Royal Government of Cambodia
National Committee for Support of
Communes/Sangkats

TRAINING MANUAL

Planning Workshop

on

Commune/Sangkat Development Planning Process

❑ Training methodology for Training of Trainers (ToT)
❑ Session Plans
❑ Handouts

updated 03 April 2002

TABLE OF CONTENT

E. HANDOUTS

Planning workshop on commune/sangkat development planning process in Cambodia

Module 1: Getting started
Handout 1   Workshop objectives

Module 2: Planning principles
Handout 2.1   Definition of planning?
Handout 2.2   How to ensure transparency, objectivity and democratic decision-making in the process

Module 3: Commune/Sangkat Planning
Handout 3.1   Purpose and the outputs of the commune/sangkat development planning process
Handout 3.2   Roles and responsibilities of major stakeholders
Handout 3.3   Benefits and obstacles of participation
Handout 3.4   How to ensure participation in the process
Handout 3.4   How to prepare for the first planning meeting

Module 4: The Commune/Sangkat Development Planning Process
Handout 4.0   An overview
Handout 4.1   Step 1
Handout 4.2   Step 2
Handout 4.3   Step 3
Handout 4.4   Step 4
Handout 4.5   Step 5
Handout 4.6   Step 6
Handout 4.7   Step 7
Handout 4.8   Step 8
Handout 4.9   Step 9
Handout 4.10 Step 10
Handout 4.11 Step 11

Module 5: Workshop Review

Module 6: Evaluation of the workshop

Preface:

With the elections of the Commune/Sangkat councils, the Royal Government of Cambodia initiates a new system of decentralised governance at the Commune/Sangkat level. Rights, responsibilities and resources will be transferred from the national level of government to democratically elected Commune/Sangkat councils. Decentralisation and deconcentration of state functions are meant to provide a major chance for people to have a say in decisions affecting their lives and to ensure that government and administration are more sensitive and responsive to the needs of their citizens. Ultimately it is expected that it will have an impact on the living standards of the people and contribute to the poverty reduction efforts of the Royal Government of Cambodia.

As of March 2002, more than 11.000 council members and 1621 Commune/Sangkat clerks will have taken on their positions. Building their capacity to fulfil their new roles and functions in an effective and efficient manner will be a precondition to achieve the objectives set for Commune/Sangkat administration and management.

Capacity building gains full attention under the Royal Government's strategy for implementation of the decentralisation policy. The National Committee for support to Communes/Sangkats has the overall responsibility to ensure that appropriate capacity building interventions are developed and implemented.

The Training Manual on hand is the third that has been developed for training of Commune/Sangkat councillors and Commune/Sangkat clerks. The training shall provide:

- ❑ an understanding of planning principles
- ❑ overview of the purpose and outputs of decentralised planning at the Commune/ Sangkat level;
- ❑ the skills on how to ensure transperacncy, objectivity and democratic decision making;
- ❑ the skills on how to ensure participation of the villagers in the development process;
- ❑ the knowledge on what the roles and responsibilities of Commune/Sangkat councils and other major stakeholders in the Commune/Sangkat development planning process;
- ❑ the 11-steps in the 5 phases of the Commune/Sangkat development planning process and
- ❑ the knowledge and skills needed to complete each of the 11-steps.

The with the implementation of training based on this training manual. Capacity building is an ongoing process and this manual, like the two before, will need to revised and updated periodically to remain relevant and effective. Hence the NCSC would be grateful for any feedback from trainers who have used this training manual.

Phnom Penh, April 2002

About this Manual

This Training Manual has been developed to guide and support the group of trainers that will be in charge of training of Commune/Sangkat councillors and Commune/Sangkat clerks.

The purpose of this training is to equip the elected Commune/Sangkat councils with the basic knowledge, attitudes and skills to start functioning immediately after the elections.

What does the training manual consist of?
Following this chapter the training manual consists of three major parts:

1. Training methodology – How to facilitate a training workshop
Qualified trainers are a precondition for the success of the training workshops they will render. In order to build their training skills one chapter has been included that will allow the trainers to reflect on what it means to be a good trainer and to acquire the requisite skills to facilitate a training workshop in a participatory and adult oriented manner. During the Training of Trainers (ToT) the trainers will already be given the chance to practice some essential training tools.

2. Session plans
Handouts have been developed to guide the trainers in delivering the course content and conducting the training in a participatory manner. The Handouts have the following outline:

Objective: For each of the training sessions an objective is stated. The objective indicates what the trainers are to achieve with the session.

Time span: For each of the sessions there is an estimated timeframe. The trainers are however advised to be flexible and to adapt the timespan according to the level of understanding of participants.

Material: For each of the sessions it is indicated what material is required, including the appropriate handout for participants.

Notes for the trainers: For each of the sessions the trainers will find the relevant background information here. This includes also tips on how to do the training and where to find the relevant background information.

Methodology/Tools: For each of the sessions it is indicated what methods and tools should be applied, as e.g. small-group work, role-plays, exercises etc.

How to facilitate the training session: For each of the session the trainers will find a detailed description on how to facilitate the session.

3. Handouts

For all sessions handouts for participants have been developed. These handouts have all the necessary information and shall help participants to remember the important issues. They will also serve as a reference document for the participants after the workshop. These handouts may be complemented by additional information as e.g. copies of the relevant prakas or sub-decrees.

What are the topics covered by the training?

The training manual comprises a total of 4 Modules covering

- ❑ Getting to know each other
- ❑ Planning principles
- ❑ Commune/Sangkat development Planning
- ❑ The 11-step planning process

Each module is again sub-divided into several sessions.

What is the methodology applied in the training?

The impact of training does not only depend on the content that is delivered, to a large extent it also depends on the training methodology applied. The more the training is tailored to meet the specific needs of the participants, the more likely it is that they will implement the intended changes.

Adults learn best, when the content is closely related to their tasks and when it helps them find solutions to their practical problems. Adults will also appreciate when they have a chance to actively participate, when they feel they are taken seriously and their experience is valued. If participants are encouraged to bring out their own ideas, to start thinking for themselves and to take initiatives they will be able to solve their problems and to feel responsible for their actions. The more participants are given a chance to experience and to value participation during the training, the more likely they will use a participatory approach when doing their job.

What has been done to ensure throughout the design of the training that people can participate at their best?

- ❑ In order to allow participants to learn easily, the training material is presented using a simple terminology and everyday language.
- ❑ Participants will be better able to put into practice what they have learnt if they are not only lectured on what to do and how to do it. During the training they should be given the chance to practice what they learn; Exercises, role-plays, case studies are therefore adopted throughout the training. That means for example that if participants discuss issues related to the meetings of the Commune/Sangkat council they should role-play such meeting in the training.
- ❑ The majority of participants coming for training will most likely not be used to sit for a long time in training workshops. They may not be able to take too much content at one point in time. The training therefore is only scheduled for five days.
- ❑ Female participants are most likely a minority in the training. Acting in public may be very unusual and uncomfortable for them. Being trained in a

group that also comprises predominantly men can be a hindrance to their active participation in training sessions. The training manual will therefore build the capacity of trainers to create an environment in which women and men can contribute equally.

The trainers:

Sufficient and qualified trainers are a precondition for the success of training activities. Trainers are able to perform well when they have a good understanding of the course content. They should also have appropriate skills to use methods that help participants to achieve the course objectives. Trainers should therefore

✓ have an in-depth understanding concerning subject matter areas;
✓ have skills to organise group work and discussions;
✓ have skills to present information;
✓ have skills to ensure equal participation of women and men;
✓ have the ability to make proper use of materials as the Handouts and handouts for participants.

The training of trainers that precedes this workshop will ensure that trainers are equipped with the appropriate knowledge, attitude and skills to ensure success of the workshop.

TRAINING METHODOLOGY

How to facilitate a training workshop

Training methodology - How to facilitate a training workshop

Training is an important means for capacity building. Training has the big advantage that it provides a forum where people can meet each other and learn together, where they can practice what they learn, where they have a chance to ask questions and to exchange experiences.

This Training Manual has been developed to guide and support trainers in the organisation and facilitation of workshops. Within this chapter you will find some practical hints on what makes a good trainer. It gives you a chance to reflect on your own behaviour, your attitudes and your behaviour towards your participants.

1. Essentials of participatory and adult-oriented training

To train means to create a situation and an environment in which participants will find it easy to think and to learn and to take an active part in the learning process during the workshop.

That means to develop new skills and to get away from a traditional teacher – pupil relationship, in which participants are instructed and lectured about what to think and to do. Doing training in a participatory and adult-oriented manner rather means that participants shall be supported to think for themselves and to generate knowledge; the training has to build their ability to find solutions to the questions and problems that arise and to take an active part in the learning process. This will not be an easy thing to do – for both your participants and you as a trainer.

2. What do we want to achieve with training?

When training we must keep our eyes on three important aspects: *knowledge, skills and attitude*. Training shall help the participants to acquire the requisite knowledge, the appropriate attitude and the necessary skills that are required to make decentralisation and Commune/Sangkat administration and management a success.

What does that mean?
❖ **Trainers have to ensure that participants generate knowledge** – that is to give information and to make sure that your participants understand the information or content properly. Participants for example need to acquire the correct knowledge on the legal background and what their roles and functions as Commune/Sangkat council members are. They need to know their rights and responsibilities, but also the limits to their rights.

❖ **Trainers have to enable participants to acquire the appropriate attitudes** – that means for example that participants have to develop the understanding that citizens have the right and responsibility to know what the Commune/Sangkat Councils are doing, they have to develop the attitude that women and men have equal rights and responsibilities, they

need to value and promote that citizens take an active part in the development of their Commune/Sangkat etc.

❖ **Trainers need to develop specific skills of the participants** – that means that trainers need to provide opportunities for practice during the training so that participants feel really confident to perform a task by themselves as e.g. how to chair a meeting in a participatory manner, how to do the accounting or to prepare and adopt development plans that reflect the needs of the people.

3. *What are the roles of a trainer?*

A trainer has to do two major jobs:

☆ he/she **has to ensure that a group achieves the task or objectives for the training,** as e.g. to acquire knowledge and skills etc.

☆ he/she **has to encourage participation** – that means to ensure that everybody is involved into the discussions and decision-making, that everybody and his/her opinion is respected and listened to, that there is interaction among the participants.

4. *How can a trainer ensure that a task gets done?*

➡ **Follow an agenda:** the session plans set out a sequence of steps in which you will go over the issue; be sure that you introduce one topic at a time and keep the discussion on the topic.

➡ **Set time limits:** the session plans also give you an estimated amount of time you will need for the session. Try to stick to the timetable; but also consider to be flexible – you may decide to extend the time because participants show a high interest in the issue.

➡ **Provide information:** people will need the appropriate information to perform a task; as e.g. they will need to know what their roles and responsibilities as Commune/Sangkat councillors or clerks are.

➡ **Clarify:** Remember that majority of issues will be very new for participants and that they may have difficulties in understanding. Therefore repeat difficult issues in different words to make it clear. Also ask questions to ensure that you understand each other. For example: "What I hear you saying is...Is that what you mean?

➡ **Provide opportunities for practice:** Participants will be better able to perform a task in real life when they had the opportunity to practice already during the training. If you discuss with them how to hold effective meetings, role-play them during the training.

➡ **Summarise**: after a discussion briefly state the main points. This puts all the ideas together and helps people see where they are in the discussion.

5. How can a trainer encourage participation?

These are some hints and tips you may want to keep in mind and exercise particularly when starting to do the job of a trainer.

✿ **Be friendly and relaxed:** Try not to give the impression of being very formal. It may make your participants shy, nervous and quiet.

✿ **Ask questions:** Questioning is your main tool to encourage your participants to think. Keep your questions simple and easy to understand. This will help people to think. Follow up on the questions asked and probe. This may bring out further interesting issues.

✿ **Start from the level of knowledge where participants are:** When introducing a new topic, first ask the group what they know about it or what their experience is with this issue. This brings people on board from the very beginning and gives you the chance to see where your participants are.

✿ **Be patient and wait for responses:** People may need time to think about your question before answering them.

✿ **Show your interest in what people are saying:** Make use of expressions as "Oohh, I see", "Tell me more", "Ahaa". It shows that you are interested in what people are saying and will encourage them to say more.

✿ **Get everyone to contribute to the discussion:** When asking questions don't be satisfied with the answers of one person. You and the group will be surprised what others have to share.

✿ **Be impartial and neutral** to the various political groups participants come from: Commune/Sangkat councillors belong to different political parties. Ensure that you treat representatives from the various parties equally.

✿ **Organise small-group work:** In smaller groups of approx. 4-7 people it is more likely that everybody will contribute.

✿ **Resist the temptation to talk too much:** Remember that your job is to support people to think for themselves and to find their own solutions. Don't take over; resist the temptation to lecture and to tell them what to think and what to do.

✿ **Encourage the silent ones to speak:** Encourage everyone to speak but keep the more vocal ones from dominating the discussion and support those who are more silent to contribute.

✿ **Ensure that all sectors of the group participate:** Encourage responses from the old and the young, from men and women, from the different professional or political groups etc. When necessary break into smaller groups. It maybe easier for them to contribute when they are in their peer groups. Make sure that you involve women in the same way as men;

✿ **Check how your participants feel:** If you get the impression that your participants are not listening well anymore check with them what is going wrong; they may need a break, things may be going to fast for them, they may not feel involved etc. Take a break when there is a need to do so.

✿ **Summarise issues at the end of the discussion.** A good summary gives people a clear picture of what they said or decided.

6. *How can a trainer encourage equal participation of women and men?*

The training will bring together male and female Commune/Sangkat councillors and male and female clerks. Women however will most likely only constitute a minority of the training participants. Looking at our tradition women may feel uncomfortable or shy to speak in public or when men are around. For decentralisation however it is important that female and male councillors and female and male clerks take an active part.

There are some things we as facilitators may do without thinking that however won't help women to participate actively. Automatically we may rather look and attend to men than to women. We may rather tend to give attention to the vocal participants than to the silent ones. If we want women and others whose voices are not heard to feel involved we first of all need to change the way in which we as facilitators behave.

In a workshop or meeting women and men do often sit separately. When we speak our body and our eyes may automatically be directed at men. This will give women the impression that they are less important and that their contributions are not welcome.

➡ **Therefore make sure that you maintain eye contact with both women and men. It makes everybody feel valued. Also ask your team-members to have an eye on this issue.**

When we ask questions, men tend to be faster to respond. We may realise only late that only the men are talking. Women may also find it difficult to speak up among men. In a group where the majority is male, they may also find it difficult to express another opinion than men.

➡ **Make sure that you divide the big group into smaller working groups, where women may find it easier to talk. Invite women to talk first. From time to time you may also consider breaking into women and men's groups.**

The knowledge of women concerning decentralisation may be lower than that of men due to the fact that this is a public sphere of life, which men feel is their arena.

➡ During the training make sure to always check equally between women and men whether they are on track and can follow the flow of discussion.

During the workshop the trainers will make use of examples, illustrations, role-plays, case studies etc. in order to illustrate the relevance of the decentralisation process for the daily life of the people.

➡ **When giving examples, include examples out of the spheres of life of different population groups, as women, men, young people, poor people; Illustrate that male and female citizens can actively participate in communal life and how they can benefit from it; Portray women and men equally as active actors of communal life; Portray women and men equally as responsible and competent representatives of local governments.**

7. The first moments of a workshop

The first moments of a workshop, meeting or training programme are very important ones. They give you the feeling whether you are welcome and taken seriously, whether the trainers are looking forward to meeting and working together with you. They give a feeling of the atmosphere in which the rest of the workshop will take place.

