub-national and local levels.

The Institute is committed to gaining wider recognition on the basis of the quality and relevance of its work, and strengthening its identity as a dynamic Cambodian organization at the forefront of sustainable development.

Values

In all of its activities and interactions, the Learning Institute is guided by six core organizational values: equity; respect for learning; collaboration; integrity/transparency; quality/impact; and accountability.

Thematic areas

The Learning Institute focuses on three key thematic areas:

- 1 Role of natural resources in livelihoods, equity and food security
- 2 Adaptive collaborative management of natural resources and climate change;
- 3 Natural resource governance, decentralization and local planning



Strategic objectives

The Learning Institute assesses its progress against four objectives

- Human resources development: to build the conceptual, analytical, research and documentation skills of facilitators, researchers and practitioners at all levels
- Knowledge building and sharing: to identify, analyse and share lessons and experiences of various approaches to natural resource management
- Partnership building and networking: to build links among organizations and institutions supporting natural resource management strategies
- Institutional arrangements and policy support: to enable relevant institutions to understand the policy context that influences natural resource management in the field and to increase skills in achieving objectives in a sustainable way.



2 NEW CHALLENGES: MESSAGE FROM THE CHAIRMAN OF THE BOARD OF DIRECTORS

HE Dr Hang Chuon Naron **Chairman of the BoDs**

To remain relevant and sustainable, organizations must be able to identify and respond to emerging issues. I was consequently delighted to endorse the Learning Institute's new strategic plan which shows clear evidence of its ability to adjust to meet new challenges.

A particular example of these new challenges is climate change. The Copenhagen climate summit in December 2009 may not have achieved legally binding deals or firm commitments to curb greenhouse gas emissions, but it did highlight the associated threats and the part all countries must play in protecting our planet. Here in Cambodia, our farmers have already experienced changing weather patterns, while the wider SE Asian region has been facing catastrophic winds and floods. I was, therefore, pleased to see that adaptation to climate change is among the new areas of focus in the Learning Institute's strategic plan for the five years from 2010. Rural poverty makes our farmers especially vulnerable to an unpredictable climate and food security issues, so the Learning Institute has a vital role to play in helping them to adapt by gathering and disseminating information to guide practice.

Indeed, the Learning Institute has already made a start here. An example is the Policy and Institutional Scoping Assessment on Climate Change Adaptation which is being produced for the Stockholm Environment Institute's Asia Centre in Bangkok. In this, as in other activities, the Learning Institute's niche in developing relationships, nationally and internationally, and in forming links through which information can be

generated and shared, gives it a unique ability to make positive local and national impacts on a global problem.

Board of Directors 2009

- 1 **Dr Hang Chuon Naron**, Chairperson of BoDs
Secretary General
Ministry of Economy and Finance
- 2 **HE. Chay Samith**, Member of BoDs
General Director
GDANCP/Ministry of Environment
- 3 **Mr. Kim Mom Heng**, Member of BoDs
Managing Director
AMARITA Tours, Cambodia
- 4 **Mr. Hong Narit**, Member of BoDs
Director of Cabinet
Ministry of Agriculture, Forestry and Fisheries
- 5 **Dr. Jean-Christophe Diepart**, Member of BoDs
Regional Planning Advisor
German Development Service (DED)
- 6 **Mr. Chhum Sovanny**, Member of BoDs
Programme Analyst, Environment & Energy Cluster
UNDP Cambodia
- 7 **Ms. Yumiko Kura**, Member of BoDs
The WorldFish Center

Former Board Members

- 1 **Ms. Femy Pinto**, Member of BoDs
Cambodia Facilitator
Non-Timber Forest Products Exchange Programme
- 2 **Ms. Sarah Burgess**, Member of BoDs
Freelance Consultant
- 3 **Dr. Andy Maxwell**, Member of BoDs
WWF
- 4 **Dr. Tin Ponlok**, Member of BoDs
Project Manager, UNDP/GEF/ Ministry of Environment

Among many other significant developments, I also firmly support the innovation of a new section within the Learning Institute's organizational structure to oversee institutional development and to ensure effective monitoring and evaluation processes. This will not only maintain the quality of the work done by the Learning Institute, but will also provide a creative element to identify new practices, and issues yet to emerge from the interrelated thematic programs focusing on: livelihoods, equity and food security; community adaptive management; and local planning governance and decentralization.

So, again, I must congratulate the Learning Institute staff on the work they have done for the past five years. Their success in producing such a well structured strategic plan to carry them into the next five years is based on the hard work they have done in the previous phase. Starting from scratch in 2005, they have created an organization that is known and appreciated by others and that has forged an identity that differentiates it from others. At the same time, its support functions – Administration and Finance; Research Capacity Development; Information Services and Communications – have become increasingly professional.

The challenge now is to ensure that the elements of this ambitious new strategy are prioritized and phased-in gradually to the Learning Institute's activity. This will allow for staff training and knowledge building without jeopardizing its reputation for excellent service delivery.

I am confident that all Learning Institute staff will rise to the new challenges. As I write, plans are being made for an event to mark the Institute's fifth anniversary. The achievements of the last five-year phase, and the exciting prospect of the next, will give us all much to celebrate.



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LOOKING BACK AND LOOKING FORWARD: MESSAGE FROM THE EXECUTIVE DIRECTOR

Mr. Srey Marona
Executive Director

This Report reflects on five years of particularly significant activity. The completion in 2010 of our first five years – and with it the culmination of the strategic plan that accompanied our launch - focused our thoughts in 2009 on plans for the future. With five successful years behind us, we knew it was time to review and reformulate our strategy to equip us for still greater achievements in the next phase.

The outcome of this comprehensive activity is summarized on pages 38 & 39. But here I would like to pay tribute to the Learning Institute staff, our partners and external collaborators who all worked together to ensure that we remain in the best possible shape to continue our work. Indeed, every aspect of our activity was scrutinized: workshops and consultations looked not only at what we have done in the past, how we have done it and how this might be improved, but also at the structure of our organization and how that, too, could be better shaped and managed to take on new challenges.

Using the experience of our own staff and advice from external partners, we identified the emerging issues that should be addressed in our work. We also began to compose a resource mobilization strategy to enable us to diversify our funding sources and ensure long term financial sustainability. The refining of our mission statement, the simplification of our name, a new logo, and the clarification of our organizational values, accompanied this major overhaul.

But please be assured that the heart of our organization remains the same. The spirit and principles that brought the Learning Institute into existence and guided its early years remain the same. But the planned changes mean that our work will respond to new challenges that face Cambodia. They will also ensure that we have best organizational structure to support this work, and the basis for greater financial security, all reflected in a more professional and easily recognizable image. In short, we have created a basis from which we can be even more effective in the years to come.

That said, we have much work to do. The new strategies must be gradually incorporated into our work, and our staff must gain new knowledge and experience. But Learning Institute staff have been closely involved in the planning and assessment processes and are committed and eager to embrace the new challenges. I have every confidence that they, too, will benefit from the chance to develop their skills in new ways.

It is also important to stress that, despite the focus on organizational development in 2009, our project and consultancy work continued – and this work is outlined on pages 10 to 33. Once again, all activity was supported by

our excellent Administration and Finance Unit, while the Communications Unit, too, can celebrate another year of outstanding achievement.

So, while looking back on the successes and lessons learned from the past five years, I look forward to 2010 as the start of the Learning Institute's next phase. I am confident that it will be stronger and fitter than ever to make an impact on natural resource management in our country, and the many issues that surround it.

Senior Management Team (SMT)

Mr. Srey Marona *Executive Director*

Mr. Toby Carson *Programme Advisor*

Mr. Sim Bunthoeun *Research and Capacity Building Coordinator*

Ms. Ken Sopheap *Finance/Administration Manager*

Dr. Jan Taylor *Communications and Fundraising Advisor*

Dr. Kate Frieson *DReST Research Advisor*

Mr. Pech Sithan *DReST Research Coordinator*

Technical Management Team (TMT)

Mr. Tol Sokchea *Research Initiative Manager (Forestry)*

Mr. Chap Sopanha *Research Initiative Manager (Fishery)*

Mr. Soeung Typo *Capacity Building Manager*

Mr. Keam Han *Project Manager CBNRM Book Vol. II*

Ms. Heng Chinda *University Liaison Manager*

Mr. Hay Sochet *Communications Officer*

Mr. Oum Sopharo *DReST Research Officer*

Mr. Mean Ratanak *Mapping/GIS Officer*

Mr. Heang Sochan *Green Book Officer*



4 | NURTURING THE BAMBOO SHOOTS: INTERVIEW WITH THE PREVIOUS EXECUTIVE DIRECTOR

Originally a WWF project, the Community Based Natural Resource Management Learning Initiative proved to have great potential. So much so, that by 2005 its evolution into a separate NGO seemed the logical progression. The Community Based Natural Resource Management Learning Institute was the result. Mr Ken Serey Rotha, who was one of the founding members, became its first Executive Director.

Rotha held this post until 2008 when he left to pursue a PhD at the University of Sydney, focusing on aspects of Social Capital CBNRM in Cambodia. But he remains a Research Fellow of the Learning Institute and during one of his visits we asked him for his impressions of the organization he played such an important role in establishing.

