



Here is the training schedule of the GDLA Training in PILAC Phase 1.

Table 8: Training Schedule (GDLA Training)

Day 1 st : Date: July 19, 23, 26, 30, 2007		
8:00-9:00	Session 1: Introduction and Pre-test -Introduction of the training course -Pre-Test	GDLA Task Force
9:00-9:30	Session 2: Briefing PILAC	Dr. Kato (JICA Expert)
9:30-10:15	Session 3: Local Administration System in Cambodia & Japan (I)	GDLA Task Force
10:15-10:30	Coffee Break	
10:30-11:15	Session 3: Local Administration System in Cambodia & Japan (II)	GDLA Task Force
11:15-12:15	Session 4: D&D theory and practice	GDLA Task Force
12:15-14:00	Lunch Break	
14:00-15:00	Session 5: Organic Law on Sub-National Democratic Development	GDLA Task Force
15:00-16:30	Session 6: Group Work: Exercise how to explain D&D in Cambodia for Provincial Officers	GDLA Task Force
16:30-17:00	Session 7: Questions and answers -Questions and answers -Collection of Day 1 st Questionnaire	GDLA Task Force
Day 2 nd : Date: July 20, 24, 27, 31, 2007		
8:00-8:30	Session 8: 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 9: Case Study: One Window Service	Asia Urbs
9:30-10:30	Session 10: Group Work: Discussion on One Window Service	GDLA Task Force
10:30-11:00	Coffee Break	
11:00-12:00	Session 10: Group Work: Discussion on One Window Service	GDLA Task Force
12:00-14:00	Lunch Break	
14:00-15:00	Session 11: Review and reflection of the training	GDLA Task Force
15:00-15:45	Session 12: Post-test and questionnaire -Delivery and collection of Overall Questionnaire and Day 2 nd Questionnaire -Post-Test	GDLA Task Force
15:45-16:00	Session 13: Distribution of certificate	Deputy D.G.
16:00-16:30	Session 14: Closing	Deputy D.G.

Instruction Methods and Media

You already know who the participants are, what they know, and what they need to know, as a result of your analyses. You have determined the goal of the course, the learning objectives, and how they will be tested. You have a roadmap, the training design that includes topics to focus on what order to address them in, and how long each will take the participant to complete. The design document also included a proposal of the instructional methods and media that seemed most appropriate to use.

Instructional methods are strategies for delivering content. It takes time to decide how to organize instructional methods that can be described by many characteristics. Since time, cost, and effort are driving factors in most training projects you will work on, the comparison table of instructional methods that follows is rated by time, cost and effort (complexity). Other influencing factors to select an instructional method are instructor expertise, degree of learner interaction, and the potential for enabling higher levels of learning.

Table 9: Characteristics of Instructional Methods

Characteristics of Instructional Methods

	Lecture	Questions	Exercise	Discussion	Small Group Discussion	Facilitation	Guest Speaker	Panel of Experts	Brainstorming	Case Study	Role Play	Hands-On Experience
Time	L	M	M	M	M	M	L	L	L	M	M	M
Cost	L	L	L	L	L	L	L, M	L	L	L	L	M, H
Complexity	L	L	L	L	L	M	L	L	L	L, M	L, M	M
Degree of Interaction	L	M	M, H	M, H	M, H	H	L	L, M	H	H	H	H

Legend: Requires a high (H), medium (M), or low (L) level of cost, time or effort

(Source: Hassell-Corbiell (2001). *Developing Training Courses*)