Therefore it is good to understand the first hours of a workshop as a chance to make your participants feel welcome, comfortable and to give them a clear idea about what is going to happen over the forthcoming days. If you manage to handle the first moments of your workshop well it will establish a good basis and create a positive learning atmosphere.

❑ **Introductions**
During the Planning workshop you may have representatives from different Communes/Sangkats coming together who may not know each other. Most likely you the trainer will also not get to know participants in advance. As a start to a workshop it is therefore very important that people introduce themselves and get to know each other. Introductions help in the following ways:

- Make everyone feel welcome and part of the group;
- Ensure everyone including the trainer knows the name of other people present.
- Offer an opportunity for participants to share something about themselves with the whole group of participants – so that they know what the interests and background are;
- Enable the facilitator to know a little about the level of experience in the group and where people are 'coming from' – their motivation and interest, their background, their level of experience. This helps him/her to adapt the training material to the needs of the group.

Tips:

It is important that **everyone** is introduced, including trainers and support staff. This sets an atmosphere of equality rather than of some people being more important than others.

If people come in late, try to make sure that they at least introduce themselves briefly. If there is time, you can quickly ask people to introduce themselves to the latecomer again, though often this is not a good use of time because the person coming in will not be settled enough to concentrate! It will also depend on the size of the group; with a large group it may take too long.

As a facilitator you may wish to set the example and take the lead by introducing yourself first. The participants will then know what sort of information or detail is expected, or you can set the tone in a particular way. If you introduce yourself by your first name then others are likely to follow.

How do you do introductions?
There are many different amusing and informative ways of doing introductions. At the simplest level you can go round the group asking each person to say, for example, their name, where they come from and why they came to the event. If you want more detail you can divide them into pairs and ask each person to listen to their partner and then introduce them to the whole group. There are many name games you can use to mix people up and break the ice – such as the one you experienced at the beginning of your own ToT workshop.
At the end of the introduction you may ask to write their names on masking tape that they can fix on their clothes.

Some examples for name-games

While on the first day of the workshop you may just do an easy introduction as you will find in the session plan, try the following introductions as a starter on the following mornings:

> **Action Names:** This game is good for large groups (over 15 people). The group stands in a circle with lots of room between players. Each person introduces her name while making a body movement and gesture and stepping into the circle and perform a grand sweeping wave of her hand with bowed head, saying, "I'm Bopha". After this introduction the whole group does exactly as she did, in unison mimicking her with the same body movement, gesture and words. The next player - Dara – makes a dancing movement, saying, "I'm Dara!" The rest of the group repeats this introduction. This continues around the circle, each player introducing himself/ herself and then the group mimics the introduction. Don't let it go too fast: slow it down if players begin to rush - everyone should have a chance to be in the spotlight. The trainer can set the mood for the game by starting of with a funny example, to put everyone at ease.

> **Names and occupations:** In formal situations people usually introduce themselves along with their occupations. To break through this formality ask participants to give themselves an imaginary occupation - something funny or thought provoking. Each person introduces himself -

e.g. "I'm Sophal, the lion-tamer" or "I'm Sotheary, the rain-maker", giving his name and an imaginary occupation. When saying the occupation, he gives a dramatic gesture or action to mime the occupation. The whole group then repeats the introduction and gesture.

> **Names and funny descriptions:** Each person introduces her name along with a short phrase describing "what I am" or what I am not". For example "I'm Mony and I'm hungry" or "I'm Neary and I'm not sweet sixteen". This game gives everyone a chance to put some humour into the way they introduce themselves.

> **Zip! Zap!:** Participants sit in a circle and the leader stands in the centre. The leader points to a person in the circle and says "Zip!" or "Zap!" or "Zip Zap!". If he says "Zip!" the player who is pointed at must call our the name of the person to his left; if "Zap!" he calls out the person to his right; if "Zip Zap!" everyone gets up and runs to a new seat, including the leader. The person without a chair becomes the new caller.

□ **Expectations, Hopes and Concerns of participants**
This is a key session at the beginning of a workshop if you wish to encourage participation. It creates an atmosphere of openness right from the start. It gives participants the opportunity to express what they hope to achieve with the workshop and what they fear might happen and they want to avoid. The trainer then can take the chance to give an appropriate idea of what the participants can expect from the workshop. This guards against disappointment. If participants are disappointed they will at best stop concentrating, and at worst start to disrupt the process with unhelpful behaviour. You will find examples how to facilitate this session in the session plans attached to this Training Manual.

□ **Sharing workshop objectives with participants**
The objectives give the whole event direction. They clearly express what the expected outcomes are so that everyone knows what to expect and can help to make it happen. Without direction a training programme or workshop can go seriously off course.

□ **Setting group norms and rules**
Group norms are certain types of behaviour the participants commit themselves to apply. They will help the event to run smoothly. They often include things such as: being on time, listening carefully and respecting other people's opinions. When there is a problem they can save the day as they give the facilitator the authority to enforce something that everyone supports. They also help to establish a positive atmosphere from the beginning as they identify the way in which people want things to go. They also give the facilitator an opportunity to add his/her ideas, which can help to prevent problematic behaviour from the beginning, instead of having to 'cure' it later! Group norms can be added to as the programme progresses, so they can be a very flexible tool. There will be a session plan on how to do this exercise.

8. What to consider during the training - some facilitation tips

❑ **Working as a team**

✳ If you are teaching as a team, stay in the classroom and listen to each other. You will be supporting each other and also making sure that you are neither contradicting each other nor repeating what the other has said.

✳ If you want to interrupt your co-trainer, perhaps to remind them of something they have forgotten, sometimes it is possible to send them a little note or make a sign without making it obvious to the participants. This keeps the confidence the participants have in the trainer.

✳ Make sure that each part of the programme of every day has been prepared in advance; meet on the evening before each training day so that you can assign responsibilities to each team member for the different sessions. The team members can then plan and prepare for their own parts.

✳ After close of the daily programme it is good for the team of trainers to also sit together and evaluate the day as e.g.

- What was easy for participants to understand?
- What was difficult for participants to understand?
- Is there something we need to recap the following day?
- How was the level of participation during the sessions?
- How did we the trainers work together as a team?
- What could be improved when delivering the sessions?
- Anything special we need to consider for the forthcoming day?

✳ Also at the end of the workshop when the participants have left, a team evaluation should be held; for this evaluation take into consideration both, your daily evaluations as trainers, but also the evaluation by your participants.

✳ It is also a good idea for the trainers to enter a team contract. An example is provided below:

A team contract for trainers

- ✔ We will strive to communicate with each other honestly.
- ✔ We are committed to attend all trainers' team meetings.
- ✔ We will strive to be together during the training course as much as possible.
- ✔ We will have daily assessments of each other's performances.
- ✔ We will not interrupt each other's sessions.
- ✔ We will try to contribute constructively during each other's sessions by mentioning at the end of the session any additional learning points that the other has missed.
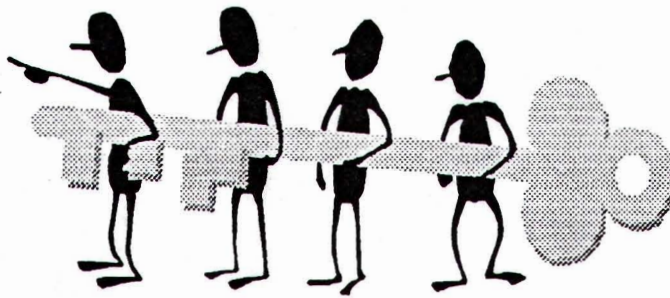

(insert names & signatures of trainers)

❑ Seating arrangement

Seating arrangement is very important to create a conducive atmosphere for learning and communication. Normally there are only chairs required for participants. Tables for participants decrease their mobility when moving into sub-groups. You may however consider placing some tables at the side for preparation of flipcharts or where you can place material as handouts, flipchart paper, markers etc.

To create a situation in which your participants won't feel like in school but rather feel encouraged to participate actively it is good to arrange the chairs in a semi-circle U-shape with the flipchart stands in front so that everyone can see them. It allows participants to maintain eye contact with each other. It encourages a spirit of equality and mutual learning amongst the group.
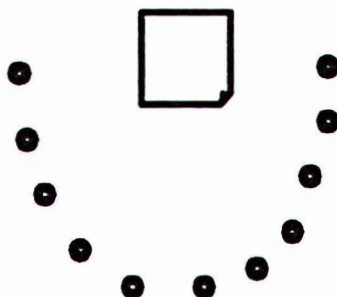
❑ How to give an effective presentation

- Speak slowly so that the participants can follow what you are saying.

- If you give examples, use real life examples. Participants will understand better and it also helps to solve real problems. If possible take examples from information already given by the participants.

- If you have to use the blackboard or flip chart to write down important points, make your brief, as writing long sentences takes up a lot of space and also takes a lot of time.

- Write neatly and clearly - a messy flip chart suggests you don't care and is difficult to read.

- When you ask a question, please make it clear and specific. This will help participants answer the question properly.

- It is useful to answer the question in your head yourself to make sure that it is possible to answer it! When you are preparing, note down some of the answers you expect people to give so that you can respond or fill in some gaps if necessary.

- As you move from one session to another, point out the links between that session and the ones before and after it, so that participants begin to build up a picture of how all the sessions of the training fit together.

- It is important to summarise at the end of a session by briefly stating the main points or lessons. Avoid introducing new ideas in the summary.

☐ **How to ask good questions**

Asking good questions is one of your main jobs as a trainer. Questions are used to get people to think and talk, to clarify what is being said and to see if people agree. Questions enable active learning.

To be able to ask good questions, it is important to know the various types of questions and what they do.

Questions that stimulate discussion and reflection of participants:

- **Open questions** - stimulate people to think and give their own opinion. It also facilitates talking and discussion. For example: *What do you think is the role of a Commune/Sangkat clerk?*

- **Probing questions**- these are follow-up questions to get more information or open up an issue further. For instance, *Could you give me an example of where Commune/Sangkat councils can ask for support and advice?* or *Could you explain further what you mean by 'participation'?*

- **Redirecting questions** – as a means of getting more people involved in a discussion. After a response, ask *others if they agree? What do others think?*

- **Rephrasing or clarifying questions** – These make a short summary of what someone has said in your own words covering the main points, as you have understood them. This helps to clarify what has been said: *So you are saying that you really like to publish the minutes of Council meetings on the notice board because it helps everybody to be informed?*

Questions to avoid:
- **Closed questions** - these direct people to give immediate, single answers. They close the doors to discussion and analysis. For instance, *Does the District chief come from this Commune?* Closed questions are not helpful if you want to encourage discussion.

- **Questions with answers** - When you ask questions do not include answers. When that is done you limit people to the answers you give. For example, *You don't like the concept, do you?*

- **Compound questions** (or many questions all rolled into one) – these are very confusing and difficult to answer. The result is that some of the questions are not answered properly. *Do you like noodles and if you do which soup do you like and which type of meat and when do you like eating it most?*

❑ How to use group forming exercises and energisers

Games to use with adult learners as group forming exercises and energisers are a vital part of facilitation. They form a toolbox that every trainer needs to pull out at just the right moment. They can help you to organise a group, establish or change the atmosphere or share information in a lively and interesting way.

Group forming exercises are quick fun things to do to divide up the whole group of participants into smaller sub-groups. Small-group work makes it easier for everyone to contribute and promotes the exchange between participants. Small groups should have between 4 – 7 participants.

Group forming exercises

➢ **By numbers:** If you want to break into e.g. four subgroups, ask participants to count around the circle 1,2,3,4,1,2,3,4 and so on. All participants with number 1 will form one group, all participants with number 2 will form one group and so on.

➢ **By symbols:** Prepare cards for the total number of participants and place symbols on them. If you have a group with a total number of 20 participants and you want to divide them into 4 subgroups prepare always five cards with the same symbol, for e.g. sun, moon, stars, and clouds.

➢ **By using candies:** Get ready candies of different colours/flavours. If you want to divide them into groups of 5 participants each, prepare five candies of each colour/flavour, put them in a hat or container. Go round the room and have them pick one candy each. Make sure you have enough for everybody in the group.

➢ **By funny things:** Prepare slips of paper with the name of an animal written on each slip. As many slips for each animal as the sub-groups shall have members. Some animals that have been proven to be good for this exercise include: bee, lion, rooster, goat, cow, duck and horse. Hand out one slip to each person and ask everyone to keep his or her animal identity secret. Then ask participants to find their partners by making the animal's sound and/or miming the animal itself.

➢ **Lifeboat:** Tell participants to imagine they are on a ship, which is sinking. So they have to get into lifeboats. The capacity of the lifeboats however is only limited. The trainer may then call out that the lifeboats are for example only for 2, for 3 or for five people. Within half a minute the participants have to form groups of 2, 3 or five people. The last number the trainer calls should give the number of sub-groups he/she wants to achieve.

Energisers are games that can be used when the energy level of the group is low and people's attention begins to wander. They help to bring back concentration. They can also ease tension at times when there is unhelpful disagreement or differences in opinion that are not adding anything positive to the process. It is not always possible to plan when you will use an energiser. Usually you use an energiser at the spur of the moment when you realise you need to respond to the process or a situation.

Some examples for energisers

Touch Blue:
Ask participants to walk around. When you shout, "touch blue" each player has to find "something blue" in the room and touch it. Then give other instructions: "Touch friend's shoe, a corner of the room, someone wearing glasses, a new acquaintance, someone who is very happy, someone you would like to know, something yellow, someone wearing sandals, etc.). Each time the player touches what the leader calls out.

Name Bus
Participants stand in a circle. One participant plays the bus driver. He explains that he is the bus driver and he wants to get everyone on the bus. He encourages everyone to shout, "STOP!" when they want to get on the bus. He makes the noise of a bus revving up and roars around the circle. He stops in front of one participant and introduces himself. Hi, I am Davuth". "Hello, I'm Theary". He then repeats Theary's name four times like a chant - "Theary! Theary! Theary, Theary - along with rhythmic body movement. He than turns, Theary puts her hands on his shoulders, and the two of them chug across the circle to find another person to meet. When they meet the new person, they chant his name 4 times - Dara! Dara! Dara, Dara!". Following this, Theary becomes the bus driver, Davuth puts his hands on her shoulders, Dara joins the bus at the back, and they chug across the circle to meet someone else. This process continues until everyone has joined the bus.

Simon Says
This is a good energiser for sleepy groups. Ask participants to stand in their own space with enough room around them to swing their arms. When you say, "*Simon says do this*" and follow this by some movement or action, e.g. swinging your arms at your sides, the whole group should copy the action. When you say "*do this*" (without including the words "*Simon says*"), participants should remain motionless i.e. refusing to copy the action. Build up a rhythm of instructions using "*Simon says*" and then suddenly add a new action saying, "*Do this*". For example "*Simon says lift your right foot up. Simon says put your hands over your head. Now lower your right foot!*" Anybody who copies the action even though you didn't add "Simon says" has to step out of the game. The last person to remain in the game is the winner.

9. How to handle difficult situations?

Facilitation is not an easy thing to do. There may be unexpected occasions, which may be difficult for you to handle. You can get prepared when you imagine some of these situations and discuss and rehearse with your fellow team-members how to handle these situations. Think through some of the following cases:

Some participants are hardly saying anything
Some ideas on how to handle the situation:

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Some participants keep interrupting you or other participants when talking
Some ideas on how to handle the situation:

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You feel very nervous and unsure about what you are doing
Some ideas on how to handle the situation:

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_____

You have posed a question but nobody wants to talk and to respond to it
Some ideas on how to handle the situation:

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_____

A participant obviously wants to provoke and challenge you
Some ideas on how to handle the situation:

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_____

You have a different opinion on the content than your fellow team-members
Some ideas on how to handle the situation:

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_____

There are only men talking throughout the workshop. They obviously give the impression that it is not important to listen to the women
Some ideas on how to handle the situation:

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There are clear indications that participants dislike each other because they belong to different political parties
Some ideas on how to handle the situation:

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Some other "nightmares" you can think of:

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10. Checklist – Important things to consider in preparation for a training

A good preparation is a major precondition for the success of a workshop. Therefore it is important for you and your team of trainers to have enough time prior to the workshop to go through all the important issues.

