



គម្រោងពង្រឹងសមត្ថភាពដល់ក្រុមបណ្តុះបណ្តាលថ្នាក់ក្រោមជាតិ
 ផែនការអន្តរជាតិសម្រាប់ការអភិវឌ្ឍន៍ និងវាយតម្លៃ
 Sub-National M&E Capacity Development through
 Champions Development Project



Training Program Designing Workshop



Workshop Guidelines

26-30 October 2009
 NCDD/PST M&E Unit

With technical and financial assistances from Project to Support Democratic Development through Decentralization and Deconcentration (PSDD):



Designing Training Program Workshop

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Training Program Design Workshop
Champions Development Project, 26-30 October, 2009, Siem Reap

Workshop aim:

To increase confidence of provincial training champions on designing and planning training program responding to the needs of CAU M&E officers and of line department M&E focal points.

Workshop objectives:

By end of the workshop, participants will have:

- Known priority training needs based on recently concluded TNA.
- Reviewed the principles, methods, materials on how to design training curriculum and session plan.
- Practiced training curriculum and session plan development covering:
Module 1: Sub-Contract Preparation, Project Design and Monitoring and Evaluation, and
Module 2: Essential Management and Professional skills Development.
- Developed training plan by the province.

Workshop Schedule:

Time	Sessions/Activities	Responsibility
Day 1 : 26 October 2009		
7:30-7:45	Registration	
7:45-8:00	Opening	Prak Sam Oeuun
8:00-9:00	Session1: Introduction to the workshop	Master Trainer
9:00-10:00 (Break 15mn)	Session2: Sharing the TNA findings and discussion	Ly Yasak and Piphos
10:15-12:00	Session3: Re-visit and revise the training session on curriculum development and session plan	Master Trainer
14:00 -17:30 (Break 15mn)	Session4: Design Training Curriculum and session plan covering: <ul style="list-style-type: none"> ▪ Module 1: Sub-Contract Preparation, Project Design and Monitoring and Evaluation ▪ Module 2 : Essential Management and Professional skills Development ▪ Group 1 & 2 design M1 ▪ Group 3 & 4 design M2 	Master Trainer and All
Day 2 : 27 October 2009		
7:30 -12:00 (Break 15mn)	Session4: (continued)	
14:00-17:30 (Break 15mn)	Session5: Group presentation, review, combination leading to revised and finalized training curriculum and session plan.	Master Trainer and all
Day 3 : 28 October 2009		
7:30-9:45 (Break 15mn)	Session5: (continued)	
9:45-12:00	Session6: Development of session plan covering M1 and M2	Ly Yasak and All
14:00-17:30 (Break 15mn)	Session6: (continued)	
Day 4 : 29 October 2009		
7:30-12:00 (Break 15mn)	Session 7: Session plans presentation and dry run	Master Trainer and All
14:00-17:30 (Break 15mn)	Session 7: (continued)	Master Trainer and All
Day 5 : 30 October 2009		
7:30-12:00 (Break 15mn)	Session 8: Revised session plans	Master Trainer and All
14:00-17:30 (Break 15mn)	Session 9: Plans for delivering training by the Province Closing	Ly Yasak and all

Day1: 26/10/09

Session # 1: Workshop Introduction

Time: 8:00 –9:00

Session objectives:

By end of the session, participants will have:

- Built good relationship.
- Understood the objectives and schedule of the workshop.
- Reviewed and committed to the ground rules.

Materials:

- Colour cards, flipcharts, maker, tape, knife, scissors
- Cloth, session title, aim, objectives and schedule's flipchart

Steps/Activities:

1. Opening (7:45-8:00)

2. Introduction (8:15 - 8:20):

Session introduction: Welcome the provincial champions to the workshop. It is the first time that all of you have gathered to work together to design training program for CAU M&E officers and line department M&E focal points. During the 5 day workshop, we will complete 2 modules. Module 1 will be on *Sub-Contract Preparation, Project Design and Monitoring and Evaluation*. Module 2 will be on *Essential Management and Professional skills Development*.