Table 10: Instructional Methods

Instructional Methods	Method	Content
	Lecture	<ul style="list-style-type: none"> <input type="checkbox"/> In a traditional lecture, the lecturer speaks, and the participants listen. The lecturer’s style determines whether questions are allowed. The lecture method of delivery offers limited or no opportunity for the participants to ask questions. <input type="checkbox"/> This method can be appropriate for short presentations of one to two hours, information dumps, and squeezing much information (that participants will not be expected to remember or master, but must be aware of) into a short period of time. It might also be appropriate where the participants have entry-level skills and knowledge, and are therefore limited in their ability to interact. <input type="checkbox"/> Lecture-driven delivery can only be expected to yield lower levels of cognitive learning such as basic comprehension and recall. <input type="checkbox"/> To achieve higher cognitive levels of learning, the content can include drills, questions that require a higher level of cognitive activity and exercises that cause learners to exercise a higher level of interaction and thought.
	Questions	<ul style="list-style-type: none"> <input type="checkbox"/> Asking questions is an instructional method. Asking open questions that begin with who, what, when, where, and how, invite the learner to think rather than listen and to interact rather than absorb. <input type="checkbox"/> Questions should be strategically placed in the instructor guide to fuel interactivity. Asking “Why” seems to force the participant into a defensive position, as if the questioner is challenging the participant’s position.
	Exercise	<ul style="list-style-type: none"> <input type="checkbox"/> Drills, quizzes, and simple individual or group games give the participants an opportunity to demonstrate and comprehend high levels of cognitive knowledge
	Discussion	<ul style="list-style-type: none"> <input type="checkbox"/> A structured discussion activity presents a multifaceted topic to participants. Individuals or groups are assigned to defend different points of view. <input type="checkbox"/> This method can cause learners to use application, analysis, synthesis, and evaluation levels of cognitive knowledge. The disadvantage is that most learners listen, and a handful of learners reap the interactive rewards of manipulating and expressing ideas.
	Small Group Discussion	<ul style="list-style-type: none"> <input type="checkbox"/> It has the same characteristics and advantages of discussion, with an additional advantage –more learners have an opportunity to participate. <input type="checkbox"/> This instructional method has two levels: the small group discussion, where most or all learners have a chance to participate; and the report level, where a spokesperson presents the group’s findings to the class.
	Facilitation	<ul style="list-style-type: none"> <input type="checkbox"/> This is an instructor-led process in which the instructor introduces a process, and then coaches the learners through it by asking questions, introducing drills, providing or eliciting examples and job applications. <input type="checkbox"/> It is a hybrid instructor-led method that is interactive and where learners have fundamental knowledge and skills to build upon, but not enough to be self-directed.
	Guest Speaker	<ul style="list-style-type: none"> <input type="checkbox"/> Transcribing the presentations of guest speakers is a low cost way of collecting course content. To be effective, you need to provide the speaker with a topic, objectives, time allocation for speaking, and questions that the presentation should answer. <input type="checkbox"/> The level of learning that takes place using a guest speaker is parallel to the effect of a lecture, and can be elevated to higher cognitive levels of knowledge if the speaker’s skills invite an equally high level of interaction with the learners.
	Panel of Experts	<ul style="list-style-type: none"> <input type="checkbox"/> A panel of experts presents the same advantages of a guest speaker, and adds diversity. This method is appropriate where several points of view should be considered, or to provide foundation for discussion or case study. <input type="checkbox"/> You should prepare the panelists with a topic, the learning objectives, time allocated for the activity, and, if appropriate, a list of issues to address.

(Source: Hassell-Corbiell (2001). *Developing Training Courses*)