➡ **Y**ou as the facilitator:

☐ Are you familiar with the session plans and handouts?
☐ Have you gone through all the information material such as the
   ✓ The Law on administration of Communes/Sangkats;
   ✓ The prakas on Commune/Sangkat development planning;
   ✓ The guidelines for Commune/Sangkat development planning;
   ✓ Detailed guidelines to facilitators on planning steps;
   ✓ The sub-decree on the establishment of the Communes/Sangkats Fund;
   ✓ The information brochure on "Anything you want to know about decentralisation in Cambodia?"

☐ Have you thought of questions, participants may ask? Will you be able to answer these questions?
☐ Did you rehearse how to facilitate each of the training sessions you will do?
☐ Are you aware of the words you are using? Will you present issues to the participants in a way that is easy for them to understand?
☐ Have you prepared flipcharts or other activity cards for each of the sessions?

➡ **Y**ou and your team of facilitators:

☐ Are you clear who is going to do which sessions and how you are going to support each other during the session?
☐ Did you rehearse to facilitate the workshop as a team?
☐ Did you agree to meet as a team before the workshop to see whether everything is prepared?
☐ Did you fix a time after the workshop to discuss and evaluate how it went?

➡ **Y**our Participants:

☐ Do you have a clear idea who your participants are?
☐ Do you know how many will be coming for each workshop?
☐ Do you know how many of them are men or women?
☐ Do you know how much they know already about the content, whether e.g. they have participated in the Seila programme?

➡ **I**nvitation letters and information for your participants:

☐ Did your participants receive the invitation to the workshop in time?

❑ Did the invitation letter also state what the objectives and the content of the workshop are?

⇒ **C**ontent of the workshop:

❑ Do you have a clear idea what you want to achieve with the workshop, what the objectives are?
❑ Are you clear about the programme for the workshop?

⇒ **M**aterial and stationery required for the workshop:

❑ Do you have all the things ready, you will need for the group of trainers and participants? Flipchart paper, Markers, masking tape, sufficient copies of handouts for participants? Notebooks and pens for participants etc.?

⇒ **F**inances:

❑ Are you aware of the money that is available to you?
❑ Are you aware of the whole budget for the workshop so that you can answer questions of your participants? As for example how much is available for food, transport etc.

⇒ **V**enue:

❑ Are you aware where the venue will be?
❑ Does the venue provide space for small group work, as in separate rooms, under trees etc.?
❑ Is the venue in a quiet surrounding so that participants won't be disturbed?

⇒ **S**eating arrangement:

❑ Are there enough seats for everybody?
❑ Is there enough space to allow people to sit in a circle or U-shape?
❑ Is there enough space to do a game or energiser in the room?
❑ Is there place where participants can work in small groups?

⇒ **P**eople to co-operate with:

❑ Are you aware who at the venue is in charge of logistics, as for example provision of chairs?
❑ Are you aware who at the workshop place is in charge of preparation of food?
❑ Did you think of meeting with those people before start of the workshop?

SESSION PLANS

Planning Workshop
on
Commune/Sangkat Development Planning Process

Programme
Planning Workshop
on
Commune/Sangkat Development Planning Process

Workshop day	Timetable	Programme
Day 1	Morning session	**Module 1: Getting started**
	8:00 – 8:30	Opening Ceremony
	8:30 – 9:15	Introductions
	9:15 – 9:45	Workshop objectives
	9:45 – 10:15	Setting group norms and rules
	10:15 – 10:30	Break
	10:30 – 11:00	**Module 2: Planning principles** What is planning?
	11:00 – 12:00	Benefits & Obstacles of participation
	Afternoon session	
	14:00 – 15:30	How to ensure transparency, objectivity and democratic decision making in the process.
	15:30 – 15:45	Break
	15:45 – 16:15	**Module 3: The Commune/Sangkat planning process** Purpose & Outputs of the planning process
	16:15 – 17:30	Roles and responsibilities of major actors of Commune/Sangkat development
Day 2	Morning session	
	8:00 – 9:30	How to ensure public participation in the planning process
	9:30 – 10:00	**Module 4: 11-step planning process** An overview
	10:00 – 10:15	Break
	10:15 – 12:00	**11-step planning process - Step 1**
	Afternoon session	
	14:00 – 16:00	**11-step planning process - Step 2**
	16:00 – 16:15	Break
	16:15 – 17:30	**11-step planning process - Step 3**
Day 3	Morning session	
	8:00 – 9:30	**11-step planning process - Step 4**
	9:30 – 9:45	Break
	9:45 - 12:00	**11-step planning process - Step 5**
	Afternoon session	
	14:00 – 15:30	**11-step planning process - Step 6**
	15:30 – 15:45	Break
	15:45 – 17:30	**11-step planning process - Step 7**

Day 4	Morning session	cont. The 11-step planning process
	8:00 – 9:15	11-step planning process - Step 8
	9:15 – 10:00	11-step planning process - Step 9
	10:00 – 10:15	Break
	10:15 – 12:00	11-step planning process - Step 10
	Afternoon session	
	14:00 – 15:00	11-step planning process - Step 11
	15:00 – 15:30	Module 7: Review
	15:30 – 16:00	Module 8: Workshop Evaluation
	16:00 – 17:30	Followed by closing ceremony

Module 1. Getting started

The first morning of the training has come. After the opening ceremony and the welcome of participants it is on you to start the workshop. These first sessions will enable trainers and participants to get to know each other, to inform the participants on the workshop objectives and to agree on common rules for the group. Altogether the first module "Getting started" will have four sessions as listed below. For each of the sessions you will find a session plan.
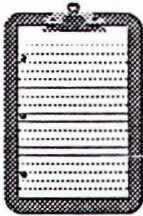
This module will have the following sessions:
- ☐ Introductions
- ☐ Workshop objectives
- ☐ Setting group norms and rules

Experience shows that these first moments of a workshop are very important to establish a good relationship among participants and between participants and the trainer.

Most participants will come to the workshop with some kind of uncertainty; who will the trainer be? Will he/she be friendly and open enough so that participants can speak freely? Will the trainer accept the opinion of the participants? The first sessions will give the participants an impression of the climate they can expect during the workshop. If this is done well, it sets the right tone for the rest of the training workshop and enables participants to contribute freely to discussions and exercises throughout the workshop.

Introductions

Objective: Participants get to know each other

Time Span: about 45 minutes

**Materials required:**
Paper and pens to take some notes

Methodology/Tool:
Pair Interviews

How to facilitate the session:

1. Ask participants to split into pairs; therefore ask them to choose a partner they do not know very well so far; this could for example be a member of the other council they do not belong to.

2. Ask the pairs to interview each other for altogether ten minutes, that means five minutes for each partner. They should focus on the following questions:
   - ❑ What is your name?
   - ❑ What is your profession?
   - ❑ Which commune council do you come from?
   - ❑ Why are you attending this workshop?
   - ❑ What is your nickname and how did you get it?

3. After ten minutes of interviewing each other, ask the participants to present their partner to the plenary. Each participant is given one minute to summarise the main information about her/his partner.
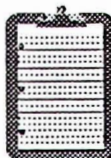
Notes for the trainers:

When you have a large group the main difficulty will be to limit the length of the presentation of participants, you need to ensure that they stick to the one minute. Encourage others to listen carefully as we will be playing name games throughout the week.

Workshop objectives and programme

Objective: Participants are aware of the main purpose, content and time-schedule for the workshop.

Time span: approx. 30 minutes

Material required: Prepared flipchart with objectives of the workshop written on it. Copies of the workshop programme and Handout 1.

Notes for the trainer: The participants come with expectations of the workshop but this training also has aims to achieve which are set by the National Committee in Support of Communes/Sangkats. Some of these expectations may be similar to the participant's expectations, others may be different. Be clear to participants, which ones can be met, and which ones cannot. For those expectations that cannot be met, give participants an indication where else they can seek to get the support, if possible.

Methodology/Tools: Presentation, discussion

How to do the session:

1. Start by asking the participants : "What do you expect to get out of this workshop?" Write some of their responses on a flipchart.

2. Present the objectives of the workshop and invite participants to ask questions after the presentation

3. Ask the participants to compare the objectives and content stated with the expectations they had expressed earlier by referring back to the flipchart.

4. Distribute the programme and brief them on the daily schedule.

5. Explain to participants that you will try to stick to the daily timetable, that however sometimes some flexibility is required, for example to finish a session before the break.

Setting workshop norms and rules

Objective: Participants agree and commit themselves to ground rules they want to apply during the workshop.

Time span: approx. 20 minutes

Material required: Flipchart paper and pen

Notes to the trainer: This session provides a chance that group members can agree on how they wish to work together over the training period. It encourages participation and commitment. Examples for such groundrules are
- be punctual in the morning or after break;
- that people listen to each other;
- they work together in the training beyond party lines;
- that only one person speaks at a time

These ground rules should be written clearly on a flipchart and pasted in one part of the room which is visible. It should stay there throughout the training period. If there is something else you or participants wish to add to the list, you can still do that during the course of the workshop.

If rules are broken, you can remind them in a friendly manner on what has been agreed before. You may also give that task to someone else

Methodology/Tools: Plenary discussion

How to facilitate the session:

1. Ask participants to think of how they would like the group to work together. What particular behaviour or attitudes do they expect of their colleagues? Give them some examples as mentioned above and a minute to think about it.

2. Invite responses and record them on flip chart.

3. Discuss what has been written. Agree with the group on the outcome and explain that extra points can be added as the workshop progresses. Paste the flipchart on the wall.

4. Remind the group that this is what you have all agreed upon as the norms for the workshop. Encourage them to follow these and emphasise that they should all share the responsibility for making sure that the rules are kept.

Module 2. Commune/Sangkat Development Planning – The Principles

Commune/sangkat development plans are there to express to the stakeholders what the commune/sangkat intends to do in the next 5 years. This is done through a process of public discussion at village level to one at the commune/sangkat council level and then at the district level via the District Integration Workshop.

Unlike activity or work plans, Commune/sangkat development plans do not focus the details of getting things done but rather on the overall picture of development work that the commune/sangkat will like to see happen.
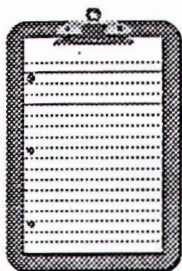
This module will have the following sessions:

- What is planning?
- Vision, objectives and strategies
- How to ensure transparency, objectivity and democratic decision-making in the planning process?
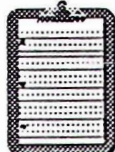
Definition of planning

Objective: Participants have a basic understanding of what planning is and to differentiate between vision, objective and strategy.

Time span: approx. 45 minutes

Material required: Flipchart paper, Markers, prepared flipchart with notes for the presentation, Handout 2.1, enlarged graphics

Notes to the trainer: This session shall give participants the chance to think for themselves what planning is before you present some definitions of planning.

Methodology/Tools: Brainstorming, group work, presentation, and plenary discussion

How to facilitate of the session:

1. Everyone has experiences in planning – big or small, good or bad. Ask participants to think about their planning experiences.

2. In a big group, ask the following questions:
   - Was it good or bad?
   - What happened?
   - What did you learn from this experience?

3. Put their responses from the last question on a flipchart.

   Possible responses could include: I learn that I should always make sure that somebody is responsible for each task.", "I should put a time limit on each task."

4. Next, ask the participants: If somebody ask them about planning, what key words or images come to their mind? Emphasise only key words or images not sentences. Give them one minute to think about it.

5. Without talking, have them come up to the whyteboard or flipchart to write the key words or draw the images on the board. Examples could include:

   future, activities, $$ money, person responsible, beneficiaries, why?, who?, when?, where?, what?, how?

6. Organise the participants in small goups of not more than five people by using a group forming exercise and have the groups think of the response to two questions:

   - What is planning? They should use the key words to help them. - Allow 10 minutes to discuss and write their definition on a flipchart.

7. Each group should then choose a leader and present their definition and characteristics to the plenary. Allow for questions after each presentation

8. Enlarge the three graphics from the second page of Handout 2.1 and ask the participants to label them. If answers are not forthcoming, you could put the three words vision, objective and strategy on the board and have the participants match the picture with the words.

9. Briefly discuss the meaning of the words and their relationship using the examples in the handout.

10. Invite questions from participants.

How to ensure transparency, objectivity and democratic decision making in the planning process

Objective: Participants have a clear understanding of the importance of transparency, objectivity and democratic decision making in the planning process.

Time span: approx. 1½ hours

Material required: Prepared flipchart with the quotation and graphic, Flipchart paper, markers, Handout 2.3.1 and 2.3.2

Methodology/Tools: Small-group work, presentation, plenary discussion

How to facilitate the session:

1. Put the flipchart with the quotation and graphic on the board and ask participants for their interpretation of the quotation. Ask for a quick show of hands how many agree/disagree with this quotation in the context of local governance in Cambodia.

2. Divide the whyteboard into three columns. Put the three terms, "transparency, objectivity and democratic decision-making" in each of the columns. Have the participants come to the board to write down a keyword of what they think the word means to them.

3. Based on the keywords on the board, have a plenary discussion on a definition of the three terms.

4. Emphasize that with decentralisation, the quotation is no longer true. Ordinary people like you and I have a role to play in ensuring a planning process that has transparency, objectivity and democratic decision-making.

5. Divide the participants into groups of 5 and have them discuss, as commune councillors and members of the PBC, what can they do to help/prevent transparency, objectivity and democratic decision-making in the planning process. Record their responses on a flipchart and select a representative to present.

6. Before the groups present, distribute the table in Handout 2.3 for the participants to take notes.

Module 3: Purpose & Outputs of the Commune/Sangkat development planning

Objective: Participants have a basic understanding of the purpose of the Commune/Sangkat planning process and its outputs.

Time span: approx. 60 minutes

Material required: Flipchart, markers and Handout 3.1
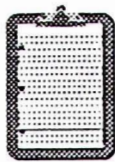
Notes for the trainers: In the past, except in Seila-supported communes, planning was done at the central level. Now it is up to the Commune/Sangkat Councils together with the local communities and the citizens to decide and implement what shall happen in their community.

Reference material: Inter-ministerial prakas on Commune/Sangkat development planning

Methodology/Tools: Pairwork, brainstorming

How to facilitate this session:

1. In pairs, have the participants discussed, based on what they had learnt from the Orientation Workshop, what are the major changes to planning, now that the Commune/Sangkat Councils have been elected.

2. Ask for their answers and put them on the flipchart. Refer to handout 3.1 and add any point that the participants have missed.

3. Distribute Handout 3.1

Roles and Responsibilities of major actors of Commune/Sangkat development process

Objective: Participants are able to identify the roles and responsibilities of the major actors in the Commune/Sangkat development process.

Time span: approx. 1 hour

Material required: Flipchart, markers and Handout 3.2
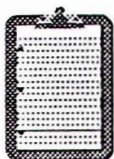
Reference material: Inter-ministerial prakas on Commune/Sangkat development planning

Methodology/Tools: Group work

How to facilitate this session:

1 Ask participants who do they think will be involved in the development process of the commune/sangkat. List their responses on the board. Prompt them for actors that are not mentioned.

