

Project on Improvement of Local Administration in Cambodia

Manual on Training Planning

- **What is Training Planning?**
- **Four Steps of Training Planning**
- **Step 1: Identify Training Needs and Objectives**
- **Step 2: Develop a Training Plan**
- **Step 3: Develop the Course Design**
- **Step 4: Develop Training Materials**

Table of Contents

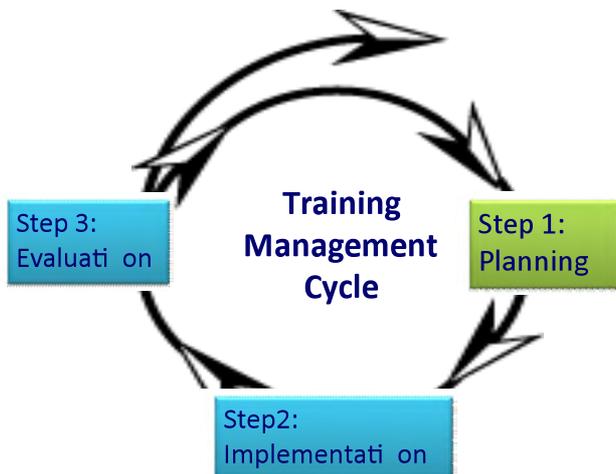
Glossary	3
What is Training Planning?	4
Four Steps of Training Planning.....	5
Step 1: Identify Training Needs and Objectives	6
Step 2: Develop a Training Plan	9
Step 3: Develop the Course Design.....	15
Step 4: Develop Training Materials.....	30
References	44

Glossary

Course designer:	A person who designs a training program based on a needs assessment and a training plan that includes writing learning objectives, creating learning activities, lesson plans and audiovisuals.
Curriculum:	A document containing the objectives, course modules, content outline, and delivery strategy for training or educational programs.
Facilitator:	An instructional style that uses minimal lecture, and facilitates participant interaction and discovery of the learning points.
Instructional Media:	The equipment and tools that are used in a learning environment such as transparency films, PowerPoint slide presentations, projectors, instructional web pages, and videotapes.
Instructional Method:	Procedures that the training developer determines will create an effective learning environment, such as lecture, case study and testing.
Module:	A collection of related chapters within a course.
Project Team:	GDLA Task Force members and JICA experts
Trainer:	A term used in a corporate setting for a teacher or instructor.
Training Course:	A collection of instructional topics and activities, related by a single course goal.
Training development:	Design and development of instructional systems and programs.

1

What is Training Planning?



Planning is the first step of the training management cycle. In the planning stage, the steps are divided into two: i) training needs assessment (TNA) and ii) training planning. This manual discusses training planning.

Definition



“Training Planning” is to identify training needs, recommend objectives and outcomes, and suggest how they can be reached, based on TNA results. The plan states the causes of deficiency, what performance standards are not being met, and who the target population is. The plan also recommends a means to evaluate suggested strategies, how to work with the management, and when interventions are to be scheduled.

Training planning is the foundation of an effective training program. Planning directs your efforts and resources toward a proposed outcome. The deliverable document resulting from this step is a written training plan that will be submitted for approval to all project members and MOI top officials. Once it is approved, the plan will be used by project team members to guide their initial course development tasks.

A training plan, the key to effective training, determines the what, who, when, where, how and why of the training courses. Effective training requires a clear picture of how the participants will apply the skills, techniques, and knowledge that they have acquired from the training.

2

Four Steps of Training Planning

Four Steps:

The process of training planning can be divided into four steps: i) identify training needs and objectives; ii) develop a training plan; iii) develop the course design; and iv) develop training materials.



3

Step 1: Identify Training Needs and Objectives

The first step in training planning is to define training objectives based on the needs identified by training needs assessment (TNA). The identified training needs will be prioritized by the MOI top officials and project team members in accordance with MOI policy and direction.



The steps in identifying training needs and objectives are as follows.