3. Review champions' name game (8:20 - 8:35):

Instructions:

- Two facilitators hold and hang cloth.
- Divide participants into two groups.
- Group one sits at one side of the cloth and group two sits at the other side so that the two groups can not see each other.
- Each group selects five members to represent the group.
- Each representative from each group must stand up after facilitator counts up to three. When they stand up, they must call the name of each other.
- The one who can say the name first will be the winner.
- Doing this up to 5 pairs.

4. Presentation of the aim, objectives and schedule (8:35 -9:00):

- Facilitator describes about the objectives and schedule of the workshop (handout#1).
- Reviewing the ground rules
- Nominating groups to be responsible for class management, morning review session, time management, energizer game, room cleaning and facilitator's assistant for each day of training.
- Facilitator clarifies logistic issues.

**Session # 2:
Sharing findings on TNA result and discussion**

Time: 9:00 -10:00

Objectives:

By end of the session, participants will have:

- Understood the findings of the TNA work.
- Understood the priority topics that each province has identified.

Materials:

- TNA results
- Slide/handout session #2
- LCD Projector

Steps/Activities:

1. Introduction (9:00 – 9:10):

Introduction of session: In session#1, you have known the course objectives and schedule. In order to develop a good training program, we need to know what the trainees' exact needs are. This session will show you the result of TNA you did several months ago. The result we will show you is based on champions' reports and on the response to the questionnaire.

2. Presentation of TNA results: (9:10 – 9:45):

- Facilitators explain handout session # 2.
- Questions and answers

3. Session conclusion: (9:45 - 10:00)

- Clarify participant's issues, if there is any.

Handout session # 2

1. Necessary/priority topics base on provincial TNA report analysis:

Compilation - Champion's NTA report

Top priority topic	Monitoring and Evaluation			Project management			ToT/ Facilitation			Report writing			National contract database			Data collection and analysis			Project planning and activities plan		
	1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd
Provincial needed	KPC KDL OMC KAM KEP SHV RAT MKR KCH KPT KRT	SRP TAK PUR SVR PVG PLN KKG BMC PNP		KSP PNP KKG	KPC PVR	KEP SHV	PLN	OMC PVG	PUR PVR SVR KEP	PUR PVG BAT	KDL KRT STG	MKR KKG BMC	BMC SVR	KEP KPT KSP	KAM PVR KPT	TAK	KAM SHV	KRT KCH	SRP PVR STG	PLN BAT RAT MKR KCH KKG	

Conclusions:

Based on the above table, training is needed in the the following four areas:

1. Project/contract/ /project cycle management including project planning, contract preparation, their monitoring and evaluation as well as related data collection and analysis and report writing.
2. National contract database (NCD) and contract management (the contract management is highly needed by KRT and PVG).
3. ToT/Facilitation, communication and presentation skills.
4. Computer skill improvement is highly needed in some provinces including KCH and STG. However, the province or individual should take action to solve this need locally.

Note: Most provinces have already planned training to M&E officers on topics namely, NCD, contract management and M&E. These will be delivered in late Quarter 3 and Quarter 4 of this year.