2 Divide them into groups of 5 and have them discuss the roles and responsibilities of each actor. Allow the groups to choose 2 major actors for discussion. You need to ensure each actor has been chosen at least once for discussion. Give them 15 minutes time for this task and then ask each group to present their discussions in 5 minutes.

3 Distribute Handout 3.2 and allow for questions.

How to ensure public participation in the planning process

Objective: Participants value public participation as an important feature to improve upon the quality of the planning process and service delivery.

Time span: approx. 1 ½ hours

Material required: Flipchart, markers and Handout 4.2

Notes for the trainers: In this session, stress the principle of participation as a real benefit for the Councils as it that improves the quality of planning process. Highlight the point that participation means participation of all, women and men, old and young, poor people etc. Draw their attention to the fact that bringing in the less vocal groups may require special efforts.

Reference material: Inter-ministerial prakas and guidelines on Commune/Sangkat development planning

How to facilitate the session:

1. Brief participants that they are now going to look at an important aspect of decentralisation and planning in particular in more detail: public participation. Recall briefly, what participation means.

2. Divide them into smaller sub-groups and ask them to think of "What are the real benefits of participation?" Give them 15 min to accomplish this task and ask each sub-group to present their findings. Record them on flipchart.

3. Complement what they have said from the handout.

4. Ask them what they see as the major difficulty in ensuring the participation of citizens and local communities and list them on the flipchart.

5. Ask them to get into pairs and discuss ways of dealing with these difficulties. Record their responses on the flipchart.

6. Complement other points from handout and distribute handout 3.3 to the participants.

Module 4: Overview - 11-step planning process

Objective: Participants will have a good understanding of the overall development planning process.

Time span: approx. 30 minutes

Material required: 6 sets of Handout 4.1, printed on thick coloured paper and cut up into pieces. Flipchart, markers, glue sticks and Handout 4.1
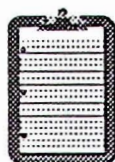
Reference material:
1. Inter-ministerial prakas on Commune/Sangkat development planning

Methodology/Tools: Group-work, matching exercise, plenary discussion,

How to facilitate the session:
1. Divide the participants in small groups of 5 and have them arrange the 5 different phases of the development planning process in the correct order. Next put in the step/s of each phase in the correct order.

2. Move around the groups and check that participants are on the right track.

3. Have the groups put up their completed table on the wall and encourage the other participants to go around to see how different the other groups' answers are from theirs.

4. Distribute Handout 4.1 and briefly go through the table with the participants and allow them time to ask questions

Step 1: Commune Development Data Assessment

Objective: PBC identifies the Commune/Sangkat development goal based the data from PDoP

Time Span: about 1½ hours

Materials required:
- Flipchart paper and pens
- Commune data sheet from PDoP
- Existing C/S profile if available
- Standard legend
- Blank Form of village data
- Old existing map
- Form 1.2
- Workplan

Reference documents:
- Inter-Ministerial prakas on Commune/Sangkat development planning
- Guidelines on 11-step Planning Process
- Detailed Guidelines for Facilitators

Methodology/Tools: Brainstorming and group discussion

How to facilitate the session:
1. Activity (a): To review the against real C/S situation
- The facilitator explains very briefly to PBC how the data in the commune data sheet was collected, entered and verified by PDoP.

2. Activity (b): To update C/S map
- Divide all participants into 3 groups by using group forming method based on their Commune/Sangkats that they come from. Each Group is responsible for updating an existing map by using the 7 mandatory items and updating data (30 minutes for each group).
- Each group will present the output of group work to plenary with assistance from the facilitator.

3. Activity (c): To identify development needs/issues
- The facilitator presents Form 1.2 on the board and then reviews the listed criteria & types of services with all participants.
- Facilitator will allow participants to add other comments.
- Facilitator explains how the calculation is made for each criteria and let the participants to complete the Form 1.2

4. Activity (d): To enable village representatives to update and verify data and identify priority issues in the village.

- Facilitator explains that this process needs to involve the participation of villagers, associations and civil groups.
- Facilitator explains the method to prioritise the issues.
- Facilitator explains how to prepare workplan for village meeting and then let the village representatives prepare this workplan by themselves.
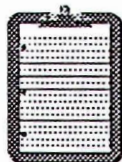
Notes for the trainers:

In this step the participants need to understand what they are expected to do. The facilitator needs to prepare all the materials required well before the session. The PDoP and PCB have roles to update and review the data. In activity (b) you need an old existing map, if there is no map was available within the commune office, the PBC can ask the commune administration police for the old map before the training take place.

The facilitator should familiarise herself with the process and importance of full participation by reviewing the session on "How to ensure participation". S/he should also read and understand the different criteria and methods to prioritise the issues before training takes place. More information can be found in the detailed guidelines to facilitators.

Step 2: Village Needs/Prioritisation and Data Verification

Objective: To identify village needs/priorities and review village data from commune database

Time Span: about 1 hour

Materials required:
- Prepared flipchart on pair-wise ranking and voting
- Flipchart paper and pens
- Village data book if available and/or blank village data book
- Form 2 of village needs/prioritisation
- Process tools to rank and priority problem and goal

Reference documents:
- Inter- Ministerial prakas on Commune/Sangkat development planning
- Guidelines on 11 step Planning Process
- Detailed Guidelines for Facilitator

Methodology/Tools: Ask question, brainstorming and group discussion

How to facilitate the session: The facilitator presents this session as though he is the PBC representative.

1. Activity (a): To review and validate village data from C/S database
- PBC presents the village data book to the villagers and for review and validation. These activities ensure full and transparent participation of all villagers, local association, user groups, village committee and others stakeholders.

2. Activity (b): To identify and prioritised village need with available resources.
- Explain clearly to all villagers to identify and prioritised village needs.
- Divide the villagers into 2 groups by sex (Male & Female) to identify the needs/priorities per group. In identify the needs/priority the facilitator will ask the question that; *What do you think your village need for the next 5 years?* Have the groups write their responses on a flipchart and present. The 2 lists need to be consolidated into one.
- Do a short presentation on the two most common ways of prioritising needs – pair-wise ranking method and voting.
- As a plenary, prioritise the consolidated list.
- For the last activity, brainstorm how the village could solve the problem or where they could find resources to meet these needs.
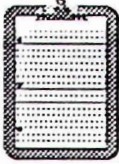
Notes for the trainers:

- Facilitator needs to allocate the time mentioned above " 1 hour" each activity and also needs to understand clearly how to use pair-wise ranking method for prioritisation.
- Facilitator needs to teach PBC clearly how to make the action plan and also to ensure the transparent in the process.

Step 3: Commune/Sangkat issues/ needs/ priorities and Data

Objective: Set or update commune priorities and data

Time Span: about 1 hour

Materials required:
- Flipchart paper and pens
- Completed village data book
- Commune data sheet
- Completed Forms 1.1, 1.2 and 1.3
- Samples of other completed village information

Reference documents:
- Inter-Ministerial prakas on Commune/Sangkat development planning
- Guidelines on 11-step Planning Process
- Detailed Guidelines for Facilitator

## Methodology/Tools:
Presentation and brainstorming

How to facilitate the session:
1. Activity (a): To produce updated commune data sheet
- The facilitator explains clearly to PBC how to compile the village data books into the commune data sheet. All information within the commune data sheet needs to be written on flipchart and posted on the wall and then facilitator will start to compile data from all villages into the commune data sheet. A sample of village data book was prepared in Step 2(a).

2. Activity (b): To produce commune-prioritised list of problems/goals
- Facilitator explains to all participants that each village representative will present the result of village meeting as of step 2 (b) and then the observing CC members can add any comments to the list.
- The PBC collates all village information into Form 3, by putting them under different sector and services.
- The PBC should identify priority as commune-wide and add to the Form 3 or by using problems tree or objectives tree.

Notes for the trainers:
All activities in step 3 utilize information from outputs in step 2. It is rather difficult to compile all village information into Form 3. Because in Step 2 there is only one group discussion, only one village data for the commune is available.

Step 4: Commune/Sangkat Development Framework

Objective: State vision, development objective and strategies of commune

Time Span: about 1 and half hours

Materials required:
- Flipchart paper and pens
- Form 1.1 , 1.2, 2, 3 and 4
- Standard map A/B
- Definition and example of vision, objective and strategies

Reference documents:
- Inter- Ministerial prakas on Commune/Sangkat development planning
- Guideline on 11-step Planning Process
- Detailed Guideline for Facilitator

Methodology/Tools:
Ask question, brainstorming and group discussion

How to facilitate the session:
1. Activity (a): To prepare vision, objective, strategy statement
- Facilitator should ask all participants *What is (1) A vision, (2) an objective and (3) a strategy? And how do they relate to each other?* All replies should be recorded on the flipchart.
- Then facilitator needs to explain more about them on how to develop with the example bellow. It is very important that a strategic plan should be done that;
  a) Vision statement of CDP
  b) Objective of 5 years to achieve vision
  c) Strategy to achieve objective

2.Activity (b): To discuss 5 year-prioritised activities with identified strategy
- Facilitator explains to the participants how to complete Form 4, use the output from step 3.
- Divide participants into two groups to discuss 5 year-prioritised activities with identify strategy by using the output from step 3 for ten minutes and then let the group representative presents the result of discussion.
- Facilitator summarizes the result of the group discussion and complete Form 4, with agreement from all participants.
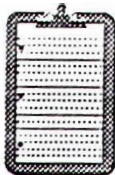
Notes for the trainers:

At this stage, it is rather difficulty for facilitator and also for participants to understand and think for the proper meaning of those items. Anyway the idea to allow them to think of and dream about the future by asking the question that " *what progress do you want your commune/sangkat to see in period of 5 years?* ". Let them forget for the moment of reality in their own commune. After this session, let them to compare their wish list with 3 and/or 5 years of available resources both from external and internal.

Step 5: Preparation of project strategies

Objective: To prepare 5-year of project strategies

Time Span: about 30 minutes

Materials required:
- Flipchart paper and pens
- Form 3 of commune prioritised list of problem/goals
- Vision, Objective & strategies
- Form 5

Reference documents:
- Inter-Ministerial prakas on Commune/Sangkat development planning
- Guidelines on 11-step Planning Process
- Detailed Guidelines for Facilitator

## Methodology/Tools:
Presentation and brainstorming

How to facilitate the session:
1. **Activity (a): Identify projects based on prioritised list of problems/goals of the commune**
   - The facilitator needs to review Form 3 or problem tree or objective tree from step 3 to participants.
   - The facilitator needs to explain to all participants the meaning/information required and how to complete the Form 5 with the key items are;
     - Name of the project
     - Type of the project
     - Objectives of the project
     - Output expectation
     - Location
     - Type of beneficiaries and estimated number
     - Estimated cost
     - Who will do the technical review?

   - Write the Form 5 on the flipchart and paste on the wall
   - Facilitator needs to review Form 3 and complete Form 5
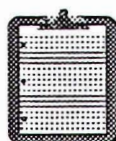
Notes for the trainers:
Please note that all information that needs to be taken from the Form 3 is only the projects/activities and then the rest of the form facilitator needs further brainstorming with participants to develop based all information from the previous steps.

Step 6: Medium term Commune/Sangkat revenue forecast

Objective: To estimate potential sources of revenue for the commune over the next 3 years

Time Span: about 1 hour

Materials required:
- Flipchart paper and pens
- Form 6

Reference documents:
- Inter-Ministerial prakas on Commune/Sangkat development planning
- Guidelines on 11-step Planning Process
- Detailed Guidelines for Facilitator
- Sub-decree of Commune/Sangkat Fund

Methodology/Tools:
Brainstorming

How to facilitate the session:
1. Activity (a): To review C/S Fund IPF (3 years)
- Facilitator asks the question to all participants *What is the commune revenue?* And *what kinds of revenue will commune have?*, Facilitator needs to record all the answers on the flipcharts and then facilitator should write the answers in 2 separate columns depending on whether they are internal or external revenues.

- Facilitator will explain how commune/sangkat fund is transferred from Central Government to CC. The whole allocation will be divided into 2 parts (i) administration and (ii) investment.

2. Activity (b): To consider and estimate external resources
- Refer back to the flipchart of previous activities and add any external sources that did not mention. Facilitator will brainstorm and explain to them the external resource rather than C/S fund such as National and International NGO, private investor and others. Any comments needs to record on the flipchart.

3. Activity (c): To consider and estimate internal resources
- Refer back to the flipchart of previous activities and add any internal sources that did not mention. Facilitator will also brainstorm and explain to them the internal resource such as local contribution, local taxes, fee for services provided by CC on

behalf of Government. Any comments needs to record on the flipchart.

4. Activity (d): To review mandatory and admin expenditure

- Facilitator will also brainstorm and ask them *what kind of expenditure will commune/sangkat* any comments needs to record on the flipchart. Facilitator needs to explain the meaning of Form 6 on the flipchart and allow the participants to forecast the commune revenue for next 3 years based on the activities (a), (b) ,(c) to complete the Form 6.

Notes for the trainers:

Most participants would have received already at the last 2 previous trainings; (i) Orientation training and (ii) financial training. Therefore, they should be able to complete Form 6 properly. The facilitator needs to have the knowledge and familiar with Sub-decrees of Commune/Sangkat Financial and Financial Management System.

Step 7: Preliminary project allocation

Objective: Prioritisation and resource allocation for commune projects for 3 years based on criteria and consensus

Time Span: about 1 ½ hour

Materials required:
- Flipchart paper and pens
- Form 5, 6 and 7

Reference documents:
- Inter-Ministerial prakas on Commune/Sangkat development planning
- Guidelines on 11-step Planning Process
- Detailed Guidelines for Facilitators
- A Sample draft of CIP

Methodology/Tools:
Brainstorming

How to facilitate the session:
1. Activity (a): To prepare 3-year project list for C/S resource
- Facilitator briefly explains to PBC that this step is a preliminary project allocation based on the output from Form 5 and 6.
- Facilitator presents to all PBC members on how to select the priorities from Form 5 and 6 and then to complete on Form 7. Form 7 needs to be written and post on the wall and allow the PBC to brainstorm and fill in this Form.
- The draft CIP will be sent to PDoP for DIW preparation.
- The list of projects shall be provided to TSS for activity workplan preparation and pre-feasibility study in order to assist the C/S project implementation.
- Ask participants what is done after the draft projects allocation?

2. Activity (b): To prepare CIP for presentation for DIW
- Before going to DIW, what needs to be done? such as list, forms, Posters, flipchart, map, reports of previous and ongoing projects (all information needs to be on the flipchart). Divide participants into a pair and work together for *what preparation need to be done before DIW?* All responses need to write on the flipchart.

Notes for the trainers:
The facilitator should explain to the participants the CIP has to be sent to PDoP and TSS on time for DIW preparation. The DIW is an important platform for C/S to gather more resources so the participants needs to understand the process and method in order to appoint someone who have ability to prepare the presentation materials and present it properly and successfully during the DIW.

Step 8: Annual District Integration Workshop

Objective: Integration of Commune/Sangkat plan with agencies and departments

Time Span: about 2 hours

Materials required:
- Flipchart paper and pens
- C/S projects list on the flipchart
- Role-play card for each players
- Observation sheet

Reference documents:
- Inter-Ministerial prakas on Commune/Sangkat development planning
- Guidelines on 11-step Planning Process
- Detailed Guidelines for Facilitators

Methodology/Tools:
Brainstorming

How to facilitate the session:
1. Activity (a): To present negotiation, and agree on commune projects
- Facilitator will brainstorm with all participants about the word "Integration" by asking the question that *Have you ever heard of the word Integration?* If yes *do you understand of it?* All replies will be recorded on the flipchart and then explain to them with appropriate word and the meaning.
- Need to divide the participants into 3 groups and let them to discuss what they need to do. Group 1 is to discuss the process Before DIW, group 2 is for During DIW and group 3 is for After DIW. Each group will present the outcome of discussion to the plenary.
- Facilitator explains to them that they will take part in the role-play about District Integration Workshop (DIW) with 12 persons selected including at least 4 women.
  - **District Governor:** is a chairman
  - **Planning Dept:** is a facilitator
  - **4 persons;** one is commune/Sankat chief and another is chief of planning and budgeting committee and plus 2 councillors.
  - **3 persons;** Director of Agriculture, Rural development and Education.
  - **3 persons;** Chief of Local NGOs (1) Orange Organization is responsible for agriculture activities, (2) School

Organization is for education activities, (3) Green Organization for rural development activities.

