

Demand For Good Governance - Detailed Plan: Themes 5 & 9

Citizen Engagement 1 & 2

Final

Implementing Agency: The Asia Foundation
Date: June 2012 – January 2013

1. Introduction & Overview

The Demand for Good Governance (DFGG) Project, funded by the World Bank is a four-year good governance project that began in June 2009. The project aims to foster citizen demand for good governance approaches by supporting social accountability and other innovative governance approaches.

The Royal Government of Cambodia (RGC) has recognized the importance of strengthening governance in its National Strategic Development Plan (NSDP) 2006-10 and in the Rectangular Strategy (RS) 2004-08. A number of key government policy documents, including the RS, the Governance Action Plan, and the National Programme For Sub-National Democratic development [NP-SNDD 2010] recognize the helpful role civil society can play in governance processes.

The DFGG Project is a response to the current RGC push for reform, and has been approved as a US\$20 million-equivalent grant from the International Development Association (IDA). It will be implemented over a four-year period (2009-2013), under the general coordination of the Ministry of Interior (MOI) as the Executing Agency. Conceptually, 'Demand for good governance' (DFGG) aims to increase the extent and ability of citizens and other non-state actors (NSAs) to hold the state accountable, and to make it responsive to their needs. In turn, DFGG enhances the capacity of the state to become more transparent, accountable and responsive to citizens.

The overall development objective of the DFGG Project aims to enhance demand for good governance in priority reform areas by strengthening institutions, promoting partnerships, and sharing lessons. This is to be achieved by supporting selected state institutions (SIs) engaged in DFGG through promotion, mediation, response, or monitoring functions; supporting non-state actors (NSAs) to develop DFGG programs in partnership with SIs or independently; and promoting learning, awareness raising, and capacity building on demand-side governance approaches in a broader context. The DFGG project therefore includes the following components

- **Component 1: Support to State Institutions;**
- **Component 2: Support to Non-State Institutions;**
- **Component 3: Coordination and Learning.**

Component 3 has been structured into two subcomponents; 3A which is concerned with the coordination of project implementation and 3B which focuses on learning.

The activities described below [Citizen Engagement Themes 1 & 2], fall under 3B: Learning and aim at increasing understanding among state and non-state actors on effective approaches to engaging citizens in promoting and ensuring good governance in Cambodia. In exploring the topic using a learner centered approach, these activities will seek to facilitate learning around the nature and dynamics of citizen

engagement in governance and decision-making at local level and exploring best practice cases from the experience of both local government and civil society actors at commune/sangkat level.

These activities will also seek to draw on themes and conclusions discussed in the recent World Bank publication [2012] Voice, Choice and Decision Making – A Study of Local Governance Processes in Cambodia [VCD]¹ and other relevant recent publications in Cambodia and internationally, in order to explore issues and draw on new learning and best practice in the field of Citizen Engagement and apply this to the Cambodian context.

The overall approach will therefore draw as much from participatory action research², knowledge management and ‘community of practice’ approaches as it does from more traditional learning and training practice. The approach therefore will consist of facilitating key state and non-state Cambodian ‘pioneer practitioners’³ in:

- **identifying** aspects of their practice in citizen engagement [C.E] and/or social Accountability [S.Ac] with local government which they find effective
- **reflecting** deeply on these practices,
- **exploring and considering** together what learning can be derived from practices from their own and other contexts [drawing on practices, research and expertise in Cambodia and internationally],
- **codifying their thinking** and learning in a way which is then accessible to others
- **Developing a learning curriculum** based on these lessons, and
- exploring innovative and effective ways of **sharing this learning** with other practitioners.

While this last aspect, the sharing of learning to a wider audience is considered vital, it is important to note that the centre of gravity for this activity will be an initial group of 24-30 pioneer practitioners and the outcome will focus on their learning and improved practice on the ground.