2. Necessary/priority topics based on provincial TNA questionnaire analysis:

No	Provinces	High need/priority topics
1	KPC	<ol style="list-style-type: none"> 1. Project management 2. Project M&E 3. NCD
2	KDL	<ol style="list-style-type: none"> 1. Project M&E 2. Report writing 3. Data collection and analysis
3	OMC	<ol style="list-style-type: none"> 1. Project M&E 2. Project planning and work plan 3. Report writing <p>Note: Topics were identified by supervisors</p>
4	SPR	<ol style="list-style-type: none"> 1. Project M&E 2. Project planning and work plan 3. ToT/facilitation skill
5	KAM	<ol style="list-style-type: none"> 1. Project management 2. Project planning 3. Project M&E 4. Leadership
6	TAK	<ol style="list-style-type: none"> 1. Project M&E 2. Data collection and analysis 3. Report writing
7	PUR	<ol style="list-style-type: none"> 1. Project planning 2. Project M&E 3. ToT/facilitation skill 4. Project management
8	PVR	<ol style="list-style-type: none"> 1. Project M&E 2. Project management 3. Information, communication strategy
9	PVG	<ol style="list-style-type: none"> 1. ToT/facilitation skill 2. NCD 3. Data collection and analysis
10	SVR	<ol style="list-style-type: none"> 1. Project planning 2. Project management 3. ToT/facilitation skill 4. Project M&E
11	PLN	<ol style="list-style-type: none"> 1. Report writing 2. Project M&E 3. ToT/facilitation skill
12	BAT	<ol style="list-style-type: none"> 1. ToT/facilitation skill 2. NCD 3. Leadership 4. Project M&E 5. Project planning
13	PEP	<ol style="list-style-type: none"> 1. Project M&E 2. NCD 3. Newsletter / public information materials 4. contracts management
14	SHV	<ol style="list-style-type: none"> 1. Project management 2. Project M&E 3. Newsletter / public information materials

No	Provinces	High need/priority topics
15	RAT	<ol style="list-style-type: none"> 1. Project M&E 2. Project management 3. ToT/facilitation 4. NCD 5. Effective meeting
16	MDK	<ol style="list-style-type: none"> 1. Project planning 2. Project M&E 3. Project management 4. NCD
17	KRT	<ol style="list-style-type: none"> 1. Project M&E 2. Project management 3. Report writing
18	STR	<ol style="list-style-type: none"> 1. Project planning 2. Project M&E 3. Project management 4. Report writing 5. NCD
19	KCH	<ol style="list-style-type: none"> 1. Data collection and analysis 2. Project M&E 3. Project management 4. Project planning 5. Report writing 6. NCD 7. ToT/facilitation
20	KKG	<ol style="list-style-type: none"> 1. ToT/facilitation 2. Project planning 3. Project management 4. Leadership
21	KPT	<ol style="list-style-type: none"> 1. NCD 2. Contract management 3. Newsletter / public information materials 4. Project planning 5. Project management 6. Leadership
22	BMC	<ol style="list-style-type: none"> 1. Contract management 2. Project M&E 3. NCD 4. ToT/facilitation skill 5. Work plan development
23	KSP	<ol style="list-style-type: none"> 1. Project M&E 2. NCD 3. ToT/facilitation skill 4. Contracts management
24	PNP	<ol style="list-style-type: none"> 1. NCD 2. Project M&E 3. Project management 4. Report writing

3. Standardized requirements: Knowledge, Skills and Abilities (KSA) for the position of M&E Officer, PRDC CAU and Line Department M&E Focal Points

Required	M&E Officer, PRDC CAU	M&E Focal Point, Line Department
Knowledge	<ul style="list-style-type: none"> 1) Planning: projects and contracts 2) Management: general, office and projects 3) The Organic Laws 4) The NCDD Programme and projects 	<ul style="list-style-type: none"> 1) Project conceptualization, planning and formulation 2) Management: general, office, financial, budget and projects 3) English 4) The NCDD Programme and projects
Skills	<ul style="list-style-type: none"> 1) Project/sub-contract writing/preparation and M&E 2) Activities/ work planning 3) Survey, data collection, compilation and analysis 4) Computer: MS Word, Excel , data entry using the NCD database. 5) English 6) Communication and writing (reports, newsletter) 	<ul style="list-style-type: none"> 1) Project M&E 2) Writing: reports, proposals and newsletters 3) Survey, data collection and analysis 4) Sub-contract preparation 5) Effective meetings and minutes taking 6) Activities/work planning 7) Effective communication and public presentation
Abilities	<ul style="list-style-type: none"> 1) Leadership, coaching and problem/conflict resolution 2) Ability to coordinate 3) Team work 4) Willing to take responsibility 5) Ability to work and to deliver tasks and responsibilities with minimum supervision 6) Honest, punctual and self disciplined. 7) Willing to learn 8) Ability to develop and to maintain good work relationships 	<ul style="list-style-type: none"> 1) High responsibility and commitment to work 2) Ability to develop and to maintain good working relationships, Coordination and networking 3) Ability to work and to deliver tasks and responsibilities with minimum supervision 4) Honest, punctual and self disciplined. 5) Willing to learn from reflections 6) Creative and problem solver
Experience	<ul style="list-style-type: none"> 1) Previous experience in M&E 2) Working with the community and people 3) Training 4) Civil service 	<ul style="list-style-type: none"> 1) Previous experience in M&E 2) Working with the community and people 3) Training management