WHAT WERE YOUR INITIAL HOPES FOR THE LEARNING INSTITUTE?

We hoped that the Learning Institute would be a focal point for everyone interested in promoting community participation in NRM – a forum where they had access to reading material, and where they could share their concerns and raise their expectations. It was ambitious but we had done a lot of preparation and consulted widely. That doesn't mean we didn't face challenges, but we had developed real team spirit and tried very hard to turn those challenges into opportunities. That's why we have the Learning Institute as it is today.

HOW SUCCESSFUL DO YOU THINK IT HAS BEEN SO FAR?

I am still very interested to observe the progress and the growth of the Learning Institute – and I think it has been a remarkable achievement so far. Some people have questioned why the Learning Institute employs so many young staff – trainers for instance. They question the expertise of such young people. But I believe that age does not matter if they have the skill and knowledge. And I feel that these young people are the hope of Cambodia: we need to build knowledge, to build capacity and invest in human resource development. As the Khmer proverb says, **we need to focus on the bamboo shoots – they will one day be the bamboo.**

The Learning Institute has also shown how to turn challenges into opportunities, to reflect on comments and feedback and use these constantly to improve its performance.



WHAT DO YOU CONSIDER ARE ITS MAJOR ACHIEVEMENTS?

I believe that the Learning Institute has been particularly successful in developing its institutional arrangements – for instance, its frameworks - team, financial, reporting and so on. It has worked towards the standard of professionalism of the best NGOs. At the same time, it is very much a local, Khmer NGO with relatively few foreign advisors.

Its strength in being able to communicate with different people and organizations – NGOs, government institutions, for example - and to create successful partnerships is also outstanding.

WHAT ARE YOU MOST PROUD OF?

The Learning Institute started with just a few people. Now, five years later, I have come back to see so many new, young faces – a lot of them recent graduates. From a human resource development point of view I believe that this is the bright future of Cambodia.

From a communications point of view, I believe that the Learning Institute is now on the globe – documents of many kinds are on the internet to be downloaded: there is also an interactive facility. But as well as a good communications strategy, the Learning Institute also employs good democratic practices. Nearly all decisions are participatory and I feel that this is a model that other organizations could emulate – even donor and government offices. The focus is on excellent team spirit. In fact, the Learning Institute is very much a product of many people – staff, partners and Board members – working together. That's what has made it so strong. To quote another Khmer proverb, one stick is easy to break, but a bundle of sticks is much stronger.

ARE YOU OPTIMISTIC ABOUT THE FUTURE?

I am very positive, with the proviso that we need government policy support. And, of course, we need to continue to build team spirit and to improve training skills, communications skills, and so on. I also hope very much that the annual retreat – and the facility it offers staff to get-together, to reflect on the previous year's activities, to learn from each other and to bond with their colleagues – will continue.

Looking ahead, I think there is more potential for lessons learnt by the Learning Institute to be shared with other organizations, and for research capacity building: the Learning Institute needs to work even more closely with the academic institutions. As more and more Cambodians return to their country after training overseas, they will start to apply their new knowledge. So we must be ready to make the most of this. I believe that a focus on research will be a good investment. It will prepare the ground to make the most of this new knowledge and give our country the best chance of a bright future.



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KEY ACHIEVEMENTS
PROGRAMME OVERVIEW

In its five years of existence, the Learning Institute has achieved a great deal. Here, we highlight some of the most significant achievements, grouped under our four objectives. The relevance of each to our thematic areas for the 2005 to 2009 period is also indicated.

THEMATIC AREAS – 2005 - 2009

From 2005 to 2009, the CBNRM Learning Institute focused on three thematic areas:

Land and Resource Tenure: equity, access, ownership, rights and responsibilities, indigenous land issues

Good Governance and Decentralization: promoting participation, transparency, accountability, dialogue, and multi-stakeholder processes, building up local institutions

Sustainable Livelihoods: using, developing and modifying livelihoods frameworks, understanding costs/benefits of CBNRM, link to poverty alleviation

Although the focus has changed slightly (see the new strategic plan on page 38) the core principles guiding our work remained unchanged. So, too, do our strategic objectives:

STRATEGIC OBJECTIVES AND TARGETS

The Learning Institute assesses its progress against four objectives twelve targets.

Human resources development: to build the conceptual, analytical, research and documentation skills of facilitators, researchers and practitioners at all levels.

- Target 1: Skilled Commune Facilitators, local NGO and CBO Leaders
- Target 2: Supportive Government Technical Staff
- Target 3: Knowledgeable University Students and Professors

Knowledge building and sharing: to identify, analyse and share lessons and experiences of various approaches to natural resource management.

- Target 4: Collaborative Action Research
- Target 5: Documentation and Sharing of Lessons Learned
- Target 6: Participatory Development Communication
- Target 7: Information Resource Center

Partnership building and networking: to build links among organizations and institutions supporting natural resource management strategies.

- Target 8: Mutually Beneficial Partnerships
- Target 9: Networking Hub

Institutional arrangements and policy support:

to enable relevant institutions to understand the policy context that influences natural resource management in the field and to increase skills in achieving objectives in a sustainable way.

- Target 10: Capable and Supportive Institutions
- Target 11: Appropriate Legal and Policy Framework
- Target 12: Sustainability of the Learning Institute

HUMAN RESOURCES DEVELOPMENT

During the past five years, the Learning Institute has focused on providing community facilitators, and the staff of local NGOs, community-based organizations and government technical staff, with the skills to enable and empower people at rural level to understand the need for – and practice of – sustainable resource management. Indeed, more than 2000 local facilitators at commune level are now able to facilitate more effective local natural resource management. This, in turn, will support sustainable livelihoods and poverty reduction. In addition, several hundred government staff members from key technical departments are actively implementing decentralized resource co-management, helped by supportive relationships between national and local levels.

Topics of the capacity building and training courses have covered not only the practical aspects of community understanding and development, but also, increasingly, skills relating to problem-oriented research. Within the Rural Livelihoods and Natural Resource Research Programme, for instance, since 2008, 11 courses have been organized relating to research theory and methods, and there have been 164 related mentoring sessions.

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TARGET 1:

Skilled commune facilitators, local NGO and CBO leaders; and

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TARGET 2:

Supportive government technical staff

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HUMAN RESOURCES DEVELOPMENT

TARGET 1:

Skilled commune facilitators, local NGO and CBO leaders; and

TARGET 2:

Supportive government technical staff

TRAINING AND CAPACITY BUILDING INITIATIVES	KEY OUTPUTS AND OUTCOMES:
Skills and Awareness Building for the Tonle Sap Basin	1310 participants (687 community reps; 307 commune councilors; 79 district reps; 146 relevant dept staff; 91 relevant NGO staff; including 399 females) now have the skills in NRM planning; leadership & community organizing; networking; project management; proposal writing; and reporting to support implementation of natural resource management related activities in 6 provinces around the Tonle Sap.
Building Community Capacity for Poverty Reduction	72 participants (including facilitators, commune councils and NRM committees) have improved capacity to implement poverty reduction initiatives in five Tonle Sap provinces. Supporters: Asian Development Bank ; Council for Agriculture and
Facilitation Skills and Case Study Writing	180 participants (100 NGO facilitators and 80 government staff) are able to facilitate more effectively and write case studies on NRM issues.
Environmental Governance and Biodiversity Conservation	125 participants (42 men and 12 women from provincial line departments; 66 men and 5 women from CCs and NRM committees) have developed planning and leadership skills and biodiversity concepts to improve environmental governance in Monduliri.
Gender Awareness and Leadership	43 participants from community fisheries committees (19 women; 24 men) have increased gender awareness through two training courses.
Participatory Mapping and Land Use Planning	22 participants (10 community members; 12 APSARA staff) in Angkor Park can carry out participatory mapping and prepare land use plans for their villages.
Rural Livelihoods and Natural Resources	222 participants are able to carry out more effective research as a result of 11 courses on research theory and methods and 164 mentoring sessions.

Skills and awareness building for the Tonle Sap Basin

Supported by:



In 2005, the Asian Development Bank (ADB) contracted the Learning Institute to design and deliver a programme of training courses to enhance the awareness and skills of participants living around the Tonle Sap Great Lake in the principles of natural resource management. It was part of the ADB's Tonle Sap Initiative. More than 1300 people attended 70 courses covering NRM and planning, leadership and community organizing, networking and partnership building, project management, proposal writing and report writing.

HUMAN RESOURCES DEVELOPMENT

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Building community capacity for poverty reduction (BCCPR)

Through the BCCPR initiative, the Learning Institute is helping government staff and the communities themselves to participate effectively in the poverty reduction measures in the four Tonle Sap projects. This has involved capacity building and knowledge sharing among community leaders and organizations, as well as appropriate government staff.

Supported by:



Facilitation Skills and Case Study Writing

This manual provides guidance in the art of facilitation for staff of NGOs or government ministries who are involved in community development. It includes session plans, methods, case studies, role play exercises and other facilitation techniques.

Supported by:



Environmental governance and biodiversity conservation

The Learning Institute's role in this project was to conduct a training needs assessment and to develop three modules including Natural Resource Management and Planning, Leadership Roles in NRM and Environmental Governance and Biodiversity Concepts. This work was done in support of the WWF and the WCS who are working at both provincial and local level within Monduliri to make community based NRM more effective.