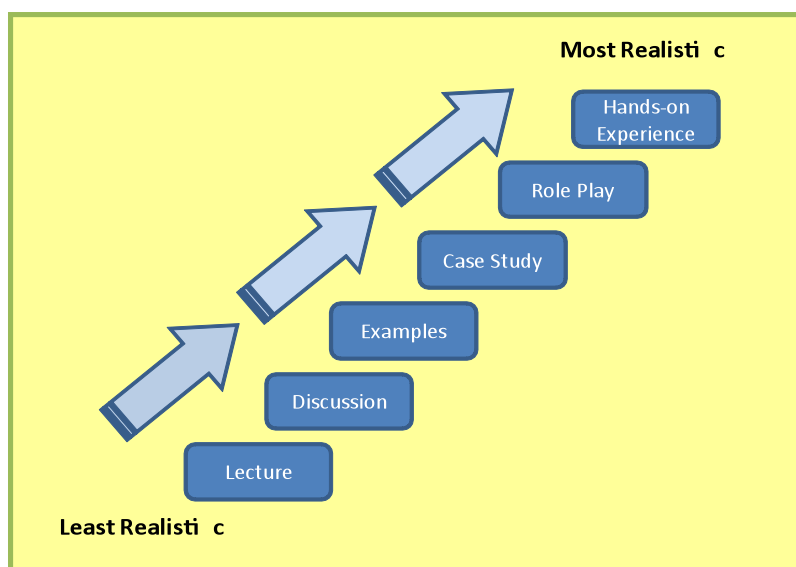
Table 11: Instructional Methods

Method	Content
Brainstorming	<ul style="list-style-type: none"> <input type="checkbox"/> This method is effective when learners are engaging in changing a strategy and a problem-solving tool used to generate ideas. <input type="checkbox"/> There is a facilitator who lists ideas that learners generate and ask open-ended questions that elicit application analysis, synthesis, and cognitive thinking.
Case Study	<ul style="list-style-type: none"> <input type="checkbox"/> A case study is an activity that describes a real-life situation, or potentially real life situation, poses a problem, asks for solutions, compares solutions with the real-life solution, and evaluates all solutions. <input type="checkbox"/> Properly facilitated, this method can involve higher levels of cognitive and affective learning.
Role Play	<ul style="list-style-type: none"> <input type="checkbox"/> Role play requires the learner to act out a probable situation. It allows for coaching and immediate feedback in a supportive environment. <input type="checkbox"/> Role play is most appropriate for practicing people skills such as presentations, interviews, evaluations, and discussions, and can engage learning at the affective level (arousing feelings and emotions).
Hands-On Experience	<ul style="list-style-type: none"> <input type="checkbox"/> This method simulates a real-life situation, using the tools and environmental cues that the learner will have access to or be required to use in a job situation. <input type="checkbox"/> It is most appropriate for engaging learning at the psychomotor level (requiring physical action combined with thought)

(Source: Hassell-Corbiell (2001). *Developing Training Courses*)

Using the above instructional methods, the following shows that realism increases with the use of instructional methods that are closer to real life. It may be fair to say that the more realistic it is, the easier the participants can internalize the content of the training.

Figure 9: Degrees of Realism with Instructional Methods



(Source: Hassell-Corbiell (2001). *Developing Training Courses*)

Instructional
Methods

Group exercise may be used to provide the participants with an opportunity to share ideas and experience on specific issues. This method is an effective way to gain knowledge and transform it into practice, changing the participants' attitude at work. The following table shows the process of conducting exercise.

Table 12: Instructional Methods for Exercise

Method	Content
Identify Objective	<ul style="list-style-type: none"> <input type="checkbox"/> Kinds of learning for teaching points are: <ul style="list-style-type: none"> i) memorization (of facts or processes) ii) understanding (of principles and situation); and iii) performance (of actions)
Outline Problem	<ul style="list-style-type: none"> <input type="checkbox"/> There are two elements here: i) choosing a question, example or situation; and ii) describing it. <input type="checkbox"/> The example should be one familiar to all participants, and the choice should therefore be determined by what you know of the participants. <input type="checkbox"/> Describing the problem is the core of the exercise. Consider carefully how much information to include – too little, and the participants have to make assumptions which increases the number of possible solutions; too much and either the example becomes so complex that participant get confused, or the solution becomes too obvious and easy.
Devise Solution	<ul style="list-style-type: none"> <input type="checkbox"/> Where there is a single correct solution, explain it as simple a fashion as possible and if helpful, the method of reaching it <input type="checkbox"/> Where there is no “right” answer, say so and offer a “suggested” solution, possibly identifying where this falls short of the ideal. You may want to offer alternative solutions, emphasizing their comparative good and bad points, but take care not to over-complicate the exercise.
Prepare Instructions	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare instructions both for the participant, on how to complete the exercise and for the participant, on how to run it. They must be clear and straightforward. <input type="checkbox"/> The participant's instructions should be detailed enough to allow another participant to run the exercise with minimal rehearsal. <input type="checkbox"/> A standard format trainer's guide is useful to ensure that noting essential is forgotten.
Test-Run Exercise	<ul style="list-style-type: none"> <input type="checkbox"/> The closer the text group is to the target group the better. Even if that is impossible, test run the exercise on someone. <input type="checkbox"/> It is amazing how often an exercise which looks perfectly reasonable on paper just does not work in practice. <input type="checkbox"/> Points for testing are: <ul style="list-style-type: none"> -How well the exercise achieves its objective; -How easily the participant can follow the instructions; -How easily the participant can complete the exercise; -How good the solution is -The completeness of the trainer's guide; -The timing of the exercise, and possibly the location

Example
of
Trainer's
Guide to
Exercise

A sample trainer's guide to exercise is shown below. It can be used to plan an exercise based on the above points.

Figure 10: Sample Trainer's Guide to Exercise

1. **Training Course:**
2. **Exercise:**
3. **Location:**
4. **Format:** Individuals/Pairs/Trios/Small Groups/Whole Groups
5. **Duration:**
6. **Other Materials**
/Equipment
Required
7. **Primary Objectives:**
8. **Other Objectives:**
9. **Preparation:**
10. **Running** the





Instructional materials are the aids that implement the instructional methods. The following is an overview of the one you are most likely to use. Most training materials apply to both classroom and electronic course delivery.