Session # 3:
Re-visit and Review as to how to develop training curriculum and session plan

Time: 10:15 –12:00

Objective:

By end of the session participants will have:

- Clearly understood how as to hoe to develop training curriculum and session plan.

Materials:

- Colour cards, flipcharts, maker, tape, knife, scissors
- Slide/handout session #3

Steps/ Activities:

1. Introduction (10:15 - 10:20):

Session Introduction: All of you have studied in module 1 of ToT about how to develop training curriculum and session plan. Now we review some of the key elements and processes so that you will be more confident in designing them in the next sessions.

2. Exercise on Organizing (10:20 - 11:00):

Instructions:

- Divide participants into 4 groups.
- Facilitator prepared toolkit for each group. The toolkit includes all elements of training curriculum and session plan and some that are not.
- Each group tries to arrange in order the elements in the toolkit to get a training curriculum and session plan format.
- Group presentation.
- Feedback from others.

3. Brainstorming on how to develop session objectives (11:00 -11:15):

- Do you remember what the criteria for developing session objective are?

4. Presentation of training curriculum and session plan format (11:15 -11:55):

- Elements of training curriculum and session plan format.
- How to develop each element? (Slide/handout session # 3)

5. Conclusion: (11:55 -12:00):

Handout Session # 3:

#1: Training curriculum format

Module title:

- **Course aim:**
- **Course objectives:**
- **Course outline:**

Session topics	Specific learning objectives	Necessary key contents	Methods/tools	Existing reference material	Time needed

#2: Criteria/guidelines for developing each component of the training curriculum.

1. Criteria for developing course aim and objectives

A. Course aim/general objectives:

- Describe what positive changes in knowledge, skill and abilities (KSA) would be brought to the trainees/participants
- A concise and clear statement of the aim or intent of the training program.
- Generally the course aim would need to be captured in one sentence.

B. Course objectives:

Option 1:

- Relevant to the work situation of the trainee.
- Designed to improve job performance
- Achievable.
- Definable/measurable in terms of behavior or specific changes in knowledge, skills and abilities (KSA).
- Specific and evaluable.

Option 2:

1. **Time:** When do you expect to see the desired level of KSA?
2. **Performance:** What do you expect the trainee officials to be able to do as the training result?
3. **Quality:** How well do you expect the trainee officials to perform?

Example: By the end of the training session, the trainee officials will be able to write training objectives properly and correctly.

Time: By the end of the training session

Performance: The trainee officials will be able to write training objective clearly.

Quality: At least 3 of the training objectives developed, are correct.

2. Guideline for determining contents

- Consider what outcomes in terms of knowledge, skill and abilities (KSA) improvements are expected of a participant as result of the training.
- Select the most important topics that need to be included in a training program considering available time, facilities, manpower and related resources.
- Break down major topics into more specific components.
- For each specific component, make a list of the specific skills that a trainee should acquire/develop through the training.

3. Factors to consider in selecting training method

- Objectives of the training
- Subject matter/technical contents coverage
- Learning activities that are to be assigned to the participants.
- Characteristics of the participants
 - Size of the group
 - Educational attainment
 - Level of maturity
 - Previous training
 - Motivation
- Availability of manpower
 - Trainer
 - Support personnel
- Training space/facilities, equipment and instructional materials.
- Time available for training.
- Cost

4. Assumptions in selecting training methods

- Participants' educational background and experiences are various.
- Learners learnt best if they participate actively.
- The more the participants are actively involved in a learning situation, the more effective the learning will be.
- There is no best training method. A combination of methods is expected to bring better results.