- Each will deal with a different task after the facilitator has oriented them. The role-play will allow 30 minutes. The participants will be given an observation points to evaluate the role-play **such as organizing the presentation, voice, movement, eye contact, attitude, negotiation and others.**
- Facilitator needs to ask the participants to reflect what they have conducted. The reflection should be based on the observation points.

Notes for the trainers:

Facilitator needs to explain clearly to all participants that not all the priorities of CC listed in a draft CIP will be adapted by technical departments and/or agencies. Departments and Agencies might add their priorities more to the Commune/Sangkat list. Facilitator needs to have a good time management to conduct the role play effectively

Role-play Guidance

Planning Dept:	Facilitate a whole session
District Governor:	Opening session
CC Representative:	Report the last DIW and then start to present the priorities in a draft CIP (the priorities need to be prepared on the flipchart). Should divide roles among CC members.

Technical Director.   Present their policies and responses to the priorities in CIP and /or add their priorities more

1. Agriculture
2. Rural Development
3. Education

Local NGOs   Present their policies and responses to the priorities in CIP and/or add the priorities more.

1. Orange NGO
2. School NGO
3. Green NGO

CC and stakeholders:	make temporary agreement
District Governor:	Closing session

Step 9: Multi-sector programme

Objective: To aggregate the projects into programme

Time Span: about 1 hour

Materials required:
- Flipchart paper and pens
- Temporary Agreement form for DIW
- Form 6, 7 and 8

Reference documents:
- Inter-Ministerial prakas on Commune/Sangkat development planning
- Guidelines on 11-step Planning Process
- Detailed Guidelines for Facilitator

Methodology/Tools:
Brainstorming and group discussion

How to facilitate the session:

1. Activity (a): To finalize project allocation based on output from the DIW

- Facilitator explains the objective and output in this step to participants.
- Facilitator needs to remind the PBC about the output of the DIW and then explain to them to consider all outstanding project priorities, which were not supported by any departments/agencies and reallocate available c/s resources (use Form 6,7 and 8 to explain).

2. Activity (b): To re-group project listed from DIW into programme

- The participants will be divided into 3 sub-groups, each will represent their own commune/sangkat. The role of each group is to re-group project listed from DIW in to the programme. This exercise will take 20 minutes and ask each of the sub-groups to choose a leader to present the findings of the group to plenary. Make sure that this time another person gets the turn to present (to complete Form 9).
- The facilitator may ask the question " **Do you have any difficulties to do this exercise?** collect all answers and record on the flipchart.

Notes for the trainers:
At this stage, the facilitator needs to understand well the process how to re-group the projects into the programme. To enable participants to understand he/she must have more examples to explain them.
Before group discussion, facilitator needs to remind them again that each group will represent their own commune/sangakat.

Step 10: Draft CDP and CIP

Objective: To formulate CDP and CIP

Time Span: about 1 and ½ hour

Materials required:
- Flipchart paper and pens
- All previous forms, Forms and information
- Form 10 and 10.2
- Sample of CDP & CIP (collected from field visits)

Reference documents:
- Inter-Ministerial prakas on Commune/Sangkat development planning
- Guidelines on 11-step Planning Process
- Detailed Guidelines for Facilitator

Methodology/Tools:
Brainstorming

How to facilitate the session:
1. Activity (a): To collect all discussion information and write CDP&CIP
- Facilitator brainstorms the difference between the sets/contents of CDP and CIP and then allows the participants to provide their comments and answers. Record all responses on the flipchart.
- Facilitator posts the actual forms of CDP and CIP on the wall and gives an explanation to all participants how to write descriptions and/or to fill the forms based on the legal formats. Within this session, facilitator needs to make sure that all participants clearly understand how to do correctly before group division.
- Divide the participants based on which commune/sangkat that they come from. Tell them that this exercise will give them the some practise on how to formulate the CDP and CIP, but not a complete CDP/CIP. This exercise will take at least 1 hour.
- Representative of each group will present to plenary about the result of group work. Give a chance for women to do that.
- Facilitator needs to provide some more inputs based on the legal documents if you feel some critical items are missing.

Notes for the trainers:
Facilitator needs to explain to them clearly on each item of CDP and CIP's contents. Note that at the end of this exercise, each group will have a draft CDP and CIP. All required materials need to be prepared before the training carefully.

Step 11: CDP and CIP approval

Objective: To include the suggestion/recommendation collected from provinces/ municipalities and from the publics into the draft CDP and CIP for decision making and approval by CC.

Time Span: about 1 hour

Materials required:
- Flipchart paper and pens
- Deika
- Draft CDP/CIP
- Official letter from province
- Minute meeting from villages

Reference documents:
- Inter-Ministerial prakas on Commune/Sangkat development planning
- Guidelines on 11-step Planning Process
- Detailed Guidelines for Facilitator

Methodology/Tools:
Brainstorming

How to facilitate the session:
Activity:
- Facilitator just reminds to them that once a draft CDP/CIP has been prepared the Commune/Sangkat council will send draft CDP and CIP to the provincial/municipality Governors for approval.

- Ask participants what are the next steps?

- The CC will reviews and approves the CDP and CIP. The CC will make the copies of approved CDP and CIP will be filed in office of POLA and other copies be kept in Commune/Sangkat office and made available to the public for consultation.

Notes for the trainers:
At this step is very important for PBC to make sure that the draft CDP and CIP have been accessed highly both provincial and local levels in providing the comments and recommendation.

Module 5: Review

Objective: Participants and trainers have the chance to review the major issues of the workshop.

Time span: approx. 45 minutes

Material required: Flipchart and markers
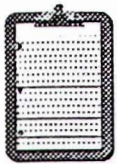
Notes for the trainer: Over the last five days participants had to deal with lots of content, most of it being entirely new to them. This last session before evaluation of the workshop shall give them time to think and recapture the major issues they have learnt.

Methodology/Tools: Small-group work and plenary discussion;

How to facilitate the session:

4. Divide participants into small-groups of not more than 4 people. Let them choose themselves with whom they want to do the groupwork.

5. Brief them that they will have the chance to recapture the major issues they learnt over the 5-day workshop period.

6. Give them 15 minutes to work on the following tasks:
   A) What are the three features of the new planning process?

   B) Why is public participation important and what are the ways to ensure public participation in the planning process?

   C) What are the 5 major phases of the development planning process?

7. Ask the groups to come back to the plenary. Collect their findings for each of the tasks and record them on flipchart. Complement what they have.
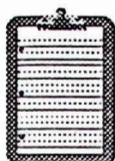
Module 6: Evaluation of the training

Objective: Participants and trainers have the chance to jointly evaluate the training

Time span: approx. 30 minutes

Material required: Flipchart, markers and cards; For the cards cut an A4 size paper into three parts. Ask participants to use markers to write on the cards. You will need approximately 6 cards per participant. Prepared flipchart of a dartboard for the quantitative evaluation.

Notes for the trainer: Evaluation of the workshop is an important tool for you to find out what follow–up is needed or what you might have to change when you implement the same workshop again.

Methodology/Tools: Individual reflection

How to facilitate the session:

1. Ask participants to take time to think about the experiences of the training over the last week.

2. Ask them to think about the following questions
   a. What did you like most about the workshop?
   b. What did you not like very much?

3. Prepare a chart on the wall with columns with the questions above

4. Ask participants to put the comments on the paper. Ask them to take one piece of paper for each issue and paste them into the columns where they belong.

5. Draw a circle on a flipchart with four concentric circles and divide them into three sections as on a dart board. Each section represents one aspect of the training that we want to evaluate – methodology, facilitation and content. As in the game of darts, the closer we are to the bull's eye, the more on target the training has been so:

   - the innermost circle represent 4 (excellent)
   - the second innermost represent 3 (Good)
   - the second outermost represent 2 (Satisfactory)
   - the outermost circle represent 1 (Poor)

6 Tell the participants they have 3 ticks, one for each aspect of the training, they have to decide how the thought the methodology of the workshop went, give a tick in the circle. S./he will do the same for the other 2 aspects.

7. When you have made sure that the participants have understood the instructions, leave the room so that the participants can express their opinion freely.

HANDOUTS

**Planning Workshop
on
Commune/Sangkat
Development Planning Process**

Workshop objectives

By now, all Commune/Sangkat councils would have attended a one-week Orientation workshop on decentralisation of Commune/Sangkat administration & management and would have been in office for some weeks.

Besides administrative roles, Commune/Sangkat councils also have an important and challenging planning task ahead of them. They have to marry all the priorities and aspirations of the villages in their Commune/Sangkat into one coherent Commune/Sangkat development plan. That is not easy. It is a task that requires the actors to have the skills, knowledge and the right attitude to bring about a participatory, transparent and objective planning process. The resultant outputs will be a Commune/Sangkat development plan, a Commune/Sangkat investment programme that will "promote the economic and social development and upgrade the living standards of the citizens." (Art. 43 Law on Administration of Communes)

The focus of this workshop hence is to equip the main actors in the Commune/Sangkat development planning process with the necessary skills, knowledge and attitude to ensure the process is participatory, transparent and objective.

The Orientation Workshop briefly touched on the subject of Planning; this workshop looks the spirit of decentralised planning and the steps to draft the Commune/Sangkat development plan and the Commune/Sangkat investment programme. This training is targeted at the core group of people who will be responsible for the entire Commune/Sangkat development planning process.

They include:
• the commune chief;
• the first and second deputy chiefs;
• the core members of the Planning and Budgetting Committee and
• the commune clerk.

Though the clerks have received a six-week training prior to taking office, a range of legal documents has only been recently adopted so it is therefore necessary to provide Commune/Sangkat clerks with an update on the latest developments. Depending on the organisation that will implement this training, other stakeholders such as civil society representatives might also be invited.

This workshop shall provide you with:
❑ an overview of the objectives of decentralised planning at the Commune/ Sangkat level;
❑ the implications of decentralised development planning of Communes/Sangkats for the stakeholders;

- the skills on how to ensure participation of the villagers in the development process
- the knowledge on what the roles and responsibilities of Commune/Sangkat councils and other major stakeholders in the Commune/Sangkat development planning process;
- the 11-steps in the 5 phases of the Commune/Sangkat development planning process and
- the knowledge and skills needed to complete each of the 11-steps.

And with the best leaders
When the work is done
The task accomplished
The people will say
We have done this ourselves

Lao-Tzu, Chinese philosopher, 4000 BC

Definition of planning

Planning is looking or thinking ahead, deciding what you are going to do, mobilizing the things you need to do it and deciding by when it must be done.

Planning is a way of organising future activities so as to reduce uncertainties, in order to reach a set goal.

Commune planning is bringing everyone together to do this.
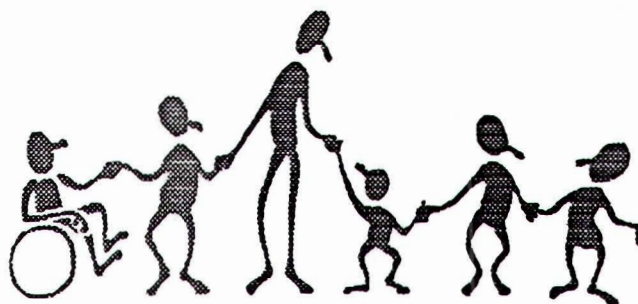
Vision, Objectives and strategies

Commune/Sangkat councils have a lot of planning to do – planning for today, planning for tomorrow, planning for next year and planning for their 5-year mandate.

Step 4 of the planning process requires the Commune/Sangkat councils to create a draft *vision* statement of the long-term development of the Commune/Sangkat based on the identified priority issues. This is an important step where a Commune/Sangkat council would know the direction it is aiming towards. Once it has decided on this it can then break this down into more 5-year objectives and then work on the strategies to tackle each priority issue.

Commune/Sangkat should always start with what they want to do in the community first and then think of getting the resources to do it later. If one starts with the resources, then the vision will be very small. One could also overlook the possibility of other resources and settle for something less than what is possible such as what may be made available by different other organisations, line departments at the District Integration Workshop
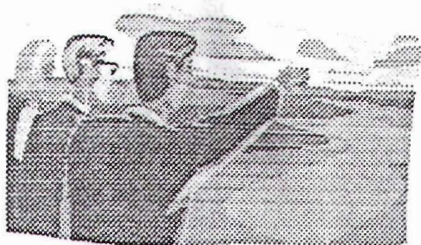
Vision – An example

The democratically governed commune where people, civil society, private sector and government communities participate in local development. The commune council manages development in a transparent, equitable and efficient way to strengthen peace, justice to make sustainable improvement in people's lives.
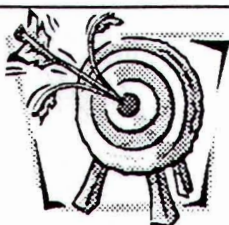
Objective – An example

To increase the literacy rate amongst children of school-going age in the commune by 20% by 2006.

Strategies – Examples

- 4 primary school teachers to be trained at Teacher's Training College
- A primary school with 4 classrooms to be built.
- Public awareness campaign on the importance of education.

How to ensure Transparency, Objectivity and Democratic Decision-Making

"*The powerful man is always right, even when he is wrong.*"

What do you understand by this quotation?

The Commune/Sangkat development planning process is new to the citizens in a Commune/Sangkat in a few important ways:

- It makes the **Commune Councils (CC) the planning authority of the commune.** It also means that the Commune/Sangkat councils have much more responsibility to work with the people in its area to create its Commune/Sangkat Development Plan.

- It has some **new structures** to help people plan, and to integrate all the steps of planning going on in an area such as the Planning and Budgetting Committee.

- It emphasizes the importance of **community participation** in planning. This means that the formulation of the Commune Development Plan should start with villages' aims, issues and needs.

- This implies **gender-sensitive planning,** which means planning that considers the different needs and ideas of women and men and accommodates these.

Underlying these changes is a **new approach,** which has three key features:

- **Transparency**
  Everything is out in the open, nothing is hidden.

- **Objectivity**
  There are procedures and rules in place to help decisions be free from prejudice, bias and other sorts of unfairness.

- **Democratic decision-making**
  Decision-making in which everyone has equal say.

What is 'transparency'?

Transparency – clear, intelligible, precise, simple

Transparency is an approach and an attitude. It is a way of carrying out one's work in the local government system so that as much information as possible becomes public and openly decided and discussed. Instead of the public being excluded from these processes it is involved and kept informed at every opportunity. This is a major commitment – it takes effort, time and money to do this. It transforms previous ways of working, where the majority of people were kept in the dark about the decisions shaping their future.

To change to an approach of transparent ways of working can be like suddenly living in a glasshouse. Everyone can see what you do and it can be uncomfortable to be so exposed even if you are doing nothing wrong. Equally, if the public is seeing things for the first time, it may be that they wish to intervene more than is practically possible, or more than they have the knowledge and skill for, or they may have unrealistic expectations about how much their individual ideas can be accommodated. So it takes time for everyone to get used to the things that transparency brings.

Let us take an example. It is legally necessary for commune/sangkat development plans to be made available to all the villagers in a commune. The planning process thus has to be transparent so that everyone can contribute to the process and see what is happening at each stage.

What is 'objectivity'?

Objectivity – impartial, detached, independent, neutral

Each of us is connected to others. We have people we are related to, people we are friends with, and people we are enemies with. We have bits of knowledge about others, we have misunderstandings about others, and we have prejudices about others. Being 'objective' is about learning to be detached from all these connections; it is about being neutral and impartial. As elected representatives of the commune, we have a duty to be as objective as we possibly can so that these connections do not become part of our decision-making.

In our work with different stakeholders, this might mean opposing one's brother about an issue when you think his view is wrong, putting aside your beliefs about a certain ethnic group and looking only at the facts of a case, or voting for a course of action that does not benefit your village because the other villages in your commune need it more.

None of these actions is easy. It requires a strong will to be objective and resist the pressure made by the connections or beliefs that you have. And yet without this impartial behaviour, the public cannot trust you to represent them.

What is 'democratic decision-making'?

Democratic decision-making
While this a broad term, in the context of commune/sangkat development planning process, it means making decisions with participation and equality. It is about making sure that the voices and contributions of everyone are heard, and have equal influence. It is about having an organized system for decision-making that everyone has access to.

In practical terms, this might mean taking more time to involve women actively in a discussion and decision-making process, or opening up a decision to the community or the public that was previously taken by one person or a small group.

Ensuring transparency, objectivity and democratic decision-making will take more time and there is no shortcut.

What prevents/helps:

	prevents	helps
transparency		
objectivity		
democratic decision-making		

Purpose and outputs of the Commune/Sangkat Development Planning Process
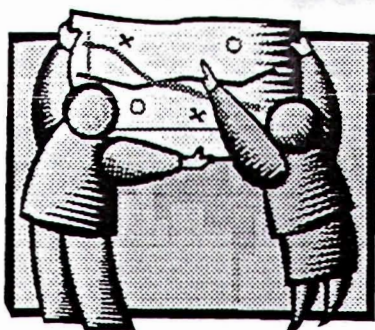
> **The Law on Commune/Sangkat management and administration says:**
> Article 60: Commune/Sangkat Councils shall prepare, adopt and implement commune/sangkat development plans in an effort to identify perception, program and the development of the commune/sangkat.

One of the primary functions of the Commune/Sangkat councils is that of Commune/Sangkat development. With the assistance of the Planning and Budgetting Committee, the council is charged with preparing, approving and implementing the commune/sangkat development plan.

This is an important and challenging task where a Commune/Sangkat council has to bring together all the hopes and aspirations of the villages within its Commune/Sangkat into one Commune/Sangkat development plan and Commune/Sangkat Investment Plan.

The commune/sangkat development planning process is an important means:
- to rationalize development activities
- to encourage transparency in decision-making,
- to ensure accountability in the Commune/Sangkat councils and
- to enhance participation in development decisions and actions at the village and commune level.

Purpose
The purpose of the commune/sangkat development plan is to
- help the Commune/Sangkat mobilise internal and external resources to solve the local problems and to serve the general interest of the Commune/Sangkat residents.
- it will be a legal document to guide every decision in the development of the Commune/Sangkat.

Outputs
The two main **outputs** of the planning process are:
- Commune Development Plan (CDP) 5 years , a legal procedural document
- Commune Investment Plan (CIP) 3 years rolling plan

Roles and Responsibilities of the major stakeholders

Roles and responsibilities of the different stakeholders in development planning process

Who are the stakeholders?
- National level
- Provincial level
- District level
- Commune/Sangkat level

The commune/sangkat chief
- Coordinate the preparation of CDP, its reviews & revisions through the formulation of the c/s rolling investment plan.
- Attend the District Integration Workshop
- Submit the draft CDP to the Commune/Sangkat council for approval.
- Prepare and submit a draft workplan to implement CDP to the Commune/Sangkat council for approval

The commune/sangkat first & second deputy chief
- Stand in for the commune chief when he is absent
- Attend District Integration Workshop with the commune chief

The role of Commune/Sangkat council
The commune/sangkat council shall be responsible for:
- The approval of the commune/sangkat development plan within the first year of its mandate.
- The approval of all amendments of the CDP if necessary.
- The monitoring and evaluation of the results and impact of the implementation of the commune/sangkat development plan.
- The approval of the workplan to implement CDP

The Provincial Governor
- Approve CDP/CIP and annual budget
- Establish a development planning & implementation support system to the CC which includes mobilize & coordinate the technical departments to provide support & supervision services to the CC.

This support system include:

Role of Department of Planning
- Technical Review of the CDP & CIP
- Methodical Guidance on all aspects of the CDP and CIP process
- Training of trainers for the planning component to communes/sangkats, NGOs and other service providers
- Training of the CC and CC resource persons
- Organise the DIW

Role of PoLA
- Provide a single interface to the CC for their contacts with the provincial administration
- Instruct the CC on how to comply with the parkas
- Assist the CC to prepare, implement, monitor & evaluate the result & impact of the CDP.

Role of other technical departments
- Provide technical assistance to the CC for the formulation and implementation of their projects.
- Assist specifically in the preparation of the individual project profiles (Step 5)

Role of Commune/Sangkat accountant (Provincial Treasury)
- assist the Planning and Budgetting Committee in the medium term revenue forecast (Step 6)

Role of Civil Society
- Represent the interests of localised communities & specific interest groups
- Contribute knowledge & ideas to the preparation of the CDP.

Benefits and obstacles of participation

What are the benefits of participation?
- ❑ Participation ensures that projects really address the interests and needs of the people; they are therefore more successful;
- ❑ Citizens will feel more responsible for projects in their area when they are involved in the decisions, implementation and monitoring and evaluation of development activities;
- ❑ Participation makes people more independent from outside assistance because they start thinking for themselves, to find solutions to their problems and to initiate action.
- ❑ Participation supports poverty reduction efforts because also poor people get involved.
- ❑ Participation therefore helps Commune/Sangkat councils to make more efficient and effective use of their resources.

What may be some of the difficulties to public participation?
- ❑ Participation is new to everybody; councillors have to learn how to facilitate participation; the people have to learn the processes for getting involved;
- ❑ People who are used to be involved in decision-making may dominate others;
- ❑ There may be people who are afraid to speak about their needs and are not used to stand for their interests. For example women, poor people, handicapped people etc.

How to ensure public participation in the planning process
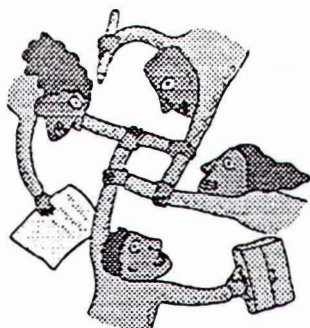
The Law on Commune/Sangkat administration and management says:
Article 64: Commune/Sangkat development plans must establish ways and means to enable participation from citizens of its commune/sangkat in the whole process.

Participation means that:

☐ Villages are able to share and discuss what is important to them and what they can do and what they cannot do in their communities.

☐ Planning is based on the priorities identified by the villages.

☐ Decision-making at the Commune/Sangkat level is democratic, transparent and objective.

☐ There are many avenues for the public to participate in the formulation of the projects that will be selected for development.

☐ Commune/Sangkat citizens are involved in implementing, monitoring and evaluation of development projects.

What are the ways to improve public participation?

☐ In village meetings citizens are to be given the chance to discuss their needs and interests. It has to be ensured that all parts of the population are given a chance to speak; that means women and men, old and young, rich and poor etc.

☐ Civil society organisations can contribute to the preparation of the development plan and investment programme by representing the interests of the local communities and specific groups of the population, e.g. poor people, women, ethnic minorities etc.

☐ Civil society organisations can provide their knowledge and ideas for the preparation of the Commune/Sangkat development plan;

☐ The public is given the chance to comment on the Commune Development Plan and the Commune Investment Programme.

☐ Citizens have to be involved in the monitoring of the implementation of the development plan.

How to prepare for the first commune/sangkat planning meeting

Meeting checklist

Here is a checklist to help you in your preparation:

1. Before the Meeting

- Send invitation letters to the Council Members (this must pass through the Commune chief). Inform them in advance of the time they will need to put aside for the meeting so that they can plan.

- Prepare your material, based on this handout.

- Set and prepare the agenda. Consider the time you will need to complete the task well and be realistic. Discuss it with the Chairperson, if s/he is not the same as the facilitator.

- Invite representatives from the line departments or the PoLA to give advice if necessary.

2. During The Meeting

The following issues should be covered with council members. In the first meeting time is required to make sure they are covered thoroughly:

- The aim of the decentralisation policy in Cambodia

- Planning functions of the Commune/sangkat Councils and other stakeholders.

- What is planning, and what is needed to help the council/sangkat development planning process

- The planning cycle and the responsibility of the Commune/sangkat Councils

- Deciding on project selection criteria

- Ranking and weighting project selection criteria

- Making a decision on selection and prioritisation of the Commune/sangkat Councils' projects

- Preparation of the Commune/sangkat Council development plan

- Using a map to check the selection.

3. After the meeting

i. Arranging a Public Hearing

- The plan should be displayed at the Council's office for at least two weeks so that the public can access it. Reasons for selecting the projects should be displayed too.

- The plan can also be presented to the public at a meeting organised specifically for this purpose. At this meeting it should be explained how the planning process went, and why some projects were selected and others were not.

ii. Presentation to the Provincial Governor

The commune/sangkat development plan (CDP) and commune/sangkat investment programme (CIP) which has successfully passed through the 'public hearing to be presented to the Provincial Governor should include:

- A copy of the development plan itself

- Copies of villages' proposals (presented by the Village Committees)

- A map showing location of projects in the Commune/Sangkat of the Commune/sangkat

An overview of the Commune/Sangkat Development Planning Process

Phase 1: Data analysis and needs assessment

▶ **Step 1:** In order to identify the most pressing developmental issues for the Commune/Sangkat, the Planning and Budgeting committee will assess the current level of development and access to public services.

▶ **Step 2:** Village workshops will be held to identify the most pressing needs of the villages.

▶ **Step 3:** The Planning and Budgetting Committee has to identify those priorities of both Commune/Sangkat and village level, which the Commune/Sangkat council wants to address.

Phase 2: Identification of strategy

▶ **Step 4:** (Optional) The Planning and Budgetting Committee shall formulate a long-term vision for the development of the Commune/Sangkat; it also has to identify those immediate objectives, which should be achieved within the five-year mandate of the councils. It then has to define the appropriate strategies and projects to achieve those objectives.

Phase 3: Projects formulation

▶ **Step 5:** The Planning and Budgetting Committee with the assistance of the technical staff of the provincial and district departments shall assess and define in more detail the projects it wants to undertake and conduct;

▶ **Step 6:** The planning and budgeting committee has to make an estimate of all the resources that will be available to the councils over the next three years.

▶ **Step 7:** They have to make a proposal how to assign these resources to the priority projects it wants to implement.

▶ **Step 8:** The Commune/Sangkat chief and the two deputy chiefs of each council of the district/khan, the concerned provincial/ municipal departments, NGOs and other national and international shall then participate in a district/khan integration workshop. This workshop is meant to discuss and agree on how all these agencies can provide technical and financial assistance for the formulation and implementation of the Commune/Sangkat development plan and investment programme. It shall also provide a forum to align the Commune/Sangkat and the provincial/municipal development plans and programmes.

Phase 4: Programme formulation

▶ **Step 9:** (Optional) The Planning and Budgetting Committee has to compile all the different projects and administrative activities that are needed to implement the projects into programmes according to the sectors they belong to. As for example for health or education.

▶ **Step 10:** The planning and budgeting committee has to prepare a draft Commune/Sangkat development plan and investment programme. The plan shall cover a period of five years.

Phase 5: Approval formulation

▶ **Step 11:** The Commune/Sangkat council has to ask for comments from the public and from the provincial/municipal administration on the draft development plan and investment programme. Based on these comments the council then has to discuss, amend and approve the Commune/Sangkat development plan and investment programme. A copy of the approved plan has to be kept in the office of the Commune/Sangkat council. It must be made available to the public for consultation.

The Commune/Sangkat Development Planning Process

Phase 1
Data and needs analysis

Phase 2
Strategy identification

Phase 3
Projects formulation

Phase 4
Programme formulation

Phase 5
Approval process

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

Step 7

Step 8

Step 9
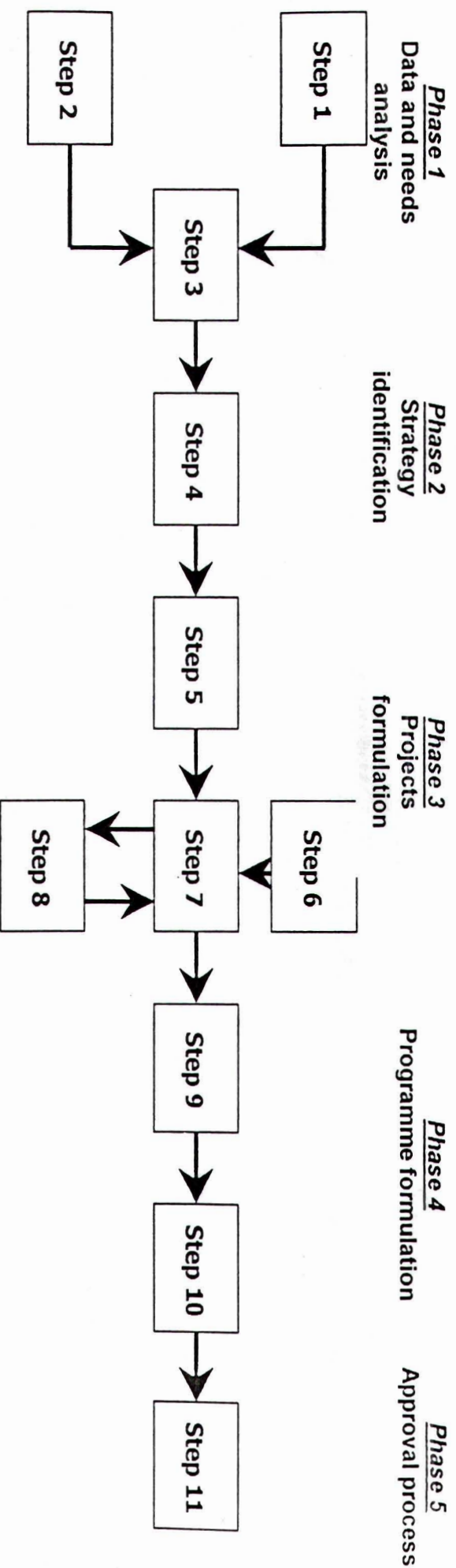
Step 10

Step 11

Step 1: Data Analysis and Commune/Sangkat level needs assessment

Step 2: Participatory needs assessment

Step 3: Prioritisation of development issues

Step 4: Identification of strategies and projects

Step 5: Formulation and costing of projects

Step 6: Medium-term revenue forecast

Step 7: Selection of projects

Step 8: District Integration Workshop

Step 9: Formulation of integrated programmes

Step 10: Drafting of Commune/Sangkat Development Plan and Investment Programme

Step 11: Approval of Commune/Sangkat Development Plan and Investment Programme

Guideline
on
Commune Sangkat Development Planning Process

The purpose of preparing a commune/sangkat development plan is to help the commune/sangkat council to mobilize resources – both internal and external – and decide on their use to solve local problems and to serve the general interest of the commune/sangkat residents.

The commune/sangkat development plan shall be developed for a period of five years, and shall be reviewed every year to update the three-year rolling commune/sangkat investment programme and to prepare the annual budget of the commune/sangkat.