Supported by:



Thematic Focus

- ☒ Livelihoods
- ☒ Governance
- ☐ Tenure

Thematic Focus

- ☒ Livelihoods
- ☒ Governance
- ☐ Tenure

Thematic Focus

- ☐ Livelihoods
- ☒ Governance
- ☐ Tenure

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HUMAN RESOURCES DEVELOPMENT

Thematic Focus

- Livelihoods ☒
- Governance ☒
- Tenure ☐

Gender and leadership

Under a sub-contract with the Fisheries Administration, the Learning Institute has delivered training in gender awareness and leadership skills to 12 Community Fishery groups in Kampot and Kep. This has included poster production as well as training courses. The training has been jointly organized by the Fisheries Administration, with backstopping support from the WorldFish Center.



Supported by:



Thematic Focus

- Livelihoods ☒
- Governance ☒
- Tenure ☒

Participatory mapping and land use planning

The Learning Institute designed and implemented a training program on participatory mapping and land use planning for two pilot villages in Angkor Park. This was conducted under a subcontract with the Live & Learn Environmental Education for the Angkor Participatory Natural Resource and Livelihoods Programme (NZAID/APSARA Authority).



Supported by:



Thematic Focus

- Livelihoods ☒
- Governance ☒
- Tenure ☒

Rural Livelihoods and Natural Resources and the Development Research Support Team (DReST)

The DReST team has provided help for five partner research teams of the Rural Livelihoods and Natural Resources Programme in planning methodologies, carrying out fieldwork necessary for action research, and in documenting and analysing the results. Conceptual and theoretical learning has also been shared with provincial counterparts. In addition, DReST has supported training courses related to adaptive management and leadership, and common pool resources and governance. Field work supervision activities have also been conducted to observe research sites and to provide further guidance to teams.



Supported by:



HUMAN RESOURCES DEVELOPMENT

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TARGET 3: Knowledgeable University Students and Professors

Under this target, there has been increasing activity designed to improve research capacity among university students and lecturers. This has generated the necessary research and analytical skills to understand and express the links between theory and practice in natural resource management. The aim has been to equip a new generation of Cambodians to undertake research that can realistically underpin sound policy formulation and implementation, as well as practice. There have been student grants for field research, support for student interns, learning and sharing seminars, and degree student supervision.

Student research grants and fellowships

Each year, the Learning Institute provides small grants and research fellowships for a limited number of students. The aim is to build capacity for research, analysis, documentation and presentation skills that reflect theory/practice relationships related to NRM concepts and experience. Since 2005, there have been 11 student grants provided for field research and two PhD level research fellowships.

	STUDENT GRANTS AND FELLOWSHIPS	UNIVERSITY	TOPIC OF RESEARCH	YEAR SUPPORTED
STUDENT RESEARCH GRANTS	Srey Socheat	Royal University of Agriculture (RUA)	Impact of protected area management on local communities protected area	2005
	Hou Kalyan	Australian National University	Community Fisheries in Cambodia	2005
	Norng Sivouthan	AIT	Implications of Community Fisheries and decentralization in Cambodia	2005
	Meas Lida	Royal University of Agriculture (RUA)	Effectiveness of fisheries management by organizing Community Fisheries	2006
	Eam Dyna	Faculty of Social Sciences, Chiang Mai	State and community in marine fishery resource Management	2008
	Thol Dina	Royal University of Phnom Penh (RUPP)	Situated knowledge on land use practice among indigenous people in Ratanakiri	2008
	Him Chantha	Royal University of Agriculture (RUA)	Principle for sustainable Community Forestry management in SRP province	2008
	Oeur Narin	Royal University of Phnom Penh (RUPP)	Local perspectives on forest resource conservation in KPT province	2008
	Pen Sakhena	Faculty of Social Sciences and Humanities, RUPP	Women empowerment through Community-Based Ecotourism (CBET) development: Case study in Chambok, Kampong Speu	2009
	Khim Wirya	Institute of Natural Resource Management, Massey University, NZ	The integration of Participatory Land Use Planning (PLUP) and Commune Land Use Planning (CLUP) to achieve CBNRM goals	2009
	Kong Rachana	Mae Fah Luang University, Chang Rai, Thailand	A system dynamics approach to sustaining fisheries resources and enhancing the benefits for the poor: case of Trapeang Rung	2009
RESEARCH FELLOWSHIP	Emma Whittingham	School of Geography and Earth Resources, University of Exeter, UK	Perceptions of community based natural resource management	2007-2009
	Ken Serey Rotha	School of Geosciences, University of Sydney, Australia	Social capital in community based natural resource management	2008-2011

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TARGET 3:
Knowledgeable
University
Students and
Professors

HUMAN RESOURCES DEVELOPMENT

Student Internships and Volunteers

The Learning Institute's internship and volunteer program provides opportunities for students and recent graduates to apply theory learnt in class to real practical activities and to gain work experience. Intern and volunteer placements have been given primarily to Cambodian students and graduates, but international students - from the UK and the US – have also been involved. To date, more than 30 student interns and volunteers have passed through the program.

STUDENT VOLUNTEERS	NAME OF STUDENT/ VOLUNTEER	UNIVERSITY AFFILIATION	PROGRAM/PROJECT COMPONENT	YEAR SUPPORTED
	Kuy Sochenda	National Institute of Business	Finance/Admin	2005
	Hay Sochet	Royal University of Phnom Penh	Communication	2006
	Ma Romdanik	Royal University of Law and Economics	Finance/Admin	2006
	Tep Chansothea	Institute of Human Resource Development	Fisheries	2006
	Preap Socheat	Royal University of Agriculture	Forestry	2006
	Khay Thidaromduol	Royal University of Law and Economics	Communication	2007
	Louch Chanrey	National Institute of Business	Finance/Admin	2007
	Meng Kimsan	Royal University of Agriculture	Fisheries	2008
	Hou Vong Vichheka	Pannhasastra University	Forestry	2008
	Pheng Sovanna	Royal University of Law and Economics	Finance/Admin	2008
	Touch Panha	Panasatra University of Cambodia	Communication	2008
	Loem Naly	Maharishi Vedic University	Green Book	2008
	Siv Sokngy	Royal University of Phnom Penh	Fisheries	2008
	Loun Phanit	Preakleap National School	DReST	2008
	Sy Sotheary	Norton University	Finance/Admin	2008
	Ken Piseth	Preakleap National School	CBNRM Volume II	2009
	Hy Beangchy	National Institute of Business	Finance/Admin	2009
	Khiem Lourn	Norton University	Library	2009
	Hort Navy	Royal University of Law and Economics	Green Book	2009
	Heudith Khemrangsey	National University of Management	Green Book	2009
	Uon Ratha	Royal University of Phnom Penh	Research Initiative	2009
	Chhoeng Sotheavann	Royal University of Phnom Penh	University Liaison	2009
	Uk Leakhena	Royal University of Phnom Penh	Communication	2009
	Meas Samrith	University of Cambodia	Green Book	2010

HUMAN RESOURCES DEVELOPMENT

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TARGET 3:
Knowledgeable
University
Students and
Professors

STUDENT INTERNSHIPS	NAME OF STUDENT/ VOLUNTEER	UNIVERSITY AFFILIATION	PROGRAM/PROJECT COMPONENT	YEAR SUPPORTED
	Huon Kalyan	National University of Management	Communications	2007
	Chheng Ngov Veng	Royal University of Phnom Penh	Economic Valuation	2007
	Minh Chansoriya	Royal University of Phnom Penh	Fisheries	2007
	Marion Allene		Communications	2007
	Chhoeng Sotheavann	Royal University of Phnom Penh	CBNRM Volume II	2008
	Penh Socheat	Royal University of Phnom Penh	Forestry	2008
	Sok Phannara	Royal University of Phnom Penh	DReST	2008
	Peouv Panha	Royal University of Phnom Penh	Communications	2009
	Met Farit	Prek Leap National of Agriculture	DReST	2009
	Rachael Hannay	Oxford Brookes University, UK	Forestry	2009
	Catherine Benson	University of Michigan	PMCR	2009

Learning and sharing seminars

The Learning Institute regularly disseminates knowledge through learning and sharing seminars given by internal and external, national and international presenters. These events are attended by Learning Institute staff, as well as university students, government staff and representatives from NGOs. They cover a broad range of topics within the general NREM subject area. In addition, the learning and sharing workshops of the RLNR program provide an opportunity for the RLNR partners, together with DReST, to present updates on their action research.

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KNOWLEDGE BUILDING AND SHARING

TARGET 4:
Collaborative
Action Research**Thematic Focus**

- Livelihoods ☒
- Governance ☒
- Tenure ☒

Geographical Focus

- Northeast ☐
- Mekong ☐
- Tonle Sap ☒
- Coastal ☐

Forging links with organizations and individuals at rural, sub-national and national level to generate, gather and disseminate information is among the Learning Institute's niche areas: in the past five years the Learning Institute has co-supported at least **five collaborative action research initiatives** and it has joined with partners to produce almost 40 case studies.

These research initiatives have linked local level implementation with policy formulation on such issues as good governance, sustainable livelihoods and land/resource tenure in different geographical areas throughout the country (Northeast, Mekong, Tonle Sap and Coastal).