5. The ways for finding help and existing reference materials

- The Master Trainer
- Books
- Handouts
- Other documents (real cases, best practice, report and research results)
- Library
- Internet
- Relevant persons (ask for advise)/ other Champions.

6 The way to identify time

- Based on the contents and methods to be used.
- For example:
 - 15- 20 minutes for brainstorming, pair work, large group discussions.
 - 10-15 minutes for energizer game.
 - Around 45 minutes for small group work, case study and role-play including reflection.
 - 30 minutes or more for presentation.

#3 Session plan format:

Name of facilitator:	Name of the lesson	Time:
Objective:		
Key contents:		
Methods:		
Materials:		
Steps/Activities:		
1. Introduction: (Present of background session and objectives		
2.		
3.		
6. Conclusion of session:		

Session # 4:
Training curriculum development

Time: 14:00 -17:30 (day 1) and 7:30-12:00 (day 2)

Objective:

By end of the session participants will have:

- Developed training curriculum covering M1 and M2 modules.
- Identified goal, objectives, contents, methods and tools for each module.

Materials:

- Work book and training manual module 1(training curriculum format)
- Relevant books (*2003 Seila Program M&E Manual* and *Training Manual Project Monitoring and Evaluation*)
- TNA results
- Computers and printer

Steps/Activities:

1. Small Group Work

Instructions:

- Divide participants into 4 groups (one group is composed of 12 champions).
- Participants come from the same province cannot work in the same group (one person works in module1 and another works in module 2).
- Group1 and 2 discuss training curriculum M1 development.
- Group3 and 4 discuss training curriculum M2 development.
- Each group assigns 2 facilitators and 2 recorders for typing.
- Group's tasks:
 - Read and consider TNA and find most common needs.
 - Group 1 and 2 select contents that are related to Sub-Contract Preparation, Project Design and Monitoring and Evaluation.
 - Group 3 and 4 select contents that are related to Essential Management and Professional skills Development.
 - Use tool in session # 3 (training curriculum format)
 - Start developing each element of the format (For example, Create course title, aim, objectives ...).
 - Use reference materials for help.
 - Prepare results for presentation using slides or flipchart.
- Facilitator's tasks:
 - Give some clues to select contents/session for each module.
 - Prepare documents related to each module.
 - Keep each group on track.

2. Conclusion:

Day 2: 27/10/09

* Session # 4 continue (7:30-12:00)

Session # 5:
Group presentation and combination and finalization of both modules

Time: 14:00 -17:30 (day 2) and 7:30-9:45 (day 3)

Objective:

By end of the session participants will have:

- Clearly understood how to design training curriculum.
- Known about goal, objectives and contents of each module.

Materials:

- LCD
- Laptop
- Results of M1 and M2

Steps/Activities:

1. Group presentation (14:00-17:30 including break 15 minutes)

Instructions:

- Each group has 30 minutes for presentation and 15 minutes for feedback.
- Groups working on Module 1 present first (group 1 and 2).
- Group 1 and 2 members note the similarity and difference of their work to use in the next step.
- Groups working on Module 2 (G3 &4) present after group 1 and 2.
- Group 3 and 4 members note the similarity and difference of their work to use in the next step.

2. Combine and finalize each modules (07:30-9:45 including break 15 minutes)

Instructions:

- Group 1 and 2 work together to integrate and to revise their results into one training curriculum covering module 1.
- Facilitators share a sample training curriculum of M1 drafted by national team.
- Group 3 and 4 work together to integrate and to revise their result into one training curriculum covering module 2.
- Facilitators share a sample training curriculum of M2 drafted by national team.

3. Conclusion:

Day 3: 28/10/09

*** Session # 5 continue (7:30-9:45)**

Session # 6: Session plan development

Time: 9:45 -17:30

Objectives:

By end of the session, participants will have:

- Identified learning objectives, the key contents, methods, tools and time needed for each session of the modules.