Figure 1: Steps to Be Taken in Identifying Training Needs and Objectives

Situation
Analysis

For determining the level of the present baseline capabilities, **Knowledge, Attitude, and Skills (KAS)** are assessed during TNA. KAS are categories of the taxonomy (see the table in the next page), which is a way of organizing things into distinct areas that overlap. The information on the present situation of an identified subject can be gathered through surveys, interviews, group discussions, observations, secondary data, workshops, and consultations with the MOI top officials. The present level of the target group for the training is determined through TNA.

Make Visions
for Desired
Situation

After knowing the present situation of knowledge, attitude, and skills in an identified subject, a desired situation is set up (i.e., the MOI officials take an initiative on promotion of D&D) in consultation with the MOI top officials and PILAC team members. To fill the gap between the present and desired situations, participants of the training are required to enhance their knowledge, skills and attitude. This process verifies whether training is an effective means to fill the gap.

Identify and
Prioritize
Training Needs

After setting up the desired situation and confirming the present situation on KAS, training needs are identified and prioritized in consultation with the PILAC project team, referring to the TNA results. Then the identified training needs are prioritized by the MOI top officials and project team members, considering MOI policy and direction.

Set up the
Training
Objectives

Training objectives are set up after identification and prioritization of the training needs. In the process, categories of “Knowledge, Attitude, and Skills (KAS)” are again used to set up the objectives. This taxonomy of learning behaviors can be seen as the goals of the training process. In other words, after the training sessions, the participant should have acquired new skills, knowledge, and attitudes. Each category can be triggered by specific activities. The Table 1 includes key words related to those activities and the description of each category of KAS.

Table 1: Learning Domains or Bloom’s Taxonomy

Learning Domains	Category	Details
	Knowledge (Cognitive: mental skills)	<p>The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties.</p> <ol style="list-style-type: none"> Knowledge: Recall data or information Comprehension: Understand the meaning, translation, interpretation, and interpretation of instructions and problems Application: Use a concept in a new situation Analysis: Separates materials or concepts into component parts so that its organizational structure may be understood Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole with emphasis on creating a new meaning or structure Evaluation: Make judgments about the value of ideas or materials <p>Key Words: defined, identify, know, list, outlines, recognize, comprehend, clarify, acquire, summarize, apply, demonstrate, discovers, prepare, produce, analyze, categorize, compile, plan, organize, appraise, conclude, criticize, describe</p>
	Attitude (Affective: growth in feelings or emotional areas)	<p>This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex</p> <ol style="list-style-type: none"> Receiving Phenomena: Awareness, willingness to hear, selected attention. Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them Internalizing values: Has a value system that controls one’s behavior <p>Key Words: enhance, recommend, select, encourage, answers, assist, compile, conform, discuss, perform, practice, report, complete, demonstrate, report, arrange, formulate</p>
	Skills (Psychomotor Domain: manual or physical skills)	<p>The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex.</p> <ol style="list-style-type: none"> Perception: The ability to use sensory cues to guide motor activity Set: Readiness to act. It includes mental, physical, and emotional set. Guided Response: The early stages in learning a complex skill that includes imitation and trial and error Mechanism: This is the intermediate stage in learning a complex skill. Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements. Origination: Creating new movement patterns to fit a particular situation <p>Key Words: distinguish, relate, initiate, create, compose, explain, react, show, state, react, respond, execute, manipulate, discuss, control, utilize, develop, formulate, monitor, measure, adapt, arrange, originate, combine, arrange, build, compose</p>

(Source: Bloom, B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*)

4

Step 2: Develop a Training Plan

The second step in training planning is to develop a training plan that includes the following: i) tentative course title; ii) training scope; iii) target group; iv) key course topics and generic course activities; v) estimation of development time; vi) required resources; vii) course duration; and viii) budget.



The training plan has two key purposes: to direct and focus your training efforts, and to help make decisions about the training. A training plan can alert you to potential problems and design constraints. For example, planning forces you to think about what you are going to do and what resources you will need about what you are going to do and what resources you will need to do it. The course project plan should incorporate the following elements.