It will also be essential that such learning and effective practice on Citizen Engagement is located within the current sub-national democratic development [SNDD] reform in Cambodia, initiated in 2010 and which the RGC describes as the ‘overarching’ governance reform. The 2010 National Programme [2NP-SNDD] envisages autonomous [under the law] District Councils, elected from below by Commune Councils, with downward accountability and their own dedicated funds and budgets. It potentially provides an unprecedented opportunity for deepening democracy through engaging citizens in local development at both commune and district levels, although the modality for that engagement will inevitably differ at each level.

Sub-national management and delivery systems (planning, financial, facilitation and other functions), while not yet fully embedded within the state, have been critical to the success of commune decentralization since 2002 - 2003 and the relative success of the Commune/Sangkat Councils has contributed to RGC

¹ Plummer, J & Tritt G World Bank 2012

² Participatory Action Research (PAR) is research which involves all relevant parties in actively examining together current action (which they experience as problematic) in order to change and improve it. They do this by critically reflecting on the historical, political, cultural, economic, geographic and other contexts which make sense of it. ... Wadsworth, Y. (1998

³ Pioneer Practitioners here refers to state and non-state practitioners at local level who are considered by NSAs and or C/S Councils to have extensive experience in Citizen Engagement or to have pioneered and advanced particular approaches and models of CE or S.Ac at village or commune level.

deciding to enter the second phase of decentralization reform. The NP-SNDD and its implementation plan, [the IP3 2011-13] view Citizen Engagement, and the promotion of democratic space and voice as being at the heart of democratic accountability. This accountability of Councils to citizens is to be exercised

- through *periodic elections*;
- through *engagement* of the Council with other councils and with a wide range of non-state actors including communities, civil society and the private sector;
- through *legal arrangements* (requiring decisions to be registered and recorded), and due process (financial record keeping, etc.);
- through access of citizens and non-state actors to information on decisions and budgets, and
- through the establishment of separate and independent mechanisms for participation, planning, redress and enforcement.

The process of Citizen Engagement and citizen engagement envisaged in the IP3 requires District/Municipal [D/M] Councils to meet regularly with non-state actors, including NGOs and CSOs, private sector groups, as well as individual citizens. Existing citizen engagement models at Commune/Sangkhat [C/S] level will also need to be reviewed in terms of both their effectiveness and the extent to which they can/should be adapted to citizen engagement models envisaged for D/M level. It is likely for example that representative CSO's will be the most feasible approach, in the main, to communicating the views of citizens to councillors and their officials at D/M level. The extent to which there is effective citizen engagement at both village and C/S level, the capacity of CSO's and government to both facilitate that engagement, and the extent to which CSO's can then adequately represent such views at D/M level, will all be key 'dependent variables' in the development of effective Citizen Engagement in local democratic governance at SN level.

The recent VCD report has provided useful some starting points for this exploration of effective practice given its conclusions regarding formal and informal mechanisms of participation at work at commune level with the formal mechanisms viewed as having limited value for a number of reasons. VCD views many of the real governance decisions and 'business' as taking place outside these formal settings in less inclusive, non-transparent, invited settings with the village chief playing a central role and carrying significant leverage.

Effective Citizen engagement then, tends to be characterized by ad hoc approaches to accountability, with citizens and communities adopting a vigilant 'watching brief' to protect their interests. At the same time local government also have to contend with these informal mechanisms in negotiating their own stance and role between both vigilant citizens and other vested business and [party] political interests, particularly where natural resources are concerned. VCD recommended the development of processes and mechanisms which would address these realities in decentralized governance and the initiative outlined here will also concern itself with examining how Citizen Engagement in local governance can be enhanced by addressing some of the issues raised in the report

Enabling and making allowances for citizens engaging in and around the IP3 is therefore viewed as a core capacity challenge for government, citizens and for CSO's, requiring significant capacity development through awareness raising, training, mentoring and coaching if such aspirations are to become a reality. In the coming months, NCDD-S plans to work with development partners and CSO representatives [such as the CSO Working Group of Partners in Decentralisation - WGPDP] to develop a framework of cooperation that focuses on strengthening citizen engagement and social accountability within the democratic development process. Such a framework, if agreed to by both government and CSOs, could then be used by

government, development partners or any other funding source supporting citizen engagement in SNDD for programming purposes.