Table 13: Instructional Materials

Material	Content
Bound Printed Matter	<ul style="list-style-type: none"> <input type="checkbox"/> Usually in the form of books or binders including instructor guides and participant guides. They might also include resource manuals such as glossaries, policies, procedures, guidelines, and other lengthy documents. <input type="checkbox"/> Bound printed matters are usually provided at the beginning of the course. They can be loaned or given as personal copies for each learner.
Handouts	<ul style="list-style-type: none"> <input type="checkbox"/> Short documents that are distributed when they are needed, such as exercises, assignments, and checklists. <input type="checkbox"/> If there are many, and if nothing will be lost, provide handouts before they are needed, then include them in a bound printed matter. <input type="checkbox"/> This technique ensures that everyone will have a copy and saves handling and distribution time.
Overheads	<ul style="list-style-type: none"> <input type="checkbox"/> Paper-sized transparent sheets that can be run through a printer or photocopier like a piece of paper. Overheads can be used to provide an enlarged copy of what the learner sees in his materials, to illustrate a drawing, a flow of activities, projected onto a screen visible to the entire class. <input type="checkbox"/> This means requires a transparency projector. Some organizations have one. Some organizations have transparency machines that use a roll of transparency file, which is scrolled over the viewing area. <input type="checkbox"/> You can also overlay a transparency sheet over this type of projector.
Video Media	<ul style="list-style-type: none"> <input type="checkbox"/> Includes tapes played in a video recorder and streaming video. <input type="checkbox"/> Video is appropriate for showing procedures, equipment, and behaviors that are difficult to describe.

(Source: Hassell-Corbiell (2001). *Developing Training Courses*)

Activities are learning events. An activity should include directions for the instructor such as the purpose of the activity, time allowed for the activity, how to administer it, and suggested answers. Instructions for the participants should also include the activity and the time allowed for it.

6

Step 4: Develop Training Materials

The fourth step in training planning is to develop training materials. After identifying instructional methods and materials, training materials should be developed. The trainers are expected to be not just speakers, but also prolific writers of training materials.



After identifying “*Why is it needed?*”, “*Who are reading it?*”, “*When is it needed?*”, “*Where is it written?*”, and “*What points are included?*” in the initial planning stage of training materials, decide what your main point is and at what stage you want to make it. Sometimes it makes sense to leave the main point until the end upon building it with supporting data.

There are various techniques to help you structure your writing. The simplest is merely to list your points and juggle them around, either by numbering your list, or by writing each point on adhesive stickers. These points then form separate sections or paragraphs. Other structuring techniques use flowcharts and mapping. Below is a checklist for writing to be read.

Writing to Be
Read



Figure 11: Checklist for Writing to Be Read

- Whether you should write at all
- Who your reader is
- Whether you know enough about your reader
- What your objective is, in behavioral terms
- What your reader's needs are
- How to resolve the conflicting needs of multiple readers
- What format you want to use
- What tone you want to use
- How to meet your deadline
- When you write best
- Where you write best
- What your main point is, and where you will place it
- What other points you will include
- How you will structure them

(Source: Stimson (2005). *How to Write and Prepare Training Materials*)

Using
Effective
Words

It is important to avoid misuse of words that leads to confusion. The best writing is composed of short, simple, and familiar words in short, simple sentences. Here are a few useful guidelines.



Figure 12: Guidelines of Using Words

- Eliminate redundancies.
- Avoid jargon.
- Use the positive rather than the negative.
- Use concrete rather than abstract nouns.
- Use verbs rather than nouns.
- Use active rather than passive verb forms.
- Use the first and second person pronouns ('I' and 'you').

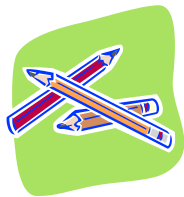
(Source: Stimson (2005). *How to Write and Prepare Training Materials*)

Presenting
Training
Materials

Much writing these days is actually read from a computer screen using PowerPoint. Here is a checklist for presenting training materials.

Figure 13: Checklist for Presenting Training Materials

- Consider the appearance of your material?
- Plan the use of white space?
- Have one main topic per paragraph?
- Begin each paragraph with “signpost” sentences?
- Use headings?
- Use a consistent numbering system?
- Display lists effectively?
- Include only essential numbers?
- Present numbers simply?
- Use charts and tables?
- Include detailed information in appendices?
- Use emphasis and appropriate color effects?
- Use appropriate animation effects?
- Use pictures?
- Adapt your work to paper or on-screen presentation?



(Source: Stimson (2005). *How to Write and Prepare Training Materials*)

Types of
Training
Materials

There are several types of training materials to be used for training: i) textbook; ii) course visuals or presentation materials (such as ones produced with PowerPoint); iii) trainer’s notes; and iv) course handouts.