Figure 2: Outline of Training Plan



1. Tentative Course Title
2. Definition of the Training Scope
3. Identification of the Target Group
4. Identification of Key Course Topics and Generic Course Activities
5. Estimation of Development Time
6. Identification of Required Resource
7. Course Duration
8. Outline of the Course Development Budget



1. Tentative Course Title

The course should have a name that reflects its purpose.

2. Definition of the Training Scope

The scope of the training should be defined in terms of general content boundaries. For example, the scope of a training course might be to introduce project features and the course might be to introduce features and the training course.

Table 2: Example of Defining Training Scope

Sample Questions	Sample Answers
Why is training needed?	To improve the level of knowledge on D&D for government officials
What should the course goal be?	To understand the government policy (D&D and local administration)
When the participants finish this training, what should they be able to do?	To acquire analytical skills for implementing the Organic Law that will be approved in the near future
Under what circumstances?	Simulated work conditions
To what level of competency?	They need to be able to articulate D&D policy and have a common view towards promoting D&D.
With what burden of proof?	A certificate of completion and improvement of score from pre-test to post-test

3. Identification of the Target Group

The target group (trainees/participants) is whom the training is for. The plan should include the following: i) their current level of knowledge and skill; ii) the anticipated gaps in their knowledge and skill; iii) knowledge and skills they need to acquire; iv) how many people need to receive the knowledge and skill; v) how many people need to receive instruction; and vi) and what special considerations they might require in terms of shifts, hours, culture, language and geographic location.

**Table 3: Example of Identification of the Target Group**

Sample Questions	Sample Answers
Whom is the course for?	MOI officials (permanent staff)
How long have they been with MOI?	Not specified
What do they already know about the topic?	According to TNA, the majority of them know about D&D. However, the knowledge is limited to the words, not contents of the policy in detail.
Do all of them need the training or just some?	Initially some of them who work in the area of D&D. However, the human resource development system that will be established in MOI is expected to cover all officials in the long term.
How will you determine who needs it?	Policy of MOI top managers and results of consultation with JICA and JICA experts
How many people need to be trained? Location?	Trainees were already identified by JICA/MOI prior to project implementation as follows. Top managers (125 persons x 2 courses x 4 years) GDLA officials (25 persons x 4 times x 4 years)
Will training be compulsory or voluntary?	Compulsory
What travel, time or budget constraints does the training design need to consider?	One training cycle involving travel, time and budget will be implemented by Phase as described in PDM.
What prerequisites do they need?	MOI and JICA experts agree to the training plan to be consistent with MOI policy and direction.
In what settings will they use what they learn in this course?	D&D policy is promoted, especially if the Organic Law is endorsed.

4. Identification of Key Course Topics and Generic Course Activities

Critical topics and activities that should be included in the course are called key components. For example, in PILAC 1, critical topics are as follows: i) Progress of the Organic Law; ii) D&D Policy; and iii) Local Administration. Critical activities are instructional methods that should be included in the course. For example, instructor-led lecture, case studies based on actual stories from the field, group discussion, and workshop can be undertaken.

Questions about key components help form a wish list of topics. The analysis phase of the training development process will determine which topics are critical, useful to know to improve the level of knowledge, or missing from the list.



Sample
Outline of
Training Plan

5. Estimation of Development Time

Time may be the most important resource for a training planner. There never seems to be enough of it. Design decisions in a training plan are based on one of the two time alternatives: a non-negotiable delivery date, or an estimated delivery date. A non-negotiable delivery date drives design decisions. An estimated delivery date is derived from decisions on the course design.

When the training has a non-negotiable delivery date, the following table helps you determine on the time you can spend on each development step. In PILAC, the training delivery date is likely to be determined in PDM.