Such a jointly agreed 'Framework' for citizen engagement and social accountability is considered useful, given the recognition that the development of state-lead local government accountability systems in decentralization will be insufficient on their own and will also require the development of demand-side pressure from both individual citizens [and non-state actors in general] in relation to SNDD in Cambodia. It is also recognized that state and non-state approaches must be separate but synchronized, independent of each other, yet situated within a complementary framework.

2. The Plan

This Detailed Plan will firstly outline below how initiatives under Themes 5 & 9 [Citizen Engagement 1 and Citizen Engagement 2] of the DFGG Consolidated Learning/Training Plan are being merged within a single implementation plan. The merging of Themes 5 & 9 will provide a platform for learning and dialogue around number of key issues, including those raised by the VCD report [ibid.] and other key research on citizen engagement in Cambodia and internationally. Activities within this merged theme will focus on supporting reflection, re-conceptualization and clarity for practitioners from both state and non-state agencies around citizen engagement, helping to identify effective strategies and approaches based on learning from the field and also strengthen understanding and RGC/DP/CSO ownership of the 'Citizen Engagement & Social Accountability Framework' outlined above.

CE 1 & CE 2 will therefore aim to:

- i. Support a select group of state and non-state actors in **identifying key initiatives/opportunities in supporting CE** in governance and social accountability in Cambodia at sub-national level.
- ii. Based on the 'Citizen Engagement & Social Accountability Framework' and drawing on existing international and Cambodian experience, **provide reflection learning and dialogue opportunities** for state and non-state actors on strategies, models, approaches and tools for Citizen Engagement in the Cambodian context.
- iii. **Synthesize and codify** this shared understanding of the strategies, models, approaches and tools for Citizen Engagement into a knowledge product.
- iv. **Provide Training** on Effective Presentation Skills & Innovative Presentation Skills for state and non-state actors
- v. Use innovative tools to **Share this knowledge** among a wider group of practitioners and policy makers.
- vi. Develop a curriculum based on the knowledge product which can be used by both MOI and Civil Society.

3. Approach, Methodology & Sequence

CE 1 & 2 will broadly follow the Sequence outlined in fig 1. Above, and is described in more detail below:



- i. First Preparation & Planning Meeting [June 21st 2012] involving PCO and TAF.
- ii. Identification & invitation of CE Champions/Pioneer Practitioners to the RDLM Meetings [July & August]
- iii. First Preparation & Planning Meeting [August 13th 2012] involving PCO and TAF.
- iv. Invitation of Pioneer Practitioners to the RDLM Meetings [By early October 2012]
- v. 3 x 2-day Regional Dialogue & Learning Meetings [RDLM] held in Phnom Penh [22-23rd October], Siem Reap [25th - 26th October and Preah Sihanouk [1-2nd November 2012], each of which will aim to identify key questions, challenges and opportunities in supporting CE in governance and social accountability in Cambodia and internationally. Participants in the Regional Dialogue & Learning Meetings [RDLM], as well as being expert practitioners [in addition to 2-3 international resource persons], will be drawn from Local government, CSO's and CBOs. This will enable a wide range of perspectives on Citizen Engagement and will contribute to the development of the Shared Learning Document. The target group will include staff of state and non-state agencies, who have specific responsibility and roles in facilitating and mobilizing for citizen engagement at local level. It is expected that there will be approximately 12 participants from approx 8 provinces at each Meeting [So 36 participants in total with most, though not all provinces covered], and the focus will be on in-depth reflective practice and discussion. Essentially these meetings will use a Community of Practice⁴ approach and will result in;
 - vi. A Shared Learning Document which will be jointly developed to draft stage during the workshops and refined and synthesized through an 'Innovation in CE' Workshop [2 days] in Phnom Penh on 4-5th December 2012, when the synthesized early draft of the Shared Learning Document will be presented, discussed and improved
 - vii. A 1.5 or 2 day Core Team Meeting made up of 12 participants selected at the Innovation in CE Workshop will be held on 17-18 December in Phnom Penh (TAF/PCO) in order to finalize the shared learning documents and prepare for the Participatory Knowledge Fair. Training on innovative communication tools and presentation techniques for workshops and meetings will be provided by TAF resource persons and SILAKA with a view to preparing the 12 volunteer presenters for the next step – the sharing of learning to a wider group drawn from Government, Development Partners and CSOs.
 - viii. Three half-day peer-lead 'Participatory Knowledge Fairs' will be held over a two day period 17th & 18th January 2013 which will showcase the 'Shared Learning Document' and also a range of new approaches to presenting this learning. The Shared Learning Document will provide the framework and structure for the event which will be attended by approximately 150 participants drawn from state and non-state agencies over the two days [approximately 50 participants per day]. The event will be lead and facilitated by a 'core team' of volunteer expert practitioners from the RDLM Workshops in late October, divided into themed sub-groups and responsible for managing and facilitating the event. They will be facilitated and mentored in using a wide range of media and methodologies designed and used to present the learning, with the support of the TAF Learning Coordination Advisor, The Resource Persons, PCO and SILAKA.

⁴ A CoP is a group of people who are active practitioners [so is not appropriate for non-practitioners] and its purpose is to provide a way for practitioners to reflect on their practice, share tips and best practices, ask questions of their colleagues, and provide support for each other. Membership is dependent on expertise - participants should have at least some recent experience performing in the role or subject area of the CoP. CoPs are usually facilitated and sometimes augmented by online mechanisms such as forums, jointly owned wikki pages or other file-sharing arrangements. CoPs can be short or long-term initiatives, although if they are longer term, ongoing ownership and coordination is usually necessary to ensure sustainability

- ix. The methodology used over the entire process of CE 1 & 2 will therefore be eclectic [drawing on a range of methods] participatory and learner-centred with an emphasis on experiential learning and sharing of best practice examples from Cambodia and internationally.
- x. This is a deductive rather than Inductive learning process with a formal 'training component' only included as part of 'The Core Team Meeting'. There will therefore be a training needs analysis [TNA] conducted at the Second workshop Innovations in CE' Workshop and this will be addressed during the Core Team Meeting and the effectiveness of the training component will be assessed using post test questionnaires, developed by the training provide SILAKA. Otherwise participant evaluation will also be conducted for each event.

4. Curriculum & Workshops Development

An overview of the events under CE 1 & 2 is outlined below. More detailed curriculum will be developed in the run-up to and following a 1-day preparation meeting with PCO and other resource people in August 2012, which will also aim at reviewing, finalizing and contextualizing the outline supplied below and will therefore include an additional Cambodian CE expert as a resource person and an international resource persons on CE and local governance. SILAKA will also be engaged in order to conduct a training needs analysis [TNA] on Communication & Presentation Skills and Tools, developing curriculum based on this and also developing a curriculum based on the final knowledge product. Total participant numbers will be 45 for CE 1 and 150 for CE 2, so approx 195 persons in total.

5. Sequencing, Human Resources & Approach to Delivery

TAF will utilize its knowledge and expertise in the areas of citizen engagement, social accountability and good governance to develop and deliver the series of learning, dialogue & knowledge sharing events. The Learning & coordination Advisor at TAF will work with PCO to develop, document and deliver the preparatory meetings, learning events and knowledge products..

Additional [national and international] resource persons with specific expertise in participatory learning, appreciative enquiry, communities of practice and knowledge sharing events, will also be recruited [for up to 50 days over the 4 month period October 2012 – January 2013] to support the development of the methodology, the learning documentation and jointly facilitate learning. TAF will also utilize its own in-house resources (from Cambodia and the region).

TAF will also work closely with SILAKA [as PCO's contracted Training NGO] in the development of a training needs analysis TNA] for participants at the RDLM meetings in November. The Innovations in CE workshop [December 4-5] will then be lead by the TAF Resource Persons and focused on presenting and agreed the synthesized 'shared learning document'. SILAKA will however also be represented at this workshop which will enable it to develop the curriculum for the Core Team Meeting [17-18 December] where it will also take responsibility for the delivery of the curriculum in presentation skills, techniques and innovative tools from around the world with the support of the TAF resource persons. This will prepare the 12 practitioners for the delivery of content at the knowledge fair [09-11 January 2013]

SILAKA will also produce a 2-day training Manual based on the final shared knowledge product, which both MOI, SILAKA and other agencies may use.