Participatory Monitoring and Evaluation System for Sustainable Community Forestry Management

Designed and implemented with three Community Forestry organizations in Kampong Thom, the monitoring and evaluation initiative identified new concepts and ways to tackle CF development. In addition, household surveys provided insights into CF management.



Supported by:

**Key action research findings**

- A participatory monitoring system can be set up in the early stage of the Community Forestry development and subsequently improved as the process goes on.
- The monitoring process encourages communication among key community forestry stakeholders to relay successes, lessons, and challenges. This enables community management committees and members to exercise their roles of managing the forest in an adaptive learning environment.
- This kind of initiative needs to be tested out elsewhere to accumulate lessons that can address policy gaps specifically in relation to Community Forestry development in Cambodia.

KNOWLEDGE BUILDING AND SHARING

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Supported by:



Asserting rights, defining responsibilities: Small-scale fishing communities and fisheries management perspectives in Asia

Designed and implemented with three Community Forestry organizations in Kampong Thom, the monitoring and evaluation initiative identified new concepts and ways to tackle CF development. In addition, household surveys provided insights into CF management.

Thematic Focus

- ☐ Livelihoods
- ☒ Governance
- ☒ Tenure

Geographical Focus

- ☐ Northeast
- ☐ Mekong
- ☒ Tonle Sap
- ☒ Coastal

Key study findings

- Small scale or family fishing is considered open access, even if the state is still the main decision-maker in respect of fisheries management after the fisheries reforms
- Awareness of rights to fisheries is not enough to stop illegal or destructive activities if the local people do not have the capacity to assert their rights and there is no guidance or support from the authorities.



Supported by:



Research on Perceptions of CBNRM

People's interpretations of, and interest in participating in, CBNRM are different and even opposing. Acknowledging that the reality of CBNRM practice is likely to be much more complex than might at first be assumed, this research project sought a better understanding of the complexity through the different perceptions of the many people involved.

Thematic Focus

- ☒ Livelihoods
- ☒ Governance
- ☒ Tenure

Geographical Focus

- ☐ Northeast
- ☒ Mekong
- ☐ Tonle Sap
- ☒ Coastal

Key research findings

- While many people hold positive expectations for Community Fishery, based on an interest in protecting natural resources and sustaining and improving livelihoods, it is also clear that these interests are not unanimously shared, or commonly understood.
- Differing political interests, involvement in illegal fishing, as well as fear of threats from illegal fishers are reasons not to participate in Community Fisheries activities. But there are also exceptions - when, for example, the normally silent illegal fishers decided to protest against the Community Fishery in Koh Kong, or the usually quiet widow chose to speak out during the informal break of a village Community Fishery meeting in Stung Treng.

B

KNOWLEDGE BUILDING AND SHARING

Thematic Focus

- Livelihoods ☒
- Governance ☒
- Tenure ☒

Geographical Focus

- Northeast ☒
- Mekong ☒
- Tonle Sap ☒
- Coastal ☒

Study on the Roles, Needs and Aspirations of Women in Community Fisheries

This research project examined the roles of women and men in fisheries-related livelihood activities in Community Fisheries - and in the associated decision-making at household and community level. It also identified the needs and aspirations of women associated with Community Fisheries and recommended practical strategies and opportunities for increasing their participation in CF planning and implementation.



Supported by:



Key action research findings

- The traditional gender division of labor in households is still dominant. However, women are increasingly engaged in activities that contribute to income generation of the family and they are also mostly the money managers.
- Consistent to the role of the women in households, women are also involved much more than men in savings group establishment and management. Six case studies of the Learning Institute research indicated that women are very active and visible in savings groups or self-help group initiatives within the Community Fisheries.
- Women expressed some needs different from the men. Women expressed the need for health care centers and toilets within the community and some kinds of capacity building activity on livelihoods diversification because they wanted to see the better health for their children and better livelihoods conditions. In contrast, the men are more focused on needs related to patrolling and cracking down on illegal fishing.

Thematic Focus

- Livelihoods ☒
- Governance ☒
- Tenure ☒

Geographical Focus

- Northeast ☒
- Mekong ☐
- Tonle Sap ☐
- Coastal ☐

Co-Management Learning Network (CMLN) (indigenous people and protected areas)

This partnership project has provided support for co-management activities in seven countries in SE Asia – Cambodia, Indonesia, Laos, Malaysia, the Philippines, Thailand and Vietnam. The objective has been to promote and strengthen collaborative approaches in the management of protected areas where indigenous peoples live.



Supported by:



KNOWLEDGE BUILDING AND SHARING

B

Key research findings

- Research suggests that in order to build effective co-management arrangements between protected area authorities and indigenous people, issues of trust become crucial. In order for the indigenous people to fully play partnership roles in the protected area co-management body, backup support -technically and legally- is needed.
- Issues of how to make such approaches work for all the indigenous people in the community - especially those who are marginalized - are crucial to ensure its sustainability. To avoid problems of door keeper or elite captured-benefit taking place in the community, clear benefit sharing mechanisms need to be established and put into practice. Research also reveals that understanding the customary systems that indigenous people adopt may be helpful in setting up appropriate mechanisms in the context of such indigenous communities.



Research on crab banks

An assessment of the crab bank implementation in Kampot and Kep was initiated to identify the benefits and challenges of this activity along the coast of Cambodia. The project complemented work done on women's best practices in Community Fisheries, and was conducted in consultation and collaboration with the WorldFish Center and the Fisheries Administration.

Supported by:



Children & Women Development
Center in Cambodia (CWDCC)

Thematic Focus

- ☒ Livelihoods
- ☐ Governance
- ☐ Tenure

Geographical Focus

- ☐ Northeast
- ☐ Mekong
- ☐ Tonle Sap
- ☒ Coastal

B

TARGET 5:
Documentation
and Sharing
of Lessons
Learned

KNOWLEDGE BUILDING AND SHARING

The Learning Institute has collaborated with several partners to prepare almost 40 case studies and more than 15 major publications based on local lessons and field experiences of CBNRM. These have been based in different geographical areas throughout the country (Northeast, Mekong, Tonle Sap and Coastal).

These case studies and publications have covered a wide range of topics including:

- decentralization and natural resource management
- experiences and lessons learned from livelihoods research
- factors that influence success of community resource management
- facilitating and testing monitoring systems
- experience on coastal livelihood improvement
- perceptions and gender implications of community based natural resource management

LIST OF KEY PUBLICATIONS	AUTHORS	SUPPORTING PARTNERS	DATE
The Development of CBNRM in Cambodia: Selected Papers on Concepts and Experiences	Ken Serey Rotha, Toby Carson, Hou Kalyan, Srey Marona, Robert B Oberndorf, Nhem Sovanna, Sim Bunthoeun, Thay Somony, So Srey Mom, Chean Thayuth, Ou Sopheary, Ken Sopheap. Huy Vong Rasmey Dara, Amanda Bradley, Yin Soriya, Min Bunnara, Harald Kirsch, Ignas Dummer, Meas Sothun Vatanak, San Sochet Leakhena, Rebecca Kinakin, Sy Ramony, Phan Kamnap, Kim Sarin, Cheam Mony, Andy Maxwell, Ouk LyKhim, Ashish John, Kim Nong, Khy An, Melissa Marchke, Doug Henderson, Frank van Acker, Katrin Seidel	CBNRM Learning Initiative, World Wide Fund for Nature (WWF), International Development Research Centre (IDRC), Oxfam, RECOFTC, Food and Agriculture Organization (FAO), Department for International Development (DFID), Danida	2004
Understanding the Factors that Support or Inhibit Livelihood Diversification in Coastal Cambodia	Jock Campbell, Philip Townsley, Emma, Whittingham, Ansen Ward, Sem Viryak, Sim Bunthoeun, Heng Ponley, Em Dyna, Nut Ly, Phork Panha, Chhun Sony, Chap Sopanha, King Sophany, Iem Mayonry, So Sreymom, Nith Chhin	IMM Ltd, Fisheries Administration, FAO, DFID	2005
Balancing the Change: Experiences in Natural Resource Management Decentralization in Ratanakiri, Cambodia	Ashish John, Ken Irwin, Sok Mary, Mann Mouy, Mounng Mann, Kongtho Imarith, Hou Serey Vathana, Chea Phalla, Rebecca Kinakin	IDRC, Sida, UNOPS, Partnership for Local Governance (PLG/SEILA)	2005
Cambodia's Community Forestry Research Project: Selected Experiences and Lessons Learned	Community Forestry Research Project (CFRP) Team	IDRC, DNCP/MoE, RUA, CFO/FA/MAFF	2006