Table 4: Sample Estimation of Development Time

Item		Content
1. Training Planning		The time needed for this step depends on how clearly the training idea has been developed, whether resources have been discussed and committed, and whether a training timeline has been determined.
2. Analysis		Analysis includes target group analysis, task analysis, training environment analysis and analysis report.
2.1	Target group analysis	A diverse and geographically dispersed training group will require additional time. Add travel time to your time estimates.
2.2	Task analysis	Time for this analysis depends to a great extent on how accessible are the people and experts with whom you are working, and how quickly they respond to materials that you submit to them for review and comments. Add time to target group analysis.
2.3	Training environment analysis	This analysis often raises questions about resource availability, which normally takes time. It includes identification of the conditions such as the location of the training and its facilities, equipment and media availability, enrollment condition (compulsory or voluntary), completion procedure, and evaluation.
2.4	Analysis report	This includes time spent in meetings that discuss the results of your analysis above
3. Objective Setting		Setting up the training objectives among the training planners (GDLA Task Force members and JICA experts)
4. Course Design		The outputs of this step are course design and selection of instructional methods and media should fit the needs of the target group.
5. Training Material Development		This step could take more time if you must develop a multimedia material which includes scripting, casting, editing and production. It includes development, formatting, editing, and proofing materials, instructor materials, exercises, activities and supporting materials.
6. Revision		Add time for minor editing and updates.


 Sample
Outline of
Training Plan

6. Identification of Required Resources

The project plan must include human and capital resources required for all phases of the training, including design, implementation and monitoring and evaluation. They include identifying project team members, subject matter experts, equipment, facilities, and services. Services include booking of the venue and accommodation, meals and printing.

Table 5: Identification of Required Resources

Sample Questions	Sample Answers
What facilities will be required for training implementation?	MOI has meeting rooms which can accommodate around 30 persons and 100 persons. Other alternatives are hotels and Center for Japan Cooperation.
What equipment will be required and will it be available on needed dates?	Computer, projector, pointer, microphone, video (for recording), portable printer, scanner
What roles need to be filled on the project team, and who will fill them?	Project manager and training implementation arrangements team will be set up. Sub-groups will be divided into three: i) trainers/facilitators, ii) participants, and iii) materials, facilities and equipment <i>(See Manual on Training Preparation)</i>
What subject-matter experts will be required?	According to training module, experienced subject-matter experts will be appointed (i.e., MOI officials in charge of one-window service).

7. Course Duration

Duration refers to how often and for how long the course is to be delivered. The duration of the course can influence cost and resource decisions, as well as design and content development decisions. It can indicate a need for follow-up expenses as evaluation of the training course.

8. Outline of the Course Development Budget

(1) Budget

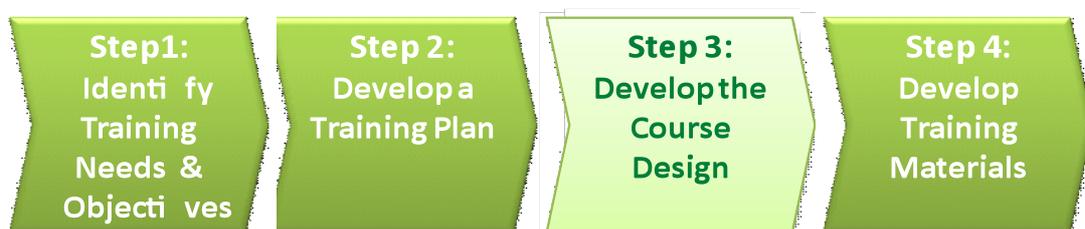
The budget includes anticipated expenses such as fees of subject-matter experts, travel-related course attendance, equipment purchase or lease, facilities rental, printing training materials (text, presentation materials, and other references), and training kit (papers, pencils, and files).

Consider what you might need to outsource. Outsourcing should be considered when the cost of doing it yourself, which includes learning,

5

Step 3: Develop the Course Design

The third step in training planning is to develop the course design including curriculum development, syllabus formulation and to determine necessary instruction methods and media and instruction materials.



Training course design is a blueprint of the training course and details what the course will look like. It includes the following: the objective of the course, an overview of the participants; a list of prerequisites, objectives, course topics, and content descriptions; a course outline; instructional methods, instructional media; descriptions of instructional activities; a description of evaluation methods; a course timetable that shows content sequencing with time requirements; and any required equipment or resources.