The Asia Foundation will provide oversight and overall technical quality control; and in the development of the meetings and documentation and draw on its own expertise and networks. It is important to note that a significant aspect of D. 'Innovation in CE' Workshop [See 8. CE 1 & 2 Indicative Process Agenda, below]

and E. 'Core team Meeting' to Prepare for the Knowledge Fair will be a focus on developing the practitioner's skills in using a variety of audio visual and presentation techniques so that the Knowledge Fair can be as dynamic and effective as possible. SLIACA will develop the training curriculum and coaching/mentoring model to develop innovative presentation and dissemination in similar contexts. In general the allocation of responsibilities across the process will be as follows:

ROLES	3 x RDLM Oct – November '12	2 DAY Workshop December '12	1.5 day Core Team Meeting - December '12	Participatory Knowledge Fair – January '12
TAF Int. & National Resource Persons	- Design Agenda - Dialogue Facilitation - Synthesis into draft document	- Design & Facilitation of Workshop on Synthesis Document - Model Best Practice in new Presentation tools	- Revision & Finalization of 'Shared Learning Document' for Publication - Overall management of Theme - Input on Global Best Practice in new Presentation tools	- Design of Knowledge Fair - Overall Leadership & Facilitation of Knowledge Fair - Presentation of publication: "Innovation in Citizen Engagement: Stories from the Front" [Suggested only]
SILAKA Curriculum & Training Experts	- Design of Training Needs Assessment & Draft Curriculum: Presentation & Communication skills	- Conduct Training needs Assessment during RDLM on Presentation & Communication skills - Design of Training on Presentation & Communication	- Delivery of Training on Presentation & Communication Support of 12 Volunteers as they prepare their Presentations - Finalize 2-day training curriculum based on 'Shared Learning Document'	Present Training Curriculum Overview for: 1. Presentation & Communication and 2. "Best Practice in Citizen Engagement: Stories from the Front"
PCO	See 7 Below	See 7 Below	See 7 Below	See 7 Below

6. Expected PCO Contribution

- **Provide basic meeting material;** learning materials such as copied course material, pencils and paper, post-its etc; and teacher tools such as projectors, white boards, markers etc and other technical equipment. (Full detailed list and course material will be provided to the PCO at the July Preparatory Workshop).
- **Translation, Interpretation & Rappoteurs:** Arrange for both the translation of materials into Khmer language and for simultaneous interpreters during meetings as well as supplying a rapporteur service at the RDLM meetings as well as translation for the consultant's report once the workshop is completed.
- **Arrange venue:** In the locations and dates mentioned above, organize venues for the workshops. The requirements for each workshop will be finalized at the preparatory meetings in October 2012, but it is expected that the venue will have Audio/Visual capacity [PowerPoint projector and screen, and interpretation booth and earphones]
- **Participant logistics and administration:** including participant registration/communication; arrange food and refreshment during the workshops, administer per diem and travel expenses for participants etc.
- **Evaluation:** Measuring results on the outcome level of the theme based on the information on expected outcomes provided by TAF.
- **Outreach:** Outreach to potential government participants (TAF will handle the outreach to NGO participants)
- **Communication:** Handle communication with the participants before and after the event. Production of other communication material that may be agreed upon at the Preparatory Workshop in July 2012. Support in the training and resourcing of the Peer Practitioner Presenters at the Final Knowledge Fair.