Materials:

- Flipcharts, colour cards
- Laptop
- Printer
- Results of M1 and M2
- Reference books

Steps/Activities:

Small group work: (9:45 -17:30 including breaks and lunch time)

Instructions:

- Keep participants working on the same module (group 1 works on M1 and group 2 on M2)
- Each group is divided into sub-group based on the number of sessions in each module.
- Each sub-group develops a session plan based on their experiences.
- Each sub-group uses session plan format and training curriculum.
- Each sub-group uses reference documents to support their work.
- Each sub-group prepares slide or flipchart for presentation.

Conclusion:

Day 4: 29/10/09

**Session # 7:
Session plans presentation/Dry run**

Time: 7:30 -17:30

Objective:

By end of the session participants will have:

- Learnt and clarified each session plan of both modules.

Materials:

- Flipcharts, colour cards
- Laptop
- Printer

Steps/Activities:

1. Presentation

Instructions:

- Each group has 30 minutes for presentation including feedback.
- Each group must have a presenter and a note taker.
- Step 1: Presentation by groups who prepared module 1 session plans.
- Step 2: Presentation by group who prepared module 2 session plans.
- The note taker must note all comments from other groups and facilitators to revise it in next session.
- All participants must learn and clarify if they do not understand some parts. They must be sure that they understand all sessions of both modules and are confident to be able to deliver training to target group.

2. Conclusion:

Day 5: 30/10/09

**Session # 8:
Finalize session plans**

Time: 7:30 -12:00

Objective:

By end of the session participants will have:

- Improved the quality of session plans of both modules.

Materials:

- Flipcharts, colour cards
- Laptop
- Printer
- Hard and soft copy session plans

Steps/Activities:

1. *Group work: 07:30 -12:00*

Instructions:

- Keep the same group as in session #7
- Each group revises their session plans based on noted comments.
- Each group should prepare handout for the target group.
- Each group makes a copy and shares all sessions.

2. *Conclusion:*

Session # 9
Training and Budget Plans – Provincial Training by the Champions

Time: 14:00 –17:30

Objective:

By end of the session participants will have:

- Developed the training and budget plans for the target group by the province for the rest of the year 2009.
- Shared comments to the workshop.

Materials:

- Training plan and budget
- Laptop
- LCD Projector
- Evaluation Form

Steps/Activities:

1. Introduction (14:00 -14:05):

Session introduction: Thank you so much for your effort to develop Training Curriculum and session plan for the past 4 days. Next activity is to develop the training and budget plan for our target group namely, the M&E officers at PRDC Ex-Com and line department M&E Focal Points for the rest of the year. The plans are needed for budget and approvals from the national level and for organizing the training in the provinces.

2. Presentation of training plan and budget format (14:05 -14:15):

- Facilitator asks the participants to sit together by provinces.
- Display the training & budget plan sample on the LCD.
- Explain the sample.

3. Work by the province (14:15 -17:00):

Instructions:

- Participants work by own province
- Let participants discuss about their training plan:
 - Number of target group
 - When?
 - Materials
 - Budget plan
- Facilitator collects all provincial training and budget plan.
- Facilitator informs the participants that the plans will be reviewed and finalized by the national team including budget and approvals.

4. Session conclusion:

- Session summary
- Clarify participants' issues, if there are any.
- Participants evaluate the workshop.

Training Activity and Budget Plan for M&E Officers, PRDCs and Line Departments

Capital/Provinces:.....

Period:.....(days)

1- Training Activity Plan

N°	Activity	# of Participants	Nov 2009				Dec 2009				Responsibility
			1	2	3	4	1	2	3	4	
1	Training on Module 1										

2- Budget Plan

N°	Descriptions	Unit	Quantity	Unit Price	Amount
1	Daily Allowance	Pax			
2	Refreshment	Pax			
3	DSA for Facilitator from provincial/capital partner	Pax			
4	Others				

Prepared by/date:

Approved by/date:

