

QUANG NGAI RURAL DEVELOPMENT  
PROGRAM (RUDEP) - PHASE 2

2003-2004 Capacity Building Project



**VIETNAM-AUSTRALIA**

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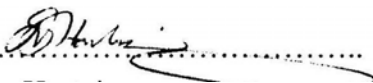
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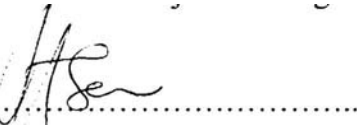
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## Acronyms

ATL	Australia Team Leader
CBS	Capacity Building System
CBT	Competency Based Training
CCG	Commune Contact Group
CCQ	Community College of Quang Ngai
CP	Capacity Profile
DCG	District Commune Group
DDO	District Development Officer
HHs	Households
PDA	Participatory Development Adviser
PMU	Program Management Unit
RUDEP	Quang Ngai Rural Development Program
TNA	Training Needs Analysis
TNI	Training Needs Identification
VSCF	Village Saving Credit Funds
WU	Women' Union

# 1 Introduction

## 1.1 RUDEP

The Quang Ngai Rural Development Program (RUDEP) commenced in Quang Ngai in 2001 and will finish in 2011. Capacity building, one of four components of the program, aims to increase the awareness and capacity of all stakeholders and possible service providers to support the program activities more effectively and efficiently.

## 1.2 Capacity Building Component

Activities of the Capacity building component include training, workshops, study tours and the production and/or supply of audiovisual materials.

## 1.3 Purpose of this Report

- Review training program in 2003-2004
- Detail the lessons learned from the 2003 – 04 training program

# 2 Content

## 2.1 Training Courses

### 2.1.1 Training Needs Assessment (TNA)

In 2003-2004, CCGs and DCGs focused on management skills, project proposal skills and computer skills. In the 2004-2005 TNA there are some changes. They (the staff) still focus on the sections that they focused on last year.

Moreover, DCGs have requested training in:

- Work knowledge and skills related to their position
- Rural development
- Arranging pre-planning awareness programs
- Report analysis skills
- Monitoring and assisting VSCFs
- Support of CCGs in program implementation
- Promoting RUDEP and participatory planning

CCGs are interested in:

- Participatory planning
- Developing CCG work knowledge and skills
- How to engage very poor HHs
- PRA

This showed an increased awareness about RUDEP and about community development.

DDOs have suggested training in:

- Dealing with stress
- Describing basic crop production and marketing principles
- Report analysis skills

PMU staff have proposed training in:

- Gender and development
- Writing technical handouts and training modules
- Dealing with stress

**Table 1: Some training needs changes**

Unit: people

		2003-2004	2004-2005
<b>CCGs</b>	How to engage very poor hhs	1	14
	PRA	0	9
	Develop CCG work knowledge and skills	3	31
	Arrange pre-planning awareness program	1	15
	Supervise income generation	0	9
	Implement and maintain program CCG and CPC admin procedures	1	21
<b>DGGs</b>	Develop DCG work knowledge and skills	2	9
	Talk about rural development	1	5
	Arrange pre-planning awareness program	0	2
	Report analysis skills	0	3
<b>DDOs</b>	Use computer	11	0
	Deal with stress	0	3
	Describe basic crop production and marketing principles	1	4
	Rural/community development	8	2
<b>PMU</b>	English training	3	0
	Deal with stress	0	3
	Write technical handouts and training modules	0	4
	Gender and development	0	7

What is good?

The TNA:

- Identified who needs training and in what, and then RUDEP analyzes these needs to determine the relevant training courses required and the content for these courses.
- Gave an opportunity to talk with DCG, CCG, DDO, PMU staff to explain the profile and increased their awareness, so that they now know how to plan their own capacity building by the new way - based on the relevant capacity profiles. This is a good and professional approach to training.

What is not good?