Textbook

An important training material to formulate first is a textbook with an emphasis on helping the learner to learn. Text is the part giving information in a textbook. The principles are the same as for all writing. The question “*How much information should you include?*” is a key one. The answer is “*Only as much as you need for the learner to achieve the objectives.*” The more precise the objectives, the easier it is to write text.

Textbook

Text should be written in an easy-to-read style: short and simple paragraphs, sentences and words. In particular, make sure that each paragraph makes only one point. In self-learning materials, a number of single-sentence paragraphs are much better than one or two more literary, longer ones. Bullet points and numbering also help the learner identify separate points.

Text is not the only way of giving information. **Graphs and line drawings** are also used not just in illustrating points but also in indicating visually what the training participants have to learn.

Summaries and checklists help the learner by providing the following.

- A quick reference to what is covered
- Repetition: The common summary-text-checklist pattern matches the old training adage: “First you tell them what you are going to tell them, then you tell them, then you tell them what you told them.”
- Pauses for reflection: Summaries and checklists are in a different format from the main text, and this encourages a change of pace in the reader.

Course
Visuals

There are many ways to produce visuals such as **overhead transparencies, and PC-controlled slides**. Microsoft PowerPoint, a PC-controlled slide show, is more frequently used than ever, adding significantly to the professionalism of overhead transparencies by the inclusion of animation and multimedia displays. Here are the guidelines of producing visuals.

- Keep the text short and simple.
- Avoid the dilemma on using either the upper or lower case completely by using pictures rather than words.
- Use color which strengthens visuals.

Other common visual aids include **flipcharts** and **posters**. The main function of flip charts, whiteboards and blackboards is to allow the trainer to produce instant visual aids during the session. Flip charts can also be used to elaborate a ready-made material. Writing must be legible, and it is easier to write neatly on a flip chart than on a board.

Posters are often the focal point for a lecture or discussion. Thus they need to be strong in design to keep the audience's attention. Remember the rules and about simplicity, pictures, and color. Posters are excellent for anything you want to display as a permanent reminder. They are also particularly suitable for mapping a process which you will discuss in your training session.

Trainer's
Notes

Trainer's notes often called a lesson plan or teaching plan. They may be on paper or cue-cards. A useful method is to use a standard four-column approach, with columns for time, content, exercises, and audiovisual aids. Many PC-based presentation packages have the facility to add note pages.

The purpose of trainer's notes is to enable the trainer to run a training course. Points to be considered for the course are as follows.

- Write a training objective(s).
- Work out how to test that the objective(s) have been achieved.
- Identify what information participants must know to complete the text.
- Start the presentation by arousing interest.
- Break the ice quickly by getting participants talking and doing things.
- Structure "must-know" items (and any others you decide to include).
- Summarize frequently.
- Make obvious the links between different topics.
- Select the techniques and audiovisual aids which will reinforce each training point.
- End on a high note and emphasize the links back to the work situation.

Many trainers have their own preferred way of formulating their notes. However, whatever the format, the following information should be included.

- The basic content which is being covered and the methods used (e.g., lecture, question-and-answer)
- Links between the content, audiovisual aids, handouts and exercises
- Time checks along the way

Figure 14: Sample Trainer's Notes

Trainer's
Notes

1. Decentralization and Deconcentration

- What is Decentralization?
- What is Deconcentration?
- What is the difference between Decentralization and Deconcentration?

Decentralization is defined as a transfer of power and responsibilities from central administration to local authority to manage, self responsibility, including financial resources, asset and human resources.

Deconcentration is to distribute power from central administration to local administration or Office, Departments of local authorities to apply their power or their function on behalf of the central administration by means of providing the resources, service fee, and capacity building.

The difference between Decentralization and Deconcentration

In case of Deconcentration local administration should do tasks according to the instruction from central government. If some problems happen, the responsibility is born by the central government. In case of Decentralization local administration should do their tasks base on the law. If the problem happen, the responsibility is born by the local administration.



Initially, this information may be written in some detail as a lesson or teaching plan, which can be preserved for other trainers. Points to consider include the following.

- ❑ Information on the objective, equipment, and materials should be found on the first sheet only, and not on the sheets that follow.
- ❑ Timing can be estimated either as actual time or elapsed time from the beginning of the session.
- ❑ The content column can be as explicit or as cryptic as you wish. Highlighting in different colors lecture portions, questions, desired answers and activities gives a useful overview of the anticipated dynamics of the course, and indicates any time savings to be made.
- ❑ Handouts are often associated with exercises and may be referred to in the exercises column. It is useful to give them an identifying letter or number.