The purpose of training design document is to detail the course design itself and to provide an opportunity to correct errors in the intended outcomes according to the objectives and contents. Its focus is on the structure and content of the training course. The outline of the training course design is shown in the following figures. There are two examples of training course design. The latter is a simplified example. Either of the two can be chosen depending on time availability and type of training courses. Based on those examples, you can develop your own format as necessary.

Figure 4: Sample Training Course Design

Sample
Training
Course
Design

1. INTRODUCTION

Training Name

This section provides the course title, its acronym if any, and the release, version, or revision number of the course.

Training Scope

This section describes the area covered by the training.

Training Materials

This section lists the deliverable components of the training solution, including printed and electronic materials.

Duration of Course

The section estimates the amount of time participants will take to complete the course. Prepare this estimate with a caveat that it may be refined during the training material development phases.

Number of Participants

This section describes optimum, minimum, and maximum class sizes.

Prerequisites

This section describes any prerequisite courses, certifications, tests, or activities the learner must complete before attending the course.

Participants

This section provides a description of the training population and includes the following: job titles, areas of responsibility, length of service with MOI, background, previous and related experience, existing competencies, education level, attitudes, learning styles, media preferences, completed prerequisites, and course expectations. It should include any additional information that provides insight to the nature of the learner that would affect success in attaining the course goal.

Course Objectives

The section includes the course objectives and describes the purpose of the training, how it fits into a curriculum applicable, and how the training will benefit the participant. The section includes the problems for which this training is a solution and includes the performance criteria that indicate successful achievement.

Course assessment and evaluation

This section is an overview of the methodology that will be used to determine the effectiveness of the training. It includes two components: feedback from the learners regarding the logistics of the training event and their perceived level of learning, as well as testing of the participants to determine their level of learning based on the objective.

Figure 5: Sample Training Course Design

Sample
Training
Course
Design

2. CONTENT OUTLINE

Instructional Resources

This section lists the course materials and the format in which they will be provided to participants, instructors, and administrators. This includes materials in printed or electronic form, and the prerequisite conditions for receiving the materials such as network connections and mail delivery.

Structure of Material

This section describes each part that comprises the course, such as modules, lessons, and exercises. The description of each part includes what it contains, how long it takes, how it fits into the other parts, and its purpose.

Course and Performance Objectives

This section includes the course objective and lists all performance objectives.

Instructional Sequence and Activities

This section lists the order of course topics and a brief conceptual description of each. If there is a consistent structural model on which each topic is based, then it should be described here.

Content

The section is a description of each content segment, including all structural levels such as modules, lessons and exercises. The description is based on what the material contains rather than how it will be organized. If this is a product course, the list of products covered in the course should be listed here.

Delivery Schedule

This section describes the anticipated time that each content segment will take to complete during course delivery. It can most conveniently and succinctly be expressed as timetable.

Development Requirements

This section includes the resource needed to develop the training product. They include the following: software, hardware, manuals, documentation, in-house personnel, consulting services, project team members, meeting facilities, testing equipment, tools, site tours, simulation equipment, video production equipment or crew, and any other materials and resources that are required for the facilitation and completion of the development process.

Delivery Requirements

This section includes resources required to deliver the training product. This can include many of the same items in the development requirements section.

Production Requirements

This section includes resources required to produce materials for the training product such as network managers, media designers, video duplication services, printers, and any other resources that package the developed material into deliverable form.

Figure 6: Example of Simplified Training Course Design

Example
of
Simplified
Training
Course
Design

Title: The title should be concise and descriptive of the nature of the training program.
Venue: This identifies the site where the training program will be held considering such items as learning activities, facilities, equipment, and cost.
Duration: The time needed for the training to cover all necessary topics
Implementing Agencies:
The institution(s) that will take charge of the actual execution of the training
Participants:
Those who are identified as the expected attendees of the training program. This should also indicate their profile, e.g., number and type (occupation, etc.) of the participants.

I. Rationale:

It justifies the activity as well as expected outcomes of the programs based on the results from the training need assessment.

II. Objectives:

It states what is expected of the participants after the training.

III. Methodology:

This describes the strategies that will be applied during the actual execution of the training program. There is no single best training method, but the recipients of the training learn best if they participate actively. A combination of methods is expected to bring about better results.

IV. Course Contents:

The most important topics that should be listed based on the objectives of the training, considering the time frame, available facilities, resources, and manpower. Break down the major topics into more specific components. Related topics should be grouped together for continuity of thought.

V. Expected Outputs:

They are often a tangible outcome immediately after the training program.

VI. Evaluation Instruments:

Evaluation instruments should be clearly stated.

VII. Budget Requirement:

An estimate of the entire cost of the training program should be included. Training development, implementation and evaluation costs should be prepared and secured.

VIII. Supplies and Materials:

Supplies and materials needed during the training should be listed with their quantities and prices.

IX. Training Management:

Training management shall consist of such posts as project officer, coordinator, and assistant. This part shall describe the structure of management and responsibility of the staff.

X. Training Evaluation:

Training evaluation methods shall be stated here. Details of the evaluation methods are described in *Manual on Training Evaluation*.

Below is an example of training course design drafted by PILAC.

Figure 7: Sample Training Course Design



Title	Top Management Seminar
Venue	Center for Japanese Cooperation
Duration	July 9-10 (125), July 12-13 (125), 2007
Implementing Agencies	MOI/JICA
Participants	Provincial governor, vice governors, high-ranking officials of line ministries at national level (125 Participants x 2 = 250 participants)
Rationale	The Royal Government of Cambodia developed the Strategic Framework for Decentralization and De-concentration in 2005 to implement the D&D reform. However, it was found in Training Needs Assessment that officials do not know much about D&D policy and local administration.
Objectives	(all governors and vice-governors) to understand D&D policy and local administration in order to smoothly promote D&D policy
Methodology	Lecture, Group Discussion, Questions and Answers
Course Content	<input type="checkbox"/> Progress on D&D policy <input type="checkbox"/> Organic Law on Sub-National Democratic Development <input type="checkbox"/> Local Administration in Cambodia and Japan <input type="checkbox"/> Case Study in Service Delivery in the public sector
Lecturers	MOI high-ranking officials, short-term Japanese expert and researcher of Cambodian Development Resource Institute
Expected Outputs	All participants can understand D&D policy and local administration.
Budget Requirement	USXX dollars
Supplies and Materials	Reference materials, PowerPoint presentations, related Prakas, paper and pens for group work, projector, computer, board etc
Training Management	PILAC Project Team (GDLA Task Force members and JICA Expert)
Training Evaluation	Training Evaluation Criteria (Training Contents, Materials, Level of Understanding) done by participants



A curriculum is a statement of the intended aims and objectives, content, experiences, outcomes and processes of an educational program including the following.

- a description of the training structure (entry requirements, length and organization of the training program including assessment system)
- a description of expected methods of learning, teaching, and feedback

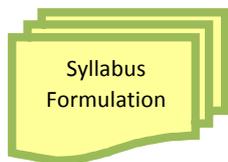
The curriculum should cover both generic professional and specialty-specific areas. The content of the curriculum should be stated in terms of what knowledge, skills and expertise the participant will acquire.



Curriculum development is recreating or modifying what is taught, while curriculum evaluation guides decision making, serves accountability needs, and promotes understanding of the curriculum. Curriculum guides include teaching goals and instructional strategies. Courses of study, syllabi, or blueprints specify the content, learning outcomes and time allocations.

Figure 8: Sample Training Curriculum

Training Title	Training on D&D Policy and Local Administration
Objectives	MOI officials can smoothly promote D&D through understanding the D&D policy and local administration
Training Course	<ol style="list-style-type: none"> 1) Top Management Seminar 2) GDLA Officials Training
Duration	<ol style="list-style-type: none"> 1) July 9-10 (125), July 12-13 (125), 2007 2) July 19-20 (25), July 23-24 (25), July 26-27 (25), July 30-31 (25), 2007
Venue	Cambodia-Japan Cooperation Center
Participants	<ol style="list-style-type: none"> 1) GDLA high-ranking officials and officials of concerned ministries (125 participants x 2 times =250 participants) 2) All GDLA officials (25 Participants x 4 times =100 participants)
Methodology	Lecture, Group Discussion, Questions and Answers
Trainers/Facilitators	GDLA Task Force Members, MOI officials and other concerned agencies
Course Contents	<ul style="list-style-type: none"> <input type="checkbox"/> Progress on D&D policy <input type="checkbox"/> Organic Law on Sub-National Democratic Development <input type="checkbox"/> Local Administration in Cambodia and Japan <input type="checkbox"/> Case Study in Service Delivery in the Public Sector <input type="checkbox"/> Group Discussion
Implementing Agencies	MOI supported by JICA
Expected Outputs	All participants understand D&D policy and local administration in Cambodia and Japan.
Training Management	PILAC Project Team (GDLA Task Force members and JICA Expert)
Training Evaluation	<ol style="list-style-type: none"> 1) Evaluation Criteria (Training Contents, Materials, Level of Understanding) done by participants 2) Pre-and post-tests, training evaluation criteria (trainers/facilitators, training contents, materials, level of understanding) done by participants



A syllabus shows a series of training components in order and time allocation among different contents. Whatever way the topics are sequenced, the absorptive capacity of the participants should be considered and the topics should lead toward the achievement of the training objectives. The following three general criteria should be considered when formulating a syllabus: i) training objectives; ii) participants; and iii) practical requirements. Basic questions are as follows.

- What is the objective of the identified module for attaining the training objectives?*
- What methodology should be adopted to conduct the course effectively?*
- What specific instructional materials are needed?*
- How long does it take to achieve its objective?*

Table 6: Sample Training Syllabus



No.	Module title	Objectives	Methods	Materials	Time
1	D&D Policy in Cambodia	To understand D&D Policy	Lecture, group discussion	Hand out	1 hour
2	Case Study: One Winder Service	To understand an activity of effectively deliver public Service	Lecture, visual aid, group discussion	Hand out, video-show	1.5 hour



Below is the training schedule of the Top Management Seminar in PILAC Phase 1.

Table 7: Training Schedule (Top Management Seminar)

Day 1 st : Date: July 09, 2007		
8:00-8:30	Registration	GDLA Task Force
8:30-9:00	Opening Ceremony	H.E. Prum Sokha
9:00-9:30	Session 1: Introduction -Briefing PILAC -Introduction of Day 1 st Schedule	Dr. Kato (JICA)
9:30-10:00	Coffee Break	
10:00-11:00	Session 2: Progress on D&D Policy	H.E. Sak Setha
11:00-12:00	Session 3: Organic Law on Sub-National Democratic Development	H.E. Sak Setha
12:00-14:00	Lunch Break	
14:00-15:00	Session 4: Local Government System in Japan	Mr. Kamiko (JICA Expert)
15:00-15:15	Coffee Break	
15:15-16:15	Session 5: Public Finance in Japan	Mr. Kamiko (JICA Expert)
16:15-17:00	Session 6: Small exercise	GDLA Task Force
Day 2 nd : Date: July 10, 2007		
7:45-8:00	Registration	GDLA Task Force
8:00-8:30	Session 7: Review of Day 1 st -Review of Day 1 st and introduction of Day 2 nd Schedule	GDLA Task Force
8:30-9:30	Session 8: Reflection of small exercise	H.E. Leng Vy
9:30-10:00	Coffee Break	
10:00-11:00	Session 9: Case Study: One Window Service	Asia Urbs
11:00-12:00	Session 10: Accountability and Civil Service in Decentralising Cambodia	Cambodia Development Resource Institute
12:00-14:00	Lunch Break	
14:00-15:00	Session 11: Questions and answers	Dr. Kato (JICA Expert)
15:00-15:30	Session 12: Questionnaire for evaluation -Delivery and collection of Overall Questionnaire and Day 2 nd Questionnaire	GDLA Task Force
15:30-15:45	Session 13: Seminar Reporting	GDLA Task Force
15:45-16:15	Session 14: Closing Ceremony	H.E. Prum Sokha
16:15-16:45	Session 15: Delivery of Certification	H.E. Prum Sokha