Pursuant to art. 27 of the Law on Administration and Management of Commune/ Sangkat, Commune/Sangkat chief shall establish a Commune/Sangkat Planning and Budgeting Committee.

The Commune/Sangkat Planning and Budgeting committee shall prepare the commune/sangkat development plan, the investment programme and the annual budget using participatory approaches with all concerned people.

All communes/sangkats shall undertake a process of preparation and approval of the commune/sangkat development plan which shall consist of the following five phases:
1. Analysis
2. Strategies
3. Projects
4. Programmes
5. Approval

Phase 1: Analysis

There are three steps in this phase:

<u>Step 1</u>: *Assess the current level of development and access to basic public services, to identify the most pressing economic, environmental, institutional[1] and social development issues for the entire commune/sangkat.*
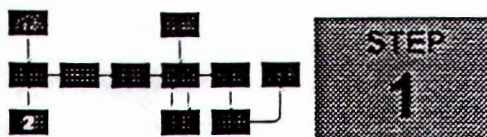
1.1 Objective: The PBC members identify the Commune/Sangkat needs/issues based on the C/S profile from DOP, and their own experience as Commune/Sangkat residents.

1.2 Outputs: The following outputs are expected:
- ✓ Preliminary List of identified commune/sangkat issues/needs;
- ✓ commune/sangkat maps; and
- ✓ Village representatives are able to facilitate the village meetings.

1.3 Location: Commune/Sangkat

1.4 Duration: 2-3 days.

1.5 Process: The preparation activities can be summarized in a table as follows:

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[1] Refer to administrative work and public information service.

Activities	Description	Output	Materials needed	Participants	Facilitators
a) Review of C/S data against real situation.	• Preparation of village data for presentation and discussion. • Brief presentation to the PBC on the meaning of the data items and how these data were collected, entered and verified.	- Updated data sheet of the C/S (Table1.1) - Better understanding of PBC members on data items.	- The C/S & village data from DoP. - C/S profiles. - Village data book, blank. - Existing C/S Profiles, if available	- PBC	- DFT*
b) Update C/S maps	• Review of existing map with PBC members using the complete legend of symbols • Checking of existing C/S data and updating of existing map accordingly, e.g. has the new school been included • Updating of the commune boundaries.	- Updated C/S maps according to type of information.	- Map - Standard legend from facilitators including list specified items to be mapped - List of geographical feature.		
c) Identify development needs/issues	• Review of the listed criteria & types of services in table 1.2 • Addition of other items if the Planning and Budgeting Committee wishes so. • Explanation on how the calculation is made for each criterion. • Agreement on table 1.2, considering the defined criteria.	List of needs/issues	- Table 1.2		

Activities	Description	Output	Materials needed	Participants	Facilitators
d) Strengthening the capacity of village representatives to review and validate data to identify and prioritize issues in the villages.	• procedures to ensure full and transparent participation of all villagers, local association, user group, village committees and others. • approaches to prioritize identified problems. • Preparation of village meeting by the village representatives.	- Better understanding by PBC members on how to facilitate in village meetings.	- Village data - Guideline on how to stimulate full participation	- Village rep and PBC	DFT

* For those C/S without DFT, CC should choose facilitators themselves.

1.1 Data table from PDoP

N°	Village	A	B	C	...	Total
1	Total number of families					
2	Total number of females					
3	Total number of males					
4	Girls 0 - 4 years old (under 5s)					
5	Boys 0 - 4 years old (under 5s)					
6	Girls 5 - 14 years old					
7	Boys 5 - 14 years old					
8	Females above 65 years					
9	Males above 65 years					
10	Girls attending school 5 - 14 years old					
11	Boys attending school 5 - 14 years old					
12	Female illiterates over 15 years old					
13	Male illiterates over 15 years old					
14	Number of female invalids					
15	Number of male invalids					
16	Number of female orphans below 15 years old					
17	Number of male orphans below 15 years old					
18	Number of Female Headed Households					
19	Number of families do farming as main income					
20	Number of farmers growing on own land					
	Housing					
21	Number of concrete house					
22	Number of wooden house					
23	Number of thatch houses					
24	Number of houses with 110-220V electricity					
	Education					
25	Number of primary school classrooms in the village					
26	Number of secondary school classrooms in the village					
27	Number of primary school teachers					
28	Number of secondary school teachers					
29	Number of literacy classes					
30	Number of kindergarten classrooms					
	Health					
31	Number of health workers in the village					
32	Number of Kru Khmer in the village					
33	Nr. of traditional birth attendants in the village					
34	Number of govt. trained midwives in the village					
35	Number of 0-5 deaths in last 12 months					
36	Number of maternal deaths within 28 days of childbirth in last 12 months					
	WATSAN					
37	Number of year-round functioning ring-wells					
38	Number of year-round functioning hand dug wells					
39	Number of year-round functioning pump wells					
40	Number of drinking water ponds					
41	Number of functioning latrines/toilets					
	Transportation					
42	Number of motorcycles					
43	Number of Tractors/Koyons/Cars					
44	Number of horse carts and ox carts					
45	Number of bicycles					
46	Number of row boats					
47	Number of boats with motor					
48	Distance in Km to nearest market					
49	Distance in Km to nearest year-round road (4 wheel					

	(motor vehicles)					
50	Distance from village to the nearest secondary school					
51	Distant to nearest Commune Health Center (Km)					
	Agriculture					
52	Area wet season rice land in Ha					
53	Area cropping Intensity wet season rice land in Ha					
54	Area of receding rice land in Ha					
55	Area of irrigated dry season rice land in Ha					
56	Area in Ha Chamka rice land					
57	Area in Ha other farmland					
58	Area in Ha mined land					
59	Number of irrigation wells					
	Production					
60	Total rice yield in last 12 months (MT)					
61	Total corn yield in last 12 months (MT)					
	Animal Raising					
62	Number of non-draught cattle and buffalo in village					
63	Number of draught cattle and buffalo in village					
64	Number of pigs in the village					
65	Number of active village vets					
	Rural Economy					
66	Agricultural services					
67	Agriculture non staple food production					
68	Non agricultural production					
69	Services and local shops					
	Household property					
70	Number of TVs					
	Migration					
71	Females migrating to other areas for work					
72	Males migrating to other areas for work					
	Community Base Organization					
73	Number of Cash Credit Groups					
74	Number of Animal Banks					
75	Number of Rice Banks					
76	Number of Potable Water User Groups					
77	Irrigation Water User Groups in the village					

Form 1.2

1.2 Assessment of service and its gaps in [commune name], 2002

Type of Services	Criteria	Calculation	Gaps
Health Center	1:10000	current population /10000	
Class rooms	1:45	# of school age children/45 = classroom needs - existing # of classrooms	
Distance to secondary school	> 20 km	comparison	
Female illiteracy rate	> 70% (National average	comparison	
Overall literacy	> 50% (National average 36.3%)	comparison	
School attendance	> 50% (National average	comparison	
Family size	> 6.5 (National average 5.8)	comparison	
Wells ring+pump wells	1:25 families	# of wells/25 - existing # of wells	
Distance to the district market	> 20 km	comparison	
Others			

Step 2: *Verify and complete the above assessment, by reviewing the situation of each village of the commune/sangkat. Produce a list of the prioritized needs of each village and identify how villages and civil society organizations are using, or may use, their own resources to address these needs.*
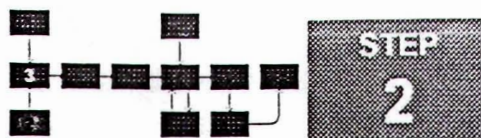
2.1 Objective: To identify and prioritize village needs and problems.

2.2 Outputs: The expected outputs are:
- ✓ Updated list of village data
- ✓ List of prioritized village problems or needs.

2.3 Location: Each Village in the Commune/Sangkat

2.4 Duration: 1 week maximum

2.5 Process: The preparation activities can be summarized in a table as follows:

Activities	Description	Output	Materials needed	Participants
a) To review and validate village data from the commune/ sangkat database	• Presentation of the village data to villagers • Villagers provide inputs • Village representatives validate data	• Updated list of village data	- Print out of village data from commune database.	At least 60-70% of respective village participants
b) Village meeting to identify and prioritize village needs, considering available resources	• Identification of village needs/ priorities by two groups (men and the women separately). • Consolidation of the men and women lists of needs/priorities into a single village list. • Identification of needed and available resources to respond to the needs.	• List of prioritized village needs and available resources (Table 2) Foln	- Table 2	

Form 2

2. Village identified prioritized issues and preference in [village name] in 2002

Village issues/preferences	Priority by number	Proposed solution and available resources

<u>Step 3:</u> *Select the priorities at the commune/sangkat and village level on which to focus the council's attention and efforts.*
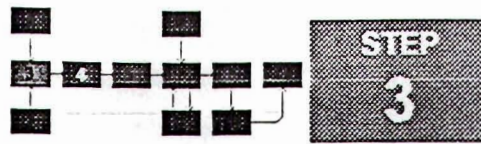
3.1 Objective: To identify C/S priorities and update C/S data.

3.2 Outputs: The expected outputs are:
- ✓ Updated list of commune/sangkat data; and
- ✓ Lists of commune/sangkat prioritized problems or needs.

3.3 Location: Commune/Sangkat

3.4 Duration: 1 day

3.5 Process: The preparation activities can be summarized in a table as follows:

Activities	Description	Output	Materials needed	Participants	Facilitators
a) Produce an updated commune/sangkat data set.	• Presentation of village data • Compilation of village data into commune/sangkat data. • Updating of commune/sangkat map based on village maps.	• Updated commune/ sangkat data set.	- Data from village level. - Village maps	PBC	- DFT*
b) Produce a commune/sangkat list of priority needs/issues	• Presentation and compilation of the priority village issue/needs. • Consolidation of village and commune/sangkat priority issues/needs. • Analysis of the list to obtain a consensus on the C/S priority problems/needs. • If possible, use problem/ objective tree for visual analysis.	• List of commune/ sangkat needs/priorities	- Output from step 1 and step 2 - Table 3		

Form 3

3. Commune/Sankat wide prioritized problems/preference in [name of C/S] in [year]

Problems/Preference	From village priority list					C/S Wide*	Priority
Economic							
Agriculture	✔	✔					
Credit							
Infrastructure							
Others							
Social							
Health			✔				
Education							
Watsan							
Others							
Natural Resources and Environment						'	
....							
....							
Others							
Administration and security							
... ...							
Others							
Gender							
....							
Others							

* If ≥ 50% of villages identify a problem/preference, it will be considered a C/S wide priority.

Phase 2: Strategies

<u>Step 4:</u>   *Formulate a long-term development vision for the commune/sangkat, define immediate objectives to be reached within the five-year mandate of the Commune/Sangkat Council for the identified priority issues, and define strategies and projects to achieve those objectives.*
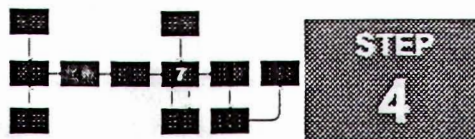
4.1 Objective: To formulate a Commune/Sangkat development vision, development objectives and strategies.

4.2 Output: The expected outputs are:
✓ A Commune/Sangkat development vision, objectives and strategies; and
✓ A list of Commune/Sangkat priority needs/activities for five years.

4.3 Location: Commune/Sangkat

4.4 Duration: 2 days maximum.

4.5 Process: The preparation activities can be summarized in a table as follows:

Activities	Description	Output	Materials needed	Participants	Facilitators
a) Discuss the commune/sangkat development vision, objectives and strategies.	• Formulation of a commune/sangkat vision. • Formulation of objectives to achieve the vision. • Preparation of strategies to achieve the objectives.	• Agreed vision, objectives, and strategies.	- Outputs from Step 3 - Definition and examples of vision, objective and strategy - Table 4.	PBC	DFT*
b) Discuss priority needs/activities in accordance with the identified strategies.	• Selection of priority needs/activities to align them with the identified strategies.	• List of priority needs/activities for 5 years.	- Outputs from Step 3		

Form 4

Vision:..

Development Objectives	Strategy
Economic	
Social	
Natural Mgt. &Environment	
Admin & Security	
Gender	

Phase 3: Projects

<u>Step 5</u>:   *Prepare project study to determine its information, profile, and its feasibilities.*
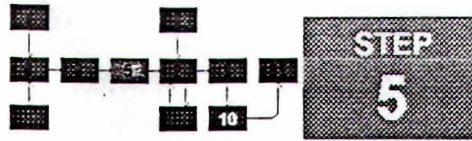
5.1 Objective: To formulate projects and to estimate their cost.

5.2 Outputs: Project list and estimated cost.

5.3 Location: Commune/Sangkat

5.4 Duration: 2 days maximum.

5.5 Process: The preparation activities can be summarized in a table as follows:

Activities	Description	Output	Materials needed	Participants	Facilitators

Define projects based on list of priority needs/ activities	• Review table 3 to define projects responding to strategies.
	• If possible, use problem tree to find strategic ideas of problem solving.
	• Use of key questions to get information on:
	  ○ Project name?
	  ○ Type of project?
	  ○ Listed objective?
	  ○ Proposed output?
	  ○ Location? (Can it have an adverse environmental impact?)
	  ○ Type of beneficiaries, estimate (men, women)? Does it affect men and women differently?
	  ○ Approximate cost?
	  ○ Who will do the technical/ environmental impact review?
	  ○ Is technical design/template needed?
		• 5-year projects List	- Commune/Sangkat priority list.
			- List of possible projects
				All PBC members	DFT and TSS*

Form 5

5. Preparation of Project strategy

Objective:

No	Commune Projects/Activities	Project Type	Output/Size	Location	Estimated cost	Beneficiaries		Technical / Environmental Review by*	Template or design needed
						Type	Number		

* List department or agencies expected to provide technical project review

<u>Step 6:</u> *Make an estimate of the resources, which will be available to the Commune Sangkat over a three-year period from own source revenue, national transfers and contractual arrangements with national/provincial/municipal agencies.*
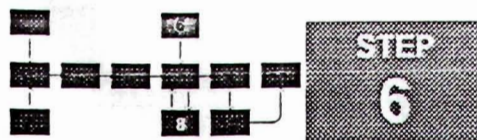
6.1 Objective: To forecast commune/sangkat resources for a 3 year period.

6.2 Output: Potential resources availability assessment.

6.3 Location: Commune/Sangkat

6.4 Duration: 1 day

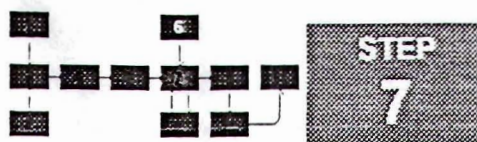**6.5 Process:** The preparation activities can be summarized in a table as follows:

Activities	Description	Output	Materials needed	Participants	Facilitators
a) Review C/S Fund IPF (3 years)	• Dissemination of indicative C/S fund allocation.	• Estimate of government resources	- Communication by relevant authority.	All PBC members	DFT*
b) Consider and estimate external resources	• Assessment of potential external resources other than C/S Fund, such as transfers from NGOs, OIs, private , investors, generous people, etc.	• Estimate of non-government resources	- Commitment or indication from agencies		
c) Consider and estimate own resources	• Assessment of potential own C/S resources including local contribution, labor, local tax, material, fees etc.	• Estimate of own C/S resources	- C/S list of revenue income and opportunity		
d) Review mandatory and administration cost.	• Estimate of existing C/S financial commitments such as salary, ongoing maintenance schemes, planning cost, other contractual commitments etc.	• Estimate of C/S mandatory expenses	- Communication by relevant authorities.		