A Session Plan can also be written in the Notes pages on presentation packages like Microsoft PowerPoint. These packages are useful and have transformed the standard of presentations in the last few years. However, they are structured around slides, and tend to overuse these audiovisual aids. The packages are best used with the following conditions.

- Considering the overall structure of the presentation or course
- Identifying which presentation method, activity or audiovisual aid will best reinforce or illustrate the message of each element
- Using the presentation package only to start the training session. Include the appropriate session plan portion in the notes pages for each slide.

Figure 15: Sample Session Plan

SESSION PLAN			
Title:	Training on Local Administration		
Objective:	Participants will improve a level of understanding on local administration in Cambodia and Japan and D&D Policy		
Equipment:	Multi media projector(MP), flip chart, video recorder, computer, camera		
Materials:	pen, tape, paper		
Time	Content	Exercises	AV aids
9:00	Welcome, Self Introduction, Explanation of the Session		
9:30	Lecture on Local Administration		MP
10:30	Questions and Answers		Flip Chart

15:00	Difference of local administration (between Japan & Cambodia)	Group Work	Paper, Pen, Cards

Course Handouts

Ways of providing course handouts include the following: **Ready-made Handout; Do-it-yourself; and Combination Approach**. An easy way to create such handouts is to base them on copies of the visuals, with space alongside or on the opposite page for participant notes.

Ready-made Handout such as PowerPoint slides should be “kept short and simple” while including necessary information for participants’ sake and your own. Here are the points to be considered.

- Structure information so that participants can use and refer to it easily.
- Do not forget the headings.

- Write short paragraphs, short sentences, and short words.
- Use a lively and direct style.
- Use pictures, including charts, line drawings or photographs (just make sure they can be clearly reproduced).
- Use layout to attract and retain attention.

Below are the advantages and disadvantages of trainer-produced handouts.

Figure 16: Advantages and Disadvantages of “Ready-Made Handout”

Advantages of trainer-produced handouts:

- You can make sure that they are complete and accurate.
- Participant can spend their training time learning, rather than just noting down your words.

Disadvantages of trainer-produced handouts:

- Participants may switch off and concentrate less, when they know there is a handout covering the topic.
- As individual participants inevitably have different needs, none of the information you provide will be useful for everybody.
- It is difficult to find the right time to distribute handouts. Here is why.
 - *Before the event:** Some people may read them in advance, but others (usually the less able or knowledgeable) will not, causing even greater disparity in participants’ starting knowledge. Also some people may actually see the handout as a substitute for the training session and not attend the session at all.
 - *During the session:** The temptation is to read them at that stage instead of concentrating on the presentation.
 - *After the event:** This is when you are to have participants file and forget them.

Do-it-yourself is the reverse of having the trainer use ready-made handouts. Here are the advantages and disadvantages.

Figure 17: Advantages and Disadvantages of “Do-it-yourself”

Advantages of do-it-yourself:

- It can save you time and effort (although, of course, both are needed).
- Notes are more personal to the participant and may consequently be better used after the training.

Disadvantages of do-it-yourself:

- A participant who is busy scribbling has the time neither to listen, think, nor to ask questions. Thus do-it-yourself becomes a total waste of face-to-face training.
- The notes may be incomplete.



The Combination Approach would be that the trainer provides an outline of the main points covered with space for the participants to amplify as they please. The outlines should be more than just topic headings and perform the following functions.

- ❑ Set out important rules and checklists in full.
- ❑ Use diagrams and pictures to clarify the material and aid retention.
- ❑ Either include all necessary reference materials, or make sure the participants can get hold of them easily.
- ❑ Invite the participants to note examples from their own experience to which the training points might be applied.
- ❑ Do beware of putting in so much information that the outline becomes trainer-produced notes.

In sum, the combined approach tries to provide the best of both worlds: the completeness and accuracy of trainer-produced notes, made more relevant and personal by the participant's involvement. However, the biggest disadvantage is that it may restrict the flexibility of the training session. Participants will expect the trainer to cover all the points in the workbook in order. In a particular group, participants may wish to reverse the order or concentrate on some aspects rather than others. You can still do this provided that you explain to the participants when you are deviating and that you know your workbook well enough to direct them to the right page.



PILAC

Three materials should be prepared: i) textbook; ii) handouts or PC presentation (PowerPoint presentation); and iii) other reference documents such as related PRAKAS and D&D Policy (Strategic Framework for Decentralization and De-concentration).



Below are the training materials for the Top Management Seminar that were produced in PILAC Phase 1.

Table 14: Training Materials on Top Management Seminar

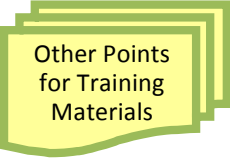
Type	Content
Textbook	<ul style="list-style-type: none"> <input type="checkbox"/> D&D Policy <input type="checkbox"/> Local Governance and Local Finance in Japan
Handout	<ul style="list-style-type: none"> <input type="checkbox"/> PowerPoint Presentation Briefing about PILAC <input type="checkbox"/> PILAC Briefing Paper <input type="checkbox"/> PowerPoint Presentation on Progress of D&D Policy <input type="checkbox"/> PowerPoint Presentation on the Conception of the Draft of Organic Law <input type="checkbox"/> PowerPoint Presentation on Local Government and Local Finance in Japan <input type="checkbox"/> PowerPoint Presentation on Administration that serves citizens (One Window Service Office) <input type="checkbox"/> PowerPoint Presentation on Case Study “One Window Service Office,” Administration Reform <input type="checkbox"/> PowerPoint Presentation on Accountability and Civil Service <input type="checkbox"/> Case Study: Accountability and Civil Service
Reference Document	<ul style="list-style-type: none"> <input type="checkbox"/> Related PRAKAS and Law on Local Governance <ul style="list-style-type: none"> ▪ Amendments to the Constitution ▪ Law on the Establishment of the Ministry of Interior ▪ PRAKAS on the Roles, Responsibilities and Organizational Structure of the Provincial and Municipal Administrations ▪ PRAKAS on the Structures and Administrative System of Srok Siem Reap, Siem Reap Province and Srok Battambang, Battambang Province ▪ Decision on the Structure and the Administration of Srok Battambang, Battambang Province and Srok Siem Reap, Siem Reap Province ▪ PRAKAS on the Organization and Functioning of One Window Service Office of Srok Siem Reap, Siem Reap Province and Srok Battambang, Battambang Province ▪ PRAKAS on the Structure and Management of the Ombudsman Office in Srok Siem Reap, Siem Reap Province and Srok Battambang, Battambang Province <input type="checkbox"/> Strategic Framework for Decentralization and De-concentration Reforms <input type="checkbox"/> Documents on Cambodia Millennium Development Goals <input type="checkbox"/> Royal Decree on Establishment of the National Committee for Support to Commune/Sangkat




Below are the training materials on the GDLA Training that were produced in PILAC Phase 1.

Table 15: Training Materials on GDLA Training

Type	Content
Textbook	<ul style="list-style-type: none"> <input type="checkbox"/> Local Administration System in Cambodia and Japan <input type="checkbox"/> D&D Policy
Handout	<ul style="list-style-type: none"> <input type="checkbox"/> PowerPoint Presentation Briefing about PILAC <input type="checkbox"/> PILAC Briefing Paper <input type="checkbox"/> PowerPoint Presentation on Local Administration in Cambodia and Japan <input type="checkbox"/> PowerPoint Presentation on D&D Policy <input type="checkbox"/> PowerPoint Presentation on the Conception of the Draft of Organic Law <input type="checkbox"/> PowerPoint Presentation on View on D&D and Gradual Process of D&D and Policy and RGC <input type="checkbox"/> PowerPoint Presentation on Administration that serves citizens (One Window Service Office) <input type="checkbox"/> PowerPoint Presentation on Case Study “One Window Service Office,” Administration Reform
Reference Document	<ul style="list-style-type: none"> <input type="checkbox"/> Related PRAKAS and Law to Local Governance <ul style="list-style-type: none"> ▪ Amendments to the Constitution ▪ Law on the Establishment of the Ministry of Interior ▪ PRAKAS on the Roles, Responsibilities and Organizational Structure of the Provincial and Municipal Administrations ▪ PRAKAS on the Structures and Administrative System of Srok Siem Reap, Siem Reap Province and Srok Battambang, Battambang Province ▪ Decision on the Structure and the Administration of Srok Battambang, Battambang Province and Srok Siem Reap, Siem Reap Province ▪ PRAKAS on the Organization and Functioning of One Window Service Office of Srok Siem Reap, Siem Reap Province and Srok Battambang, Battambang Province ▪ PRAKAS on the Structure and Management of the Ombudsman Office in Srok Siem Reap, Siem Reap Province and Srok Battambang, Battambang Province <input type="checkbox"/> Strategic Framework for Decentralization and De-concentration Reforms <input type="checkbox"/> Documents on Cambodia Millennium Development Goals <input type="checkbox"/> Royal Decree on Establishment of the National Committee for Support to Commune/Sangkat


 Other Points
for Training
Materials

The following are other points for developing effective training materials: i) usability of tables and charts in all training materials to be produced (textbook, course visuals, and handouts); ii) usability consideration in designing those materials; and iii) instruction technique.


 Tables and
Charts

To represent numerical information, the following factors need to be considered: the use of computer charge packages, chart formats, and the situations most suitable for each. Here is a list of the table and chart formats.

Table 16: Tables and Charts

Type	Content
Table	<ul style="list-style-type: none"> <input type="checkbox"/> Advantages: i) it is easy to prepare; ii) it can include much information; and iii) it can be used to compare many variables over multiple dimensions. <input type="checkbox"/> Disadvantages: i) you can easily include too much information in it; and ii) it can be difficult to identify exactly what is important.
Line Graph	<ul style="list-style-type: none"> <input type="checkbox"/> It can be used to compare the size of several variables. <input type="checkbox"/> Lines on a graph can be straight lines to each point. <input type="checkbox"/> It shows a trend line or a “line of best fit.” Note that the line graph can give you a visual appreciation of average values over all variables.
Bar and Column Charts	<ul style="list-style-type: none"> <input type="checkbox"/> Bar charts run horizontally across the page, while column charts are vertical. <input type="checkbox"/> Typically that means that you can have more bars than columns on a chart but otherwise there is little to choose between these two formats. <input type="checkbox"/> They convey less information than tables or graphs, but do give a large impact.
Pie Charts	<ul style="list-style-type: none"> <input type="checkbox"/> While line graphs and bar charts compare size, pie charts show proportion. <input type="checkbox"/> They are divided into slices which make up the whole, preferably not more than five or six. To emphasize one particular slice, cut it out of the pie.
Organizational Charts	<ul style="list-style-type: none"> <input type="checkbox"/> They show a direct reporting relationship; broken or dotted lines normally show a secondary or staff relationship. <input type="checkbox"/> They can easily complicate a chart. Thus, unless they are really necessary, avoid them and simply mention the secondary relationship as a footnote.
Flowcharts	<ul style="list-style-type: none"> <input type="checkbox"/> These show the progression of an activity.

(Source: Stimson (2005). *How to Write and Prepare Training Materials*)

Usability
 Consideration

Factors to consider when designing training materials include the following.

Table 17: Considerations for Designing Training Materials

Point	Content
Layout	<input type="checkbox"/> Layout considerations should include the experience level of the instructor, environmental constraints of the training, and navigability.
Appearance	<input type="checkbox"/> Appearance considerations should include the distance from which the material will be seen, lighting conditions, and shapes or colors that add to the content message.
Reuse	<input type="checkbox"/> Reuse considerations should include whether the course will be delivered in more than one format such as instructor-led one.
Cost	<input type="checkbox"/> Cost considerations include: i) durability of the materials, which depends on how they will be used; ii) rental of equipment to support materials; iii) adaptations for sites that require translation into another language; and iv) layout, printing, and other production costs and revision of content.
Distribution	<input type="checkbox"/> The distribution of course content must take into account delivery, technical support, and power requirement including how many devices and outlets are needed.
Revision	<input type="checkbox"/> Revision considerations include whether to conduct a course that contains out-of-date material; and whether to update it on an as-needed basis, including minor editing and content changes, or only at scheduled times such as every phase of the training.

(Source: Stimson (2005). *How to Write and Prepare Training Materials*)

Instructional
 Techniques

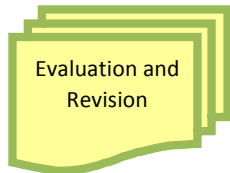
Here are a number of instructional techniques you should avoid including in your training course.

Figure 18: Short List of “DON'TS”

- Do not have the instructor read out loud:**
 Unless language recognition is part of the learning objective, reading out loud indicates a lack of preparation on the part of the instructor and demonstrates disrespect for the learners.
- Do not have participants read out loud:**
 Unless reading out loud directly relates to a permanence objective, it is inappropriate to have participants read out loud.
- Do not spend time silently reading course materials in class:**
 Make required reading a prerequisite to the course. If the material needs to be covered, instruct the trainer to paraphrase the content. This method is not a productive learning by involving the learner.



(Source: Hassell-Corbiell (2001). *Developing Training Courses*)



Evaluation and
Revision

Training course evaluation is done upon the training conducted. Details of the methods are described in ***“Manual on Training Evaluation.”*** Thus this section shows only the revision part. Revision is the process of correcting errors such as page numbering and spelling, adjusting timing or sequence, modulating processes such as exercises, test questions, and examples, and updating or changing content such as government policies and priorities.

References:

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