KNOWLEDGE BUILDING AND SHARING

B

TARGET 5:
Documentation and
Sharing of Lessons
Learned

LIST OF KEY PUBLICATIONS	AUTHORS	SUPPORTING PARTNERS	DATE
Key Factors that Influence Success of Community Fisheries Management	Community Fisheries Development Office (CFDO) Team	IDRC, Fisheries Administration (FiA/CFDO)	2007
Asserting Rights, Defining Responsibilities: Small-Scale Fishing Communities and Fisheries Management Perspectives	Tep Chansothea, Meng Kimsan, Tit Phearak, Deap Polin, Chap Sopanha, Sim Bunthoeun, Rebecca Rivera-Guieb	International Collective in Support of Fishworkers (ICSF), IDRC, SEAFDEC, CFDO/FiA	2007
Participatory Monitoring System for Sustainable Community Forestry Management	Srey Marona, Diepart Jean-Christophe, Tol Sokchea, Preap Socheat, Meas Sothunvathanak, Hou Vong Vichheka, Nop Chhaya	Community Forestry International (CFI), USAID, GTZ, DED, FA, IDRC	2008
Learning for Change: Ten Years of Experience on CBCFM and Livelihood Improvement in Koh Kong	Kim Nong, Chhin Nith, Keo Piseth, Eam Dyna, Keom Rattana, Jana Bock, Rebecca Guieb, Melissa Marschke, Brian Davy	Ministry of Environment, IDRC	2008
Green Book: Linking People to Services	Sam Oeun Sothyro, Nhem Sovanna, Sok Sothy, Suos Phinreak, Heang Sochan, Meas Chomno, Loem Naly	National Committee for Management of Decentralization and Deconcentration Reform (NCDD), Danida	2008
Manual on Facilitation Skills for Natural Resource Management	Srey Marona, So Srey Mom, Hou Kalyan, Long Ratanakoma, Tit Phearak, Meas Sothunvathanak	RECOFTC, FiA, FA, MAFF, DNCP/MoE	2008
Gender Implications in CBNRM: Roles, Needs and Aspirations of Women in Community Fisheries	Chap Sopanha, Tep Chansothea, Meng Kimsan, Thach Phannady, Siv Sokngy, Minh Chansoriya, Soeung Typo, Keam Han, Heng Chinda, Nop Sokhai, Pen Ratana, Yin Kimsour, Sim Bunthoeun	FiA/MAFF, IDRC, WAP, WorldFish Centre, SEAFDEC, HBF, ICSF, Oxfam GB	2008
Emerging Trends, Challenges and Innovations for CBNRM	Over 70 authors and 30 peer reviewers	IDRC, Danida, DFID, HBF, WAP, WorldFish Center, RECOFTC, GTZ, AFSC	2009

B

KNOWLEDGE BUILDING AND SHARING

The Learning Institute has also organized and facilitated a wide range of learning forums and research seminars.

TARGET 5:

Documentation and
Sharing of Lessons
Learned

MAJOR LEARNING FORUMS	LOCATION	SUPPORTING PARTNERS	DATE
ARDB Livelihoods Workshop	Kampot	IMM Ltd, FIA, FAO, DFID	2005
LeaRN Regional Network workshop	Phnom Penh	IDRC, regional partners	2005
Workshop on Principles, Criteria and Indicators	Kampong Thom	CFI, FA, GTZ	May 2006
Workshop on Benefit Sharing	Kratie	WWF, RECOFTC	Mar 2006
Workshop on ALL in CBNRM	Phnom Penh	RECOFTC, IDRC	Aug 2006
Regional Workshop on Sustainable Livelihoods	Phnom Penh	IDRC, LeaRN	Sept 2006
National Workshop on NTFPs	Phnom Penh	CFI, CFO, MoE, NTFP, OGB, OA, others NGOs	Dec 2006
All-Partners Research Forum	Phnom Penh	IDRC, other research orgs	Sept 2007
Several RLNR Workshops and Learning Forums	Various Locations	IDRC, The Learning Institute, PMCR, Community Forestry Office, Community Fisheries Department Division, Livelihoods in Protected Areas	2007-2009
Thematic Workshop on Local Planning	Siem Reap	FAO, Forestry Cantonment in Siem Reap	Apr 2008
Thematic Workshop on Tenure	Kratie	WWF	Jun 2008
Thematic Workshop on Governance & Decentralization	Koh Kong	PMCR, Dept of Environment in Koh Kong, GTZ	Jul 2008
Thematic Workshop on Livelihoods	Battambang	VSG, AS	Aug 2008
National DRF Symposium on CBNRM	Phnom Penh	IDRC, CDRI, Danida, DFID, HBF, GTZ, RECOFTC, WAP, WorldFish Center	Sept 2008
Regional Workshop on Indigenous Peoples and Protected Areas	Banlung, Ratanakiri	AIPP, Ministry of Environment	Nov 2009
National Development Research Forum	Phnom Penh	IDRC, CDRI, RUPP, SNEC, CCC	Sept 2009

KNOWLEDGE BUILDING AND SHARING

B

Learning for Change: Ten years of experience on community based coastal resource management and livelihood improvement in Koh Kong



Supported by:



Participatory Management of Coastal Resource Project (PMCR)



Through this project, the Participatory Management of Coastal Resources project team of the Ministry of Environment was supported in documenting the results of an action research initiative dedicated to reversing the degradation of the coastal ecosystem via effective education, collaboration, resource conservation and learning-by-doing. The overall aim is that the team's experiences will inspire others to initiate a process of community based natural resource management while learning from the approaches adopted, the lessons learnt and the key results.

Learning Forums: Learning Symposiums and Development of Selected Papers on Challenges and Innovations (CBNRM Volume II)

This extensive project comprised a series of learning symposiums, consultations, meetings and workshops staged over two years with local and international practitioners and academics working in the field of CBNRM. Their collaborative efforts produced the book - Emerging Trends, Challenges and Innovations for Community Based Natural Resource Management (CBNRM) in Cambodia Volume 11. It has 31 chapters contributing to the five main themes of the book: 1) Participatory planning and local monitoring, 2) Tenure issues: boundaries, access and rights, 3) Governance: decentralization policy and practices, 4) Livelihood: equity and benefit sharing, and 5) Future of CBNRM.

Supported by:



Canada Fund

Thematic Focus

- ☒ Livelihoods
- ☒ Governance
- ☒ Tenure

Geographical Focus

- ☐ Northeast
- ☐ Mekong
- ☐ Tonle Sap
- ☒ Coastal

Thematic Focus

- ☒ Livelihoods
- ☒ Governance
- ☒ Tenure

Geographical Focus

- ☒ Northeast
- ☒ Mekong
- ☒ Tonle Sap
- ☒ Coastal

B

KNOWLEDGE BUILDING AND SHARING

Thematic Focus

- Livelihoods ☒
- Governance ☒
- Tenure ☒

Geographical Focus

- Northeast ☐
- Mekong ☐
- Tonle Sap ☐
- Coastal ☒

Balancing the Change: Experiences in Natural Resource Management Decentralization in Ratanakiri, Cambodia

The experiences and lessons learned by the Natural Resource Management Project – a program component of the Ratanakiri-based Partnership for Local Governance – have been documented through five case studies from the field. These have also been analysed and the results suggest that although the NRMP was slow in effecting change at community level, notable achievements have emerged at provincial level.

Supported by:

**Cambodia's Community Forestry Research Project: selected experiences and lessons learned**

This project was a capacity building initiative through which participants were learning-by-doing. It aimed to improve the human resource capacity and governance structures to implement Community Forestry and Community Protected Areas and the livelihood opportunities of villagers.

Supported by:

**Key Factors that influence success of Community Fisheries management**

This research project was based on three case studies. One focused on illegal fishing in Thmor Sor Commune in Koh Kong, one on rural livelihoods in Kompong Krasang Community Fishery in Takeo, and the third on cooperation among relevant stakeholders for sustainable Community Fisheries management. Each study presented a unique experience of Community Fisheries in Cambodia.

Supported by:



KNOWLEDGE BUILDING AND SHARING

B

The Learning Institute emphasizes participatory approaches and processes that help people to learn from each other, to share, and to build agreement. It also encourages participants to take action together on NRM issues using various tools and activities to ensure that the voices of all relevant groups are heard. Information communication technology and databases are developed and maintained for a wide range of stakeholders and interested groups.

In short, the Learning Institute has become a major focus for information gathering and exchange. In this, our organisation has forged a unique role in Cambodia. It has helped to bridge gaps between researchers and other natural resource practitioners, and to provide a focus for related information. In particular, it has given Cambodians who are influential and/or able to play a direct role in enhancing the well-being of their impoverished compatriots, the information and guidance they need to effect real change. Some of this activity has improved the detail or implementation of policy (see target 11 on appropriate legal and policy framework). Some has influenced practice in the field.

Communications Library and Resource Center, and Website

One of the ways the Learning Institute fulfills its role as a hub for the exchange of information is through its growing library and resource centre. This facility welcomes visitors, and an opportunity to borrow books is available to library members. The Learning Institute also makes information and down-loadable publications available on its website: www.learninginstitute.org



Style Guide development, communications capacity building

The Learning Institute's Information and Communications Management Programme also provides training and guidance in many communications and ICT-related issues. This is available to staff of the Learning Institute and to those of partners. There are now 16 style guides, including the newly added Khmer Style Guide. Other training events have covered the Principles of Good Communications and Internet Searching.

TARGET 6:
Participatory
Development
Communication,
and

TARGET 7:
Information
Resource
Center

C

PARTNERSHIP BUILDING AND NETWORKING

TARGET 8:
Mutually
Beneficial
Partnerships;
and

TARGET 9:
Networking
Hub

To enhance its effectiveness, the Learning Institute links with many partners and is a member of several networks. In fact, all initiatives at the Learning Institute are implemented through various partnership arrangements and agreements.