7. CE 1 & 2 Indicative Process Agenda

1. Preparatory Meeting: TAF & PCO [June2012] 2. Identification of ‘Pioneer Practitioners’ [July 2012]		
3. Preparatory Meeting: TAF & PCO [June2012] & Invitation of ‘Pioneer Practitioners’ [August 2012]		
4. 3 x 2-day Regional Dialogue & Learning Meetings [RDLM] Phnom Penh, Siem Reap and Preah Sihanouk : October - November 2012,		
RDLM INDICATIVE AGENDA DAY 1		
Time	Topic /Activity	Detail
09:00	Introductions , Agenda & Objectives	Introductions Meeting Agenda/Objectives
10:00	Coffee Break	
10.20	CE 1&2 Overview	Overview of CE 1&2 through to Knowledge Fair
10.40	SILAKA role	Introduction of SILAKA activity
11.00	Setting the Scene	Definitions of & Framework for Citizen Engagement.
12:00	Lunch	
13:30	Telling The Story 1 – Identify the Successes	“What are the main citizen engagement-related successes that have been achieved within your community?”
14:45	Coffee Break	
15:00	Telling the Story 2 - Identify the Lessons	“Why was it a success? What was the essence of the success? What lessons can be learned?”
16.30	Story Screening	Selection of stories based on nature of citizen engagement and lessons to be learned.
16:50	Feedback & Planning Day 2	
RDLM INDICATIVE AGENDA DAY 2		
09:00	Review of Day 1 & Preview of Day 2	
09.15	CE Context	Present CE Frameworks (Ladder of Perception, types of CE, Social Accountability tools)
10:00	Coffee Break	
10:15	Telling the Story 3 – Identify the Context	Tell the stories and assign them to CE frameworks to gain fuller understanding of citizen engagement aspects.
12:00	Lunch	
13:30	CE Story Selection	Select 5 stories which best present successes/ lessons related to citizen engagement.
14.30		
14: 45	Coffee Break	
15:00	Learning Review	“What were the main learning points from the meeting? What will we be taking forward into the next workshop?”
15:30	Where to from here?	Confirm plans for rest of CE1&2 themes
5. A Shared Learning Document which will be refined and synthesized in the period between CE 1 & 2, through an ‘innovations in Citizen Engagement’ Workshop [December 4-5 2012]		
6. Core Team Meeting Training [1.5 days] to prepare for Knowledge Fair [December17-18 2013]		
7. 3x half-day-day peer-lead ‘Participatory Knowledge Fairs’ [January 9-11 2013]		
8. Publication of ‘Innovations in Citizen Engagement’ – Shared Learning Document [January 2013]		
9. Finalisation: Training Curriculum on Presentation & Communication for Citizen Engagement [Feb 2013]		
10. Final Summary Report [Feb 2013]		

8. Indicative Timeline Theme 5 & 9

NB! Only the activities of TAF + Resource Person are included in the time line

Activity	Start date	End date
TOR Preparation for National & Int. Resource Persons	June 11	June 30
Request for venues for Prep. workshop & RDLM Workshops	June 21	Aug 31
Preparatory Workshop [PCO & TAF]	Aug 13	Aug 13
Identify & Invite Pioneer Practitioners	June 30	Aug 31
Develop RDLM Curriculum & Material	Aug 3	Sept 15
3 x RDLM Workshops at Phnom Penh, Siem Reap & Preah Sihanouk	Oct 15	Nov 30
Shared Learning Document refined and synthesized	Dec 01	Dec 30
Prep Curriculum for 'Innovations in CE' Workshop	Dec 01	Dec 30
'Innovation in CE' Workshop [Phnom Penh]	Dec 04	Dec 5
Core Team Meeting	Dec 17	Dec 18
Prep Curriculum and Logistics for 3-day 'Participatory Knowledge Fair'	Jan 03	Jan 10
3x peer-lead 'Participatory Knowledge Fairs'	Jan 09	Jan 11
Report from Workshops to PCO	Jan 18	Jan 30

9. Budget

An indicative Budget is attached

Logistic Budget: **34,996 USD**

Regional Dialogue and Learning Meeting in Phnom Penh, Siem Reap, and Preah Sihanouk