Form 6. Estimate medium term revenue

Expected Revenue	2002	2003	2004
C/S Fund Transfer - Development			
Local Contribution to Dev. Invest			
Other Capital Revenues			
Reserve Fund			
Total			
Expected Expenditure			
Administration Investment			
Local Development Investment			
Operational cost (max 20% of C/S Fund devt. budget)			
Total			

Note: - 2/3 of C/S Fund only use for Local Dev. Investment.
- The admin Investment should come from other sources.

<u>Step 7:</u> *Make a preliminary allocation of available resources to priority projects and finalize this allocation after negotiations with provincial municipal administration and other agencies, at the district khan integration workshop.*

7.1 Objective: Prioritization and resource allocation for commune projects for 3 year based on criteria and consensus.

7.2 Output: List of prioritized projects to be presented at the district/khan integration workshop.

7.3 Location: Commune/Sangkat

7.4 Duration: 1 day maximum

7.5 Process: The preparation activities can be summarized in a table as follows:

Activities	Description	Output	Materials needed	Participants	Facilitators
a) Prepare 3-year project list for C/S resources	• Preparation of draft C/SIP using the outputs from step 5 and step 6 for consideration of 3-year allocation • Submission of draft C/SIP to DoP for preparation of the District/Khan Integration Workshop. • Submission of draft project list to technical support staffs (TSS) for Workplan preparation and feasibility study to support C/S project implementation.	• draft 3-year CIP. • TSS feasibility study	- Table from step 5 and step 6 - Table form for step 7	- PBC members	DFT, PFT
b) Prepare C/SDP and C/SIP presentation for district/khan integration workshop	• Selection of the C/S representative to present the draft C/SDP and draft C/SIP at the district/khan integration workshop. • Preparation of presentation materials: table, poster, flipchart, map, report of previous and ongoing projects etc. (all on flipcharts)	• Presentation material	- Paper, stationery.		

Form 7

7. C/S prioritized projects and activities for 3-year

No	Priority	Projects/Activities	Project capacity	Location	Estimate Cost			Beneficiary		Feasibility study by	Supporters*
					2003	2004	2005	Total	Female		

* To be completed after D/KIW.

Participate in an annual district khan integration workshop, and enter into provisional agreements with provincial municipal departments, non-governmental organizations and other national and international agencies on the financial and technical support of the above agencies to the formulation and implementation of the commune/sangkat development plan.
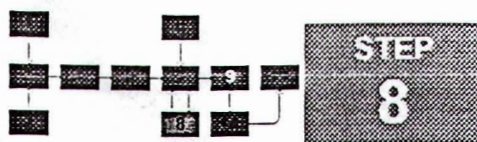
8.1 Objective: Integration of C/S plan with agencies/sector departments and other donors.

8.2 Output: Temporary Agreements between C/S council and partners.

8.3 Location: District/Khan

8.4 Duration: 2 days

8.5 Process: The preparation activities can be summarized in a table as follows:

Activities	Description	Output	Materials needed	Participants	Facilitators
Present, negotiate, and agree on commune projects	• Presentation of the 3-year projects; previous and ongoing projects, maps by the C/S representative • Presentation of departmental/agencies draft annual investment plans by their representatives. • Discussion for clarification and to give comments. • Negotiations between Communes/Sangkats and the agencies and sector departments for support. • Signing of the temporary agreements.	• Signed temporary agreements	- C/S project list on the flipchart	2 Rep. from C/S, Depts., NGOs, Donors, private investors, and chaired by district governor,	Official from Department of Panning

Kingdom of Cambodia
Nation Religion King

Province/Municipality [................]

.... Date: 2002

Temporary Agreement

At district/khan integration workshop in 2002 held at .... district/khan on [insert date.........], commune/sangkat council of [insert commune/sangkat name] with   (1) .... (2) .... and (3) .... [insert name of agencies] has entered into provisional agreement to cooperate in the implementation of commune projects as follows:

| No | C/S Projects | Size | Location | Agency | | Local |
				Sector	NGOs	Contribution

C/S Chief
[signature]

Agency representatives
1. [name agency] .... [signature] [name]
2. [name agency] .... [signature] [name]
3. [name agency] .... [signature] [name]

Witnessed by District/Khan Chief   Witnessed by PDoP
[signature]   [signature]

Phase 4: Programmes

<u>Step 9:</u> *Consolidate the selected projects and other routine management and administration activities into integrated sectoral and multi-sectoral programmes of activities of the council.*
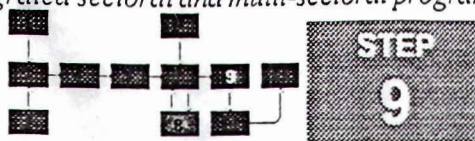
9.1 Objective: To integrate the projects into annual programmes.

9.2 Output: Sector or Multi-sector programming.

9.3 Location: Commune/Sangkat

9.4 Duration: 1 day

9.5 Process: The preparation activities can be summarized in a table as follows:

Activities	Description	Output	Materials needed	Participants	Facilitators
a) Finalize project allocation base on output from district workshop	• Assessment of project priorities and C/S resources availability on the basis of the outcome of the district/khan integration workshop.	• Final C/S allocation for specific projects	- Table 6 - Table 7 - Table 8	PBC	DFT*
b) Re-group project listed from district workshop into programs	• Identification of possible programs, and linking of projects supporting these programs • Identification of administrative activities to support these programs. • Assigning of a C/S focal person per programme	• Sector/Multi-sector programmes	- Table 7 - Table 8 - List of programme example - Table 9		

Form 9

9. Integrated Programming (Example)

No	Programme	Projects	Support Activities	Responsible CC member(s)
1	Food security	Adult literacy		Mr./Ms. A
		Home gardening		
		Soil improvement		
		Animal/fish raising		
		Composting		
		Water resource management		
2	Nutrition	Home gardening		Mr./Ms. B
		Mother/child care		
		Child-care center		
		Compost		
		Adult literacy		
		Breast feeding		
		Animal raising		
		Hygiene		
3	Public Health awareness	Vaccination		Mr./Ms. C
		Breast feeding		
		Birth spacing		
		Family planning		
		Latrine use		
		Safe drinking water		
		Kru Khmer		
4	Improve gender equity	Domestic violence		Mr./Ms. D
		Women/child rights		
		Birth spacing/family planning		
		Female adult literacy		
5	Income generation	Rice bank association		Mr./Ms. F
		Cattle bank		
		Credit scheme		
		Skill training		
		Rice mill association		
		Small bussiness training		
6	Accessibility	Roads		Mr./Ms. G
		Bridges		
		Toll/fees		
		Culverts		
		Water ways/canals		

No.	Category	Sub-activity		Responsible
		Ferry		
		Traffic		
		Oxcarts		
		Taxi		
7	Human resource development	Primary/Secondary school		Mr./Ms. H
		Vocational training		
		Adult literacy		
		Teacher training		
		Public awareness		
		Heights training		
8	Cultural promotion	Traditional music/ instruments		Mr./Ms. E
		Traditional clothing/costumes		
		Folktales, drama		
		Aa Yay		
		Kru Khmer		
9	Natural resource management	Tree planting		Mr./Ms. F
		Nursery		
		Dumping area		
		Public awareness of cultivation methods		
		Reforestation		
		Soil improvement		
10	Land use	Resettlement		
		Land titling		
		Mine clearance		
		Nat's park/ protection		

* Examples of Programme Support Activities:
- Project Progress monitoring;
- Local contribution coordination;
- Present at various projects/programs step;
- Programmes presentation;
- Programme reports (midterm and final);
- Programme promotion;
- Programme liaisons;

<u>Step 10:</u> *Prepare a draft commune/sangkat development plan and a draft commune/*
sangkat investment programme, for submission to the council.
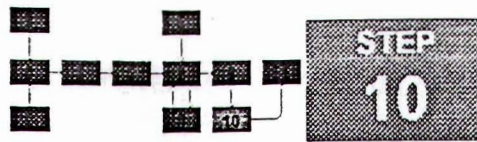
10.1 Objective: To draft C/S Development Plan (C/SDP) and C/S Investment Programme (C/SIP).

10.2 Output: - Daft C/SDP;
                   - Draft C/SIP.

10.3 Location: Commune/Sangkat

10.4 Duration: 1 day

10.5 Process: The preparation activities can be summarized in a table as follows:

Activities	Description	Output	Materials needed	Participants	Facilitators
Collect all the discussed information and draft C/SDP and C/SIP	• Collection of documents relevant to C/SDP such as C/S profile, maps, development framework to consolidate these according to the recommended table of content. • Collection of information relevant to the C/SIP such as capital investment cost, project priority, impact on recurrent expenditure, etc.	• C/SDP and C/SIP (Table10.1 and 10.2)	- All previous forms, tables and information. - Tables 10.1 & 10.2. - C/SDP table of content	PBC	DFT*

Table of Content

5-year C/SDP for 2003-2007
and
3-yrs rolling C/SIP for 2003-2005

Table 10.1: C/SIP Financing

Code	Project Title	Capital Cost						Impact on Recurrent Expenditure	Funding Agencies
		Total	Year ...	Year.	Year...	....			
		Ongoing Project							
		New Projects (funded)							
		New Projects (Pipeline)							

Annual Capital Requirements

Capital Requirements in Program Period

Table 10.2 Summary C/SIP Financing

Code	Source of Funds	Year.........	Year...........	Year...........	Year...........	... ...	Total
	Ongoing Projects						
	Own Resources (incl. Community Contribution)						
	C/S Fund						
	Sub-Total External Agencies						
	Agency						
	Agency						
	Agency						
	New Project (Fund)						
	Own Resources (incl. Community Contribution)						
	C/S Fund						
	Sub-Total External Agencies						
	Agency						
	Agency						
	Agency						
	Total						

Total 3-years Commune/Sangkat Investment Program (C/SIP)	100%
Own-Source Revenue Financing of C/SIP	
C/S Fund financing of C/SIP	
External Agencies Financing of C/SIP	

Phase 5: Approval

Step 11: *Request comments from the provincial/municipal administration and from the public on the draft commune/sangkat development plan and the commune/ sangkat investment programme, and based on these comments discuss, amend and approve the development plan and the investment programme.*
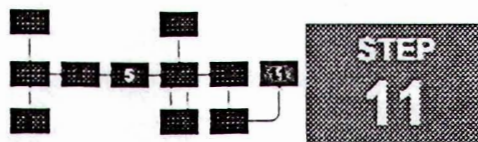
11.1 Objective: To discuss and approve draft C/S Development Plan and C/S Investment Programme.

11.2 Output: - Approved C/SDP and C/SIP;

11.3 Location: Commune/Sangkat

11.4 Duration: 45 days maximum.

11.5 Process: The preparation activities can be summarized in a table as follows:

Activities	Description	Output	Materials needed [Deika |What is this ?]	Participants	Facilitators
a) Sending the draft C/SDP and C/SIP to the governors	• Submission of the Documents to the Governor, through PoLA.	• Comments and suggestion on the draft C/SDP / C/SIP	- Deika |What is this ?\] - C/SDP / C/SIP	Governors and PoLA	PoLA
b) Present draft to all villagers	• Summary of C/SDP and C/SIP to be presented at village level. • Organization of village meetings to review the drafts.	• Draft C/SDP / C/SIP reviewed by villagers	- Presentation materials - Draft C/SDP / C/SIP	Villagers	Vill. Rep.
c) Review and consolidate all inputs.	• • Review of the draft C/SDP and C/SIP to adjust these based on the comments/recommendations received from the province/municipality and the public.	• Review of the draft C/SDP / C/SIP to address the appropriate comments.	- Minutes, official letter	PBC	
b) C/S Council review and approve C/SDP / C/SIP	• Presentation of the C/SDP / C/SIP to the C/S Council • Approval of the C/SDP and C/SIP by absolute majority vote.	• Approved C/SDP / C/SIP	- Minutes, official letter - Draft C/SDP / C/SIP	More than 50% of the total C/S Council members must be present	

Chapter 2: Development Framework

2.1 Vision: It is a most preference, which C/S whish to achieve in the future.

2.2 Development Objectives: These are the preferences of the C/S to be achieved in their mandate, before accomplishing above vision.

2.3. Strategies: It is the best ways that C/S considers to achieve vision and development objectives.

2.4 Priority projects: These are all projects identified in alignment with strategies to be focused by C/S council to formulate annual investment programme.

Chapter 3: C/S Investment Programme

To avoid two documents separately prepared, the first C/S investment programme should include into C/S Development Plan.

C/S Investment Programme is prepare for 3 year, but implemented one year rolling. The purpose of preparation 3 year rolling programme is show what going to be implemented next year which is likely to promote sustainable for each project in longer time. The C/S investment programme need to be updated annually and implemented through annual budget preparation. There are two tables in this section. Table (1) is a table on budget for 3 year programme implementation which is classified in three categories: "ongoing", "new project funded", and "new project pipeline". The project with timeframe more than 3 year period, the following year budget should also be estimated. To ensure sustainability of each project, C/S should consider budget use for recurrent expenditure after capital investment ended such as operation cost, maintenance cost, which is calculated amount per year. Table (2) is an actual budget summary by source of funding and by year. The Ministry of Planning would provide additional guideline on how to update the investment programme in the following year.

Annexes

- Annex 1 : Commune/Sankat wide prioritized problems/preference
- Annex 2 : Preparation of Project strategy
- Annex 3 : Estimate medium term revenue
- Annex 4 : C/S prioritized projects and activities for 3-year

It is needed to retain all importance information in order to review each year for updating in C/S 3-year rolling investment programme (see sample table).

Major Narrative Recommended in Each Content

Foreword: It is a summary of inside themes of the plan to make radian interesting, which is ended by acknowledgments with signature of C/S Council chairperson and stamp to indicate the approval of the document. Date of the signature is the meeting date when commune council approved the plan.

Introduction: It is a narrative of reason for planning preparation.

C/S Maps: maps showing C/S location and important information.

Chapter1: C/S Socio-Economic Profile

It is a chapter to describe the initial situation of the C/S during the plan preparation, which is detailed by sub-chapter as follow:

1.1-C/S History: major historical events relevant to establishment or changing in name.

1.2-C/S Geography: Geographical location and number of villages.

1.3-C/S Profile: It is narrative on interpretation of graphic, figures acquired from department of planning.

1.4-Challenges and Potentials: It is difficulties facing by C/S to find the solution during its term. Beside issues, there are resources potentially available for C/S. To be easy in preparation, five items should be divided as follow:

1.4.1 Economic: This section is relevant to economic situation of the C/S such as agriculture, infrastructure, transportation etc. including strength or potential of market, productions existing in C/S.

1.4.2 Social: This section is relevant to social issue such as education, health, religion etc. and what is a strength to accelerate C/S development.

1.4.3 Natural Resources and Environment: It is any changes or degradations or effects related to nature, lack, river, mountain, temple, forest, occur in C/S including water and air pollution, noisy sound being or to be effected citizen livelihood. There are also potentially strength expressed to develop in this sector.

1.4.4 Administration and Security: Administration services are referred to everyday tasks of the C/S such as birth certification, married certification, conflict resolutions etc. as defined in admin law. C/S should also raise the facing issues here related to team building, capacity in which section, coordination with NGOs, associations, sector department etc. It is also description on current security situation, public order with some concerned reasons of issue.

1.4.5 Gender: This section is referring to issues related to man and woman livelihood in society such as sharing of rights and roles. The issues raised in this section should be gender inequity in education, family, committee, decision, leading, benefit from project/programme etc. Generally, trained gender focal point at C/S level could understand and explain this section. Moreover, there should also be some strategic solutions responding to the needs for facilitating or alleviate gender inequity, described in this part.