Some relate to funding or technical support (for instance, the International Development Research Centre, the Heinrich Böll Stiftung and the Asia Indigenous Peoples Pact /McKnight-Co-Management Learning Network), others to a mutual sharing of information, technical expertise or other resources (for instance, the Center for People and Forests (RECOFTC), and the WorldFish Centre). Still more are regional or professional networks (for instance the REDD net for Asia and Pacific, and the Cambodian Electronic Information for Libraries (CAM iEFL) consortium).

Partnerships enable the Learning Institute to enhance information resources. For instance, a formal agreement with the Asia Foundation has enriched our library and resource centre book and document stocks, and a similar link is currently under negotiation with the World Bank. We have reached more rural people through our partnerships with the Tonle Sap organizations - Environmental Management Project, Initiative Coordination Unit and Sustainable Livelihoods Project. And we have used our partnerships with, for instance, the Virachey National Park Authority of the Ministry of Environment, the local NGO - NTFP - and the AIPP international organization to help people involved at local and national level to ensure that natural resource benefits are effectively co-managed and equitably shared.

The Learning Institute has also played a key role within local, national and regional networks. These include:

Development Research Forum (DRF)

Established in 2008, with support from the International Development Research Center, the DRF supports development researchers in Cambodia through a variety of activities – including an online forum - that enable them to interact and communicate more easily. This ensures that their work achieves a greater impact and broader reach, and enables them to share experiences, challenges and research findings.

Supported by:



C

TARGET 8:
Mutually
Beneficial
Partnerships;
and

.....
TARGET 9:
Networking
Hub

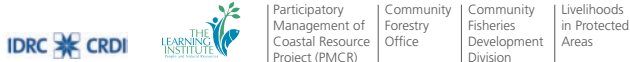
PARTNERSHIP BUILDING AND NETWORKING

Cambodia Rural Livelihoods and Natural Resource Research Programme (RLNR) and the Development Research Support Team (DReST)

The RLNR development research programme uses action research to identify and investigate effective NRM initiatives in forestry, fisheries, coastal resources and protected areas. The sociological, gender and government dimensions of these initiatives and innovations are analysed for their potential to improve rural livelihoods.

DReST is the secretariat for the Rural Livelihoods and Natural Resource Program that provides mentoring for five partner research teams and is responsible for ensuring solid theoretical foundations for all research projects.

Supported by:



Community Protected Area (CPA) network

The CPA network is organized by the Ministry of Environment and provides a forum for relevant stakeholders to share their experiences, build relationships and enhance the flow of information from local to national levels. The Learning Institute helps to facilitate and provides technical support for the management and organizing committee. Staff members also join the provincial network in Pursat and Ratanakiri every three months.

Community Based Eco-Tourism Network (CCBEN)

The Learning Institute has provided support to CCBEN in order to strengthen its networks, to help in the implementation of Community Based Eco-Tourism (CBET), to support university activities and to safeguard its long-term sustainability. Help has taken the form of a small grant, and representation by Learning Institute staff on the CCBEN management committee.

D

INSTITUTIONAL ARRANGEMENTS AND
POLICY SUPPORT

TARGET 10:

Capable and
Supportive
Institutions;
and
.....

TARGET 11:

Appropriate Legal
and Policy
Framework

The Learning Institute focuses much of its effort on support for the gradual development, review and restructuring as necessary of a legal, social and political framework for natural resource management in Cambodia. For instance, our collaborative, problem oriented research aims primarily to identify best practice in terms of institutional arrangements, and to make recommendations to guide both the formulation and implementation of policies and regulations. In pursuing these aims, we have, for instance, supported the National Committee for Decentralisation and Deconcentration (with the production of the Green Book service delivery directory), the National Community Forestry Programme and the Gender Mainstreaming Team of the Fisheries Authority. The RLNR programme, too, has been closely involved with several government departments to develop capacity building, coordination, research skills, and documentation to inform strategic plans and policy processes.

In addition to documenting and disseminating NRM briefings and research findings through our website and publications, Learning Institute staff are represented on steering committees, on boards of directors, and on technical working groups. We also make small grants for institutional strengthening on protected areas, forestry and fisheries, and support government processes, consultations and policy implementation.

POLICIES/PROGRAMS INFLUENCED	THE ROLE OF THE LEARNING INSTITUTE IN THE POLICY AND PROGRAM DEVELOPMENT PROCESS
Natural resource Management in Decentralization and Deconcentration	<ul style="list-style-type: none"> Designed, developed and tested the Green Book service provision handbook for the National Committee for Decentralization and Deconcentration (NCDD), with support from Danida Prepared training materials and training for commune councils, district officials and NRM committees: <ul style="list-style-type: none"> Building community capacity for poverty reduction Environmental governance and biodiversity conservation Participatory mapping and tested Commune Land Use Planning (CLUP) guidelines Helped to document success stories of NREM and decentralization at sub-national level Cooperated with GTZ to prepare a major publication on Decentralization and NRM: Free Riders and Social Fences: Common Property, Collective Action and Decentralized Natural Resource Management in Cambodia
Community Forestry	<ul style="list-style-type: none"> Provided insights on Community Forestry from the field as a member institution of the National Community Forestry Program (NCFP) secretariat Co-supported the development of the Community Forestry database Participated in the Community Forestry network and coordination meetings Carried out action research on participatory monitoring for Community Forestry, in collaboration with CFI and GTZ Collaborated with RECOFTC to carry out testing of Community Forestry guidelines for inventories Contributions to the National Community Forestry Program (NCFP) as a part of the National Forest Program (NFP)

INSTITUTIONAL ARRANGEMENTS AND POLICY SUPPORT

D

TARGET 10:

Capable and
Supportive
Institutions;
and

TARGET 11:

Appropriate Legal
and Policy
Framework

POLICIES/PROGRAMS INFLUENCED	THE ROLE OF THE LEARNING INSTITUTE IN THE POLICY AND PROGRAM DEVELOPMENT PROCESS
Community Protected Areas	<ul style="list-style-type: none"> Co-supported the development of draft prakas and guidelines for Community Protected Area management Supported and participated in CPA network meetings Carried out action research and facilitated co-management arrangements with indigenous communities in Virachey National Park, Ratanakiri Participated in consultations on PA zoning and benefit sharing
Community Fisheries	<ul style="list-style-type: none"> Provided insights on Community Fisheries from the field as a member of the Technical Working Group (TWG) for Fisheries Supported the development of strategic planning for the Community Fisheries Development Division Member of the NGO support network for Community Fisheries Prepared and presented research findings on rights and responsibilities for small scale fisheries for the regional dialogue events
Gender Mainstreaming in Fisheries	<ul style="list-style-type: none"> Collaboration with the Gender Mainstreaming Group of the FiA to produce research findings on women's roles in fisheries management in order to improve implementation of the gender mainstreaming strategy in the fisheries sector Delivered training courses on gender and leadership Facilitated national and provincial dialogue events on the topic of gender and natural resource management Documentation of women's best practice in Community Fisheries management through a DVD and leaflet
Building Research Capacity at Cambodian Universities	<ul style="list-style-type: none"> Supported the development of a new generation of researchers through student supervision, student grants, and student internships and volunteers Facilitated a series of learning seminars bridging practice and theory Collaborated with CDRI and other DRF partners to carry out a scoping study of university capacity
Climate Change Adaptation	<ul style="list-style-type: none"> Carried out a scoping study on climate change adaptation in Cambodia Drafted a climate change adaptation platform development strategy

D

INSTITUTIONAL ARRANGEMENTS AND
POLICY SUPPORT**TARGET 10:**Capable and
Supportive
Institutions;
and**TARGET 11:**Appropriate Legal
and Policy
Framework**Gender Mainstreaming in Fisheries**

Learning Institute staff have worked closely with the gender mainstreaming group of the Fisheries Authority of the Ministry of Agriculture, Forestry and Fisheries on a study of women's roles needs and aspirations in Community Fisheries management. A report entitled Gender Implications in Community Based Natural Resource Management has been published and a follow-up study - Promoting Leadership Roles of Women in Community Fisheries Management - is underway. The Learning Institute team has also been providing technical assistance for the Fisheries Authority's gender mainstreaming team.

Supported by:

**National Community Forestry Program (NCFP)**

The Learning Institute is a member of the coordinating committee of the NCFP, that is chaired by the Forest Administration (FA). The NCFP is one of the six programs of the National Forestry Program for 2010 to 2030. Its priority areas include Decentralized Forest Management (Community Forestry, Community-based Production Forestry, Partnership Forestry and Community Conservation Forestry), as well as the identification and formalization of Community Forestry areas, community, institutional and livelihood development and Community Forestry development support services.

The coordinating committee was established to coordinate and facilitate program implementation. Its main roles are to liaise between FA, and other government agencies and NGOs to support Community Forestry development, to draft guidelines for the identification of potential Community Forestry areas, and to document lessons learnt from Community Forestry implementation.

Supported by:

**National Committee for Decentralization and Deconcentration (NCDD):
Green Book Service Provision**

The Green Book is a directory that links service seekers with service providers in the field of natural resource and environmental management. Produced in support of the Royal Government of Cambodia's Decentralization and Deconcentration reforms, it is aimed at commune councilors, community based organizations, government ministries, private sector businesses, and national and international NGOs. It will be updated annually.