Description	Unit	Qty	Unit Price	# of Day	Total Price
1. Venue, Lunch and 2 Refreshments					
Hotel/Center (Par :12, PCO: 3, TAF: 3, Deli. And Com NGO: 4)	Person	22	22	2	968
2. Training Material					
Flip Chart	Kg	2	2	1	4
Marker	Pcs	2	4	1	8
Paper tap	Pcs	2	0.5	1	1
White Board Marker	Pcs	2	4	1	8
3. Kit for participant					
Handouts	Set	12	1	1	12
Note Pad A4	Set	12	1	1	12
Pen	Set	12	0.5	1	6
4. DSA and Travel					
DSA for Participants	Person	12	20	3.5	840
DSA for PCO	Person	3	20	3.5	210
Travel	Round Trip	12	25	1	300
Fuel (PP-Province-PP)	Litre	130	1.3	1	169
5. Contingency					
Contingency					100
Total Per Workshop					2,638
Total of 3 Workshops (1)					7,914

Formulating and Communicating Best Practices in Phnom Penh

Description	Unit	Qty	Unit Price	# of Day	Total Price
1. Venue, Lunch and 2 Refreshments					
Hotel/Center (Par:36, PCO: 5, TAF:3, Deli. And Com NGO:4)	Person	48	22	2	2,112
2. Facilities Rental					
Backdrop	Set	1	100	1	100
3. Training Material					
Flip Chart	Kg	2	2	1	4
Marker	Pcs	2	4	1	8
Paper tap	Pcs	2	0.5	1	1
White Board Marker	Pcs	2	4	1	8
4. Kit for participant					
Ring Binder	Set	40	2.3	1	92
Handouts	Set	40	2	1	80
Note Pad A4	Set	40	1	1	40
Pen	Set	40	0.5	1	20
Name badge	Set	40	0.5	1	20
5. DSA and Travel					
DSA Presenters (Province-Phnom Penh)	Person	36	25	3.5	3,150
Travel	Round Trip	36	25	1	900
6. Contingency					
Contingency					300
Total Per Workshop (2)					6,835

Core Team Meeting in Phnom Penh

Description	Unit	Qty	Unit Price	# of Day	Total Price
1. Venue, Lunch and 2 Refreshments					
Hotel/Center (Par:12, PCO: 5, TAF:3, Deli. And Com NGO:2)	Person	22	22	2	968
2. Training Material					
Flip Chart	Kg	2	2	1	4
Marker	Pcs	2	4	1	8
Paper tap	Pcs	2	0.5	1	1
White Board Marker	Pcs	2	4	1	8
3. Kit for participant					
Handouts	Set	12	2	1	24
Note Pad A4	Set	12	1	1	12
Pen	Set	12	0.5	1	6
4. DSA and Travel					
DSA Presenters (Province-Phnom Penh)	Person	12	25	3.5	1,050
Travel	Round Trip	12	25	1	300
5. Contingency					
Contingency					100
Total Per Workshop (3)					2,481

Participatory Knowledge Fairs in Phnom Penh held over a Three Day period

Description	Unit	Qty	Unit Price	# of Day	Total Price
1. Venue, Lunch and 2 Refreshments					
Hotel/Center (Par:60, PCO: 5,	Person	76	22	1	1,672

TAF:3, IA:2 WB:2, NGO:4)					
2. Facilities Rental					
Backdrop	Set	1	100	1	100
3. Training Material					
Flip Chart	Kg	1	2	1	2
Marker	Pcs	1	4	1	4
Paper tap	Pcs	1	0.5	1	1
White Board Marker	Pcs	1	4	1	4
4. Kit for participant					
Ring Binder	Set	65	2.3	1	150
Note Pad A4	Set	65	1	1	65
Pen	Set	65	0.5	1	33
Name badge	Set	65	0.5	1	33
5. DSA and Travel					
DSA for 12 organizers	Person	12	25	4.5	1,350
DSA Participants (Province-Phnom Penh)	Person	20	25	2.5	1,250
Travel	Round Trip	32	30	1	960
6. Contingency					
Contingency					300
Total Per Workshop					5,922
Total of 3 Workshops of Knowledge Fair (4)					17,766
Grand Total of Theme 5&9: Citizen Engagement (1)+(2)+(3)+(4)					34,996

Ends.