Supported by:

National Committee for Sub-National Democratic
Development (NCDD)

INSTITUTIONAL ARRANGEMENTS AND POLICY SUPPORT

D

Publication on Decentralization and NRM: Free Riders and Social Fences: Common Property, Collective Action and Decentralized Natural Resource Management in Cambodia

This book examines the topic of decentralized resource management in Cambodia, exploring the link between poverty alleviation, natural resource management, collective action and decentralization. The ultimate goal is to achieve an analysis that links practical insights while building an understanding of the key concepts such as endowments, entitlements, livelihood benefits, externalities, common property regimes, subsidiarity and coordination. Although particularly aimed at policy-makers and implementers, it is also of interest to anyone concerned with connections between governance systems and institutional and natural resource dynamics.

Supported by:



TARGET 10:

Capable and
Supportive
Institutions;
and

TARGET 11:

Appropriate Legal
and Policy
Framework

University scoping study

The Learning Institute has collaborated with its partners in the project - the Royal University of Phnom Penh (RUPP), the Cambodia Development Resource Institute (CDRI), the Supreme National Economic Council (SNEC), and the Cooperation Committee for Cambodia (CCC) - in conducting interviews with experts, and in completing case studies of 15 universities. Preliminary findings were unveiled at the Development Research Forum symposium in September 2009.

Supported by:



Climate change adaptation

This collaborative activity together with the Stockholm Environmental Institute (SEI) addresses the issues of vulnerability in relation to climate change in Cambodia. Through investigation of past practices rural people have adopted to cope with this issue, the project will increase understanding of how challenges can be met as a first step towards adaptation. Activities include fieldwork, capacity building workshops, and a conference aimed at supporting interdisciplinary research in Cambodia.

Supported by:



6

SUMMARY PROGRESS
REPORT

TARGETS	PROGRAM INDICATORS	2005	2006	2007	2008	2009
TARGETS FOR HUMAN RESOURCE DEVELOPMENT	TNAs and training reflection workshops	1	5	7	7	7
	Training modules and material	3	6	3	18	23
	Total participants in training activities	67	1343	125	242	364
	Target 1: Skilled Community Facilitators, Local NGO and CBOs					
	Government technical staff participants	n/a	389	55	170	130
	RLNR theory/methods courses	n/a	n/a	n/a	8	3
	Mentoring Sessions to RLNR	n/a	n/a	n/a	92	72
	Target 2: Supportive Government Technical Staff					
	Student grants for field research	2	2	0	4	3
	Volunteers/student interns supported	5	5	8	9	11
TARGETS FOR KNOWLEDGE BUILDING & SHARING	Guest lectures/Seminors for students	n/a	3	1	3	n/a
	Degree students supervised	n/a	n/a	n/a	7	2
	Bursaries for graduate fellowships	n/a	1	1	2	2
	Target 3: Knowledgeable University Students & Professors					
	Collaborative action research initiatives	3	4	6	7	5
	RLNR learning and sharing seminars	n/a	n/a	n/a	5	1
	Research coordination meetings	n/a	n/a	n/a	2	4
	Target 4: Collaborative Action Research					
	Case studies developed with partners	5	8	10	12	4
	CBNRM major publications	3	5	4	6	5
Target 5: Documentation & Sharing of Lessons Learned	Printed copies of publications	n/a	3260	5300	7500	2300
	Publications distributed	n/a	658	2515	6185	2047
	Major learning forums	2	5	5	9	2
	Target 6: Participatory Development Communications					
	Communication strategies/guides	1	1	8	15	2
	Communications workshops	n/a	n/a	2	18	8

TARGETS	PROGRAM INDICATORS	2005	2006	2007	2008	2009
Target 7: Information Resource Centre	Visitor hits to website	520	1592	3017	6147	8245
	New books added to the library	n/a	155	49	88	75
	Library borrowers	n/a	123	127	163	65
	Data bases developed	n/a	3	1	2	2
	New awareness materials developed	n/a	8	10	8	11
TARGETS FOR PARTNERSHIPS & NETWORKING	Cooperation (partnership) agreements and Letters of Agreement (LoAs)	4	7	8	9	10
Target 8: Mutually Beneficial Partnerships	Active memberships in national, regional / international resource centres	2	4	5	6	6
Target 9: Networking Hub	National networks/working groups	5	4	7	10	10
	Regional networking initiatives	2	3	2	3	4
Targets for Institutional Arrangements & Policy Support	Support to government processes, consultations, and implementing policies	4	5	4	3	3
Target 10: Capable and Supportive Institutions	Small grants for institutional strengthening on protected areas, forestry and fisheries	5	6	5	4	2
Target 11: Consultations on Appropriate Legal and Policy Framework	Active positions on steering committees, board of directors and technical working groups	n/a	3	4	5	4
Target 12: Sustainability of the CBNRM Learning Institute	Active projects	6	10	13	11	12
	Donor partners	6	8	9	10	7
	Consultancies	1	9	5	5	9
	Resource mobilization plan	n/a	n/a	n/a	1	1
	Board of Director meetings	2	2	2	2	2
	Senior Management Team meetings	5	12	12	12	12
	Technical Management Team meetings	n/a	n/a	n/a	5	6
	Staff meetings	4	4	6	6	6
	Annual planning/Staff retreat/Strategic plan and Organisational Development	1	1	1	1	1
	Annual auditing	1	1	1	1	1
	Internal policies and guidelines	7	7	5	6	11
	Total Number of the Learning Institute staff and consultants	26	31	34	48	50
	New recruits of the Learning Institute team	14	5	8	16	5
	Internal capacity building	n/a	n/a	n/a	25	8

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FINANCIAL STATEMENTS

	2005	2006	2007	2008	2009
FUND RECEIPTS					
Donor funds received	351,342	420,133	413,680	633,259	510,748
Provision of professional services		19,779	15,211	30,984	109,538
Other incomes	397	1,356	4,296	5,810	13,037
Total Fund Receipts (USD)	351,739	441,268	433,187	670,053	633,323
FUND DISBURSEMENTS:					
Personnel and Consultants	(111,492)	(200,141)	(201,591)	(296,080)	(406,899)
Furniture and Equipment	(18,341)	(31,273)	(21,512)	(35,310)	(17,538)
Travel	(9,549)	(5,927)	(2,471)	-	-
Research & Field Expenses	(7,009)	(18,573)	(78,714)	(152,281)	(65,731)
Training & Learning Forums	(3,202)	(106,206)	(20,427)	(10,463)	(4,335)
Networking & Institutional Linkage	(2,536)	(7,767)	(14,646)	(15,719)	(15,323)
Documentation & Information Flow	(8,175)	(22,255)	(17,539)	(13,568)	(79,375)
Monitoring & Evaluation	(2,170)	(2,985)	(5,957)	-	-
Overhead/Indirect Costs	(17,664)	(33,804)	(44,248)	(59,006)	(73,022)
Contingency	-	(774)	(1,121)	-	-
Total Disbursements (USD)	(180,138)	(429,706)	(408,226)	(582,427)	(662,223)
Surplus of receipts over disbursements	171,601	11,562	24,961	87,626	(28,900)
Fund Balance brought forward		171,601	183,163	208,124	295,750
Fund Balance carried forwards	171,601	183,163	208,124	295,750	266,850
Cash on hand	416	290	2,061	1,247	1,810
Cash at banks	181,718	205,921	228,480	310,224	284,935
Receivables	9,264	16,813	13,116	13,257	14,810
Payables and accruals	(19,797)	(39,861)	(35,533)	(28,978)	(34,705)
	171,601	183,163	208,124	295,750	266,850

	2005	2006	2007	2008	2009
DONOR FUNDS RECEIVED					
International Development Research Centre-IDRC					
<i>Co-funding and DReST Project</i>	121,389	85,843	14,893	-	
<i>Ratanakiri Project</i>	10,309	691	-	-	
<i>Community Fisheries Management Project</i>	32,638	31,278	5,625	-	
<i>EEPSEA-EVNRM Project</i>		3,126	5,823	5,933	
<i>RLNR and DReST Project</i>			281,934	239,089	201,819
<i>Development Research Forum Project</i>				107,278	61,379
<i>Resource Mobilization</i>					29,700
<i>Strategic Planning</i>					27,686
UNDP/UNOPS - Ratanakiri Project	8,000	1,000			
FAO	21,275	-			
ADB - BCCPR Project	44,400	133,200	50,400	70,000	112,738
DANIDA - Co-funding	100,000	100,000		41,652	
CFI - Forestry Project	13,331	26,662		-	
AIPP/McKnight-CMLN Project		32,321	6,255	29,688	24,189
NGO Forum - Case Study Writing		6,012		-	
NCDD Green Book Project			35,000	59,800	
HBF:				16,870	33,627
<i>Fisheries project</i>					
<i>CBNRM Volume II Project</i>					
<i>GIS & Mapping Project</i>					
ICSF - Fisheries Project			1,750	3,000	1,750
SEAFDEC - Fisheries Project			5,000		
Oxfam GB Fisheries Project			3,000	5,500	
RECOFTC - Facilitation Skill Manual Development			4,000		
AIT/WAP - Fisheries Project & CBNRM Volume II				54,449	10,860
AFSC - CBNRM Volume II Project					3,000
GTZ - NREM Publication					4,000
Total (USD)	351,342	420,133	413,680	633,259	510,748
PROVISION OF CONSULTANCY SERVICES					
Training Services Income					-
Consultancies/Professional Services Income		19,779	15,211	30,984	4,350
NCDD					33,194
WWF					5,671
The World Bank					41,648
FiA					9,000
Live & Learn Environmental Education					4,075
WorldFish Center					6,000
SEI					5,600
Total (USD)	-	19,779	15,211	30,984	109,538
OTHER INCOMES					
Bank Interest Income		95	746	2,182	4,615
Personal Donations		50		100	
Meeting Room Rental Income			796	321	413
Van Rental Income				1,112	117
Publication Income		866	1,153	798	997
Advertising Income - Green Book			1,076	1,240	4,870
Other Incomes	397	345	525	57	2,026
Total (USD)	397	1,356	4,296	5,810	13,037
Grand-Total (USD)	351,739	441,268	433,187	670,053	633,323



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THE NEW STRATEGIC PLAN AND ORGANISATIONAL DEVELOPMENT PROCESS

This year, the Learning Institute celebrates five years of existence, and with it, a new strategic plan. At the same time, it has a new, simplified name and logo: the original Community Based Natural Resource Management Learning Institute is now just the Learning Institute. The words 'People and natural resources' accompany the name in the logo, which has also been redesigned. The slogan – Linking Knowledge and Practice – remains unchanged.

Since its inception, the Learning Institute has been at the forefront in generating, gathering and disseminating knowledge about natural resource and environmental management in Cambodia. We work to enhance relevance, understanding and accountability both upwards and downwards.

At the same time, we respond to the need for all Cambodians who are involved in natural resource management to learn from each other so that, in particular, information about good practice can be shared. Similarly, this linking role helps us to identify where new research is needed to solve problems or to plug gaps in knowledge.

But as we move into the second five-year phase of our existence – which starts this year – we need to redouble and refocus our efforts. We need to ensure that we are addressing the right issues in the right way, and we need to scrutinize our organizational structure so that we can operate in the most efficient and effective way.

The Learning Institute's future role

Building on its existing expertise, from 2010 the Learning Institute will pursue a more thematic approach. It will focus more on developing the ability of Cambodian researchers to generate new knowledge about relationships between local people and natural resources, and draw more important and relevant lessons for this. And it will put even greater emphasis on improving links between Cambodians involved in natural resource management at local, sub-national and national levels.

A focus on livelihoods, management and governance

Within this overarching focus, the Learning Institute's work will be grouped within three key themes:

- Livelihoods, equity and food security. Within this program theme, we will analyze the role of natural resources in livelihood strategies. We will address equity issues in access and develop effective strategies so that poor and vulnerable groups can benefit more from natural resources. We will also examine ways to enhance food security and identify approaches to support the development of small enterprises and product marketing.
- Adaptive management and climate change. Collaborative action research will be a focus within this program. We will also work to enhance the ability of Cambodians to analyse and develop sustainable practices and arrangements in the management of natural resources that are fair to all.
- Local planning, local governance and decentralization. Again, collaborative action research and its results will be used to analyze and develop equitable and sustainable practices and arrangements in the governance of natural resources. Information sharing – from workshops and training to publications and briefing papers – will be an element of this.

Strategies

But how will the Learning Institute achieve its ambitions?

Supporting national and international initiatives

Throughout its activities, the Learning Institute seeks to contribute to national and international initiatives to combat poverty and inequality. It is, for instance, firmly committed to supporting the implementation of policies and programs of the Royal Government of Cambodia, including the rectangular strategy, the national strategic development plan and the millennium development goals.

Organizational structure

The identification of a new strategic plan was accompanied by an organizational assessment. This aimed to ensure that our Institute was structured in the most efficient and effective way to achieve its aims.

The result is that the Learning Institute will be restructured into five program teams and two support services.

Three thematic programs

Three of the five program teams will focus on the three key themes described above – although there will be much interaction between them.

Research capacity development

The fourth program is dedicated to research capacity development. This will build the ability of researchers – particularly in respect of concepts and methods - to analyze relationships between local people and natural resources. It will also provide small research grants and support the Development Research Forum initiative.

Information and communications

The fifth program – Information and Communications – will be responsible for collecting and disseminating information about natural resource management, and for the Learning Institute's own publicity and fundraising functions.

Support services

The five program teams will be supported by two support services. Corporate Services function will be responsible for finance, administration and human resource management and development. Organizational Development and Resource Mobilisation is a new function responsible for maintaining the quality and smooth running of the programs, as well as for developing proposals and identifying new opportunities for the Learning Institute to pursue.

A strengthened identity

The Learning Institute is the only organization in Cambodia focusing on the full range of priority issues and themes in the field of natural resource management that combines

- development of research capacity
- knowledge-based generation of effective practices
- capacity building for planners and administrators
- production and sharing of new knowledge and practices.

It also has solid experience in facilitating better links – and enhanced collaboration - between people at local, sub-national and national levels.

As it enters its second five-year phase, the Learning Institute is committed to gaining wider recognition on the basis of the quality and relevance of its work. It aims to strengthen its identity as a dynamic Cambodian organization at the forefront of sustainable development.

THE LEARNING INSTITUTE

CURRENT STAFF

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DRe	THOL BUNTHA	Online Forum Officer	buntha@cbnrml.org

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LIST OF FORMER STAFF
OF THE LEARNING INSTITUTE

NO	STAFF ALUMNI	PREVIOUS POSITION WITH THE LEARNING INSTITUTE	WHERE ARE THEY NOW?
1	KEN SEREY ROTH	Former Executive Director	PhD student at University of Sydney, AUSTRALIA
2	HOU KALYAN	Dep. Program Coordinator	Training Coordinator at RECOFTC
3	MENG MONIRAK	Learning Forums Coordinator	Director of Natural Resource Department at Tonle Sap Authority
4	REBECCA KINAKIN	Technical Advisor	Sustainability Planning Coordinator, David Suzuki Foundation, Canada
5	OUK VANNARA	Finance/Admin Officer	Expenses Officer at National Treasury
6	POK SOKUNTHEA	Administrative Assistant	Administrator at Aid de Action
7	NGY PHIROM	Night Guard	Move to live in Australia
8	SEN ROFIKIN	Part-time Guard	Sale supervisor at Company
9	SAM OEUN SOTHYRO	Communication Manager	Pursuing Master at Australian National University - ANU
10	SO SREY MOM	National Project Advisor	Chief of World Agri Trade Office at MAFF
11	SOK MARY	Field Team Facilitator	SPPA at NCDD/PSDD Mondulkiri
12	KHIM WIRYA	Field Team Facilitator	Master Student at Massey University, New Zealand
13	KEO SOPHEAP	Research/Training Assistant	Project Officer at Live & Learn
14	PEN RATANA	Research/Training Assistant	Project Coordinator at HBF
15	YIN KIMSOUR	Research/Training Assistant	Commune Database Specialist at TSSLP Pursat
16	ROUS CHANTHY	Field Team Facilitator	Provincial Technical Advisor at NCDD/PSDD Kampot
17	HONG SINEATH	Research/Training Assistant Fisheries	Housewife
18	MEAS CHOMNO	Green Book Assistant	Production Manager at Avalede Co., Ltd.

THE LEARNING INSTITUTE

SUPPORTING PARTNERS 2005 - 2009

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A. DONORS AND TECHNICAL PARTNERS



B. GOVERNMENT



Livelihoods in Protected Area	Community Protected Area Development Office	Community Protected Area Development Office	Participatory Management of Coastal Resource Project
Council for Agriculture and Rural Development	National Committee for Sub-National Democratic Development (NCDD)	Community Fisheries Department Office	Tonle Sap Environmental Management Project
Tonle Sap Sustainable Livelihoods Project	Virachey National Park Authority	Tonle Sap Initiative Coordination Unit	Community Forestry Office

C. UNIVERSITIES



D. INTERNATIONAL ORGANISATIONS



E. LOCAL NON-GOVERNMENTAL ORGANISATIONS



| My Village | Vattanakpheap | Srei Khmer Organisation | Development Partners in Action

| Phnom Neang Kongrei Association

F. NETWORKING AND WORKING GROUPS

NGO Forum on Cambodia	Community Protected Area Network	Community NRM Resource Centres	Development Research Forum (DRF)	Technical Working Group on Fisheries
Cambodia Community-Based Eco-tourism Network	Gender Mainstreaming Team of the Fisheries Administration	Non Timber Forest Products Exchange Programme		
Cambodia NTFP Working Group	Co-Management Learning Network			
Cambodia Communicator's Network				

The Learning Institute people and natural resources

The Learning Institute is a non-profit, non-political Cambodian organization working with a wide range of civil society, public and private sector organizations so that they can contribute more effectively to the sustainable management of natural resources. In this way, it aims to alleviate poverty and to enhance the well being of people living in rural areas. Specifically, the Learning Institute acts as a centre of learning, working creatively with others to generate and share knowledge and practices that contribute to sustainable and fair use of natural resources.



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