- This approach takes a lot of time to complete and make appointments because staff may not be available to meet with RUDEP. This is not a long-term problem.
- Many DCGs did not pay much attention to the TNA. They said that they usually have to do many different work related activities at the same time. In some cases, they did not request any training.
- The capacity Profile is rather complex. Although RUDEP did the TNA 2 times some people of CCGs still did not understand much about it. They did not remember the TNA that they did last year. But, the DCGs can understand easily with the first or second explanation only.
- TNA is individually based yet in many cases, the invitation letter is not specific about who comes to the course. A general invitation increases the chances of the correct numbers of participants attending the course, but defeats the purpose of the TNA. Based on the TNA, the invitation letters should be specific about who comes to the course. If they are not available, their organization should nominate another person who wants to come and has identified the course as a priority. If necessary, staff from other communes/districts who have identified the training offered should come to the course rather than someone being sent from a particular commune to make up the numbers in the course.

Lessons learned:

Improve and simplify Capacity Profile so as to people can understand it better.

Based on the TNA, the invitation letters should be specific about who comes on the course. If they are not available, their organization nominates another person who wants to come to the course, that is, a replacement person who has identified this need or has said that he/she wants this training.

### **2.1.2 Training Course Design**

Follow two ways:

- Improve and update existing courses if they remain relevant to the needs RUDEP
- Design new courses

What is good?

- Based on the relevant capacity profiles for each position, RUDEP developed and delivered the training courses shown in Annex 1. In addition, RUDEP started implementing training based on competency and measurements of training to assess the competency achieved because of that training. Competency based training is a “system of instruction where all participating trainees achieve a pre-defined level of competency”.<sup>1</sup>
- The courses usually are arranged for a short time. This is because less time training means more time implementing. So all training needs to be as short as possible to achieve the desired level of competency as mentioned above.

What is not good?

- If the training is too short, then the trainees may not learn all that is required, and the time for *practicing by doing* exercises and discussion will be limited. However, on the other hand, if the training lasts longer, the participants will find it difficult to get the time to come to the training, because neither staff nor farmers can spend all their time training.

Lessons learned:

- The module approach is one “solution” to the above problem. The idea of a module is to break up what needs to be learnt into a series of short courses (Modules). If the staff attend all of the short courses they will learn all that they need to learn. This allows staff to learn and implement at the same time.
- Full courses maybe is divided into modules, then staff comes on one or some modules that they need.

### 2.1.3 Service Providers Selection

Service providers will need to be identified and contracted to deliver training for RUDEP. The process that RUDEP uses includes:

- RUDEP prepares a training specification – including target group from the TNA.
- Identify possible service providers and invite proposals.
- Evaluate proposals on technical and price factors.
- Notify successful service provider in writing and arrange contract.
- Agree on timing and schedule the training.

Most of the Service providers were selected from outside Quang Ngai. Their training methods are rather good because:

- They used participatory methods with high involvement of the participants.
- The trainers used small group discussions and report-back.
- Had summaries, generated daily by participants.

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<sup>1</sup> CBS Guidelines and Procedures, Page 7

In nearly all cases, we looked for local trainers, but Quang Ngai providers are often not chosen because of a lack of training skills and methods for adults. That is why we have spent so much time developing the capacities of local service providers. RUDEP has taken a lot of effort to develop the skills and capacity of the local entities, through TOT training for province/ district Womens' Union (WU; 18 persons), Community College (4 persons) and province/ district animals' health staff (18 persons). RUDEP did this to increase sustainability and the cost-effectiveness of future training events.

Lessons learned:

Choose potential local service providers and support them to increase the knowledge and skills that they lack so that they can become competent trainers. For example RUDEP invited them to come to the training courses that are organized with service providers from outside Quang Ngai and then, on completion of these training sessions, used them as trainers to conduct similar training courses for Quang Ngai based staff. For example, provincial WU can deliver Gender and Development training courses for commune WU; the Quang Ngai Community College (CCQ) can implement management skills and business planning for RUDEP CCGs.

#### **2.1.4 Implementing Training Event**

The training events implemented during 2003 – 2004 year are shown in Annex 1.

In 2003-2004 very few members of DCGs attended the training courses (9 people of the planned 13 came to training) but they usually missed the time of training (many people attended for half of day in 4 days training). In some cases, the participants were not relevant.

In some courses there were low number of participants, especially when they were busy with the commune people's council meeting such as management skills training course (part 1: there were 16 people of 26 in planned, part 2: there were 12 people of planned 22)

Lessons learned:

- Training events should not be arranged during December and June. The reason for this is to avoid conflict with other key activities at these times such as meetings for mid-term evaluation / summarize the work and / or council meetings. In the Review and 2004-2005 planning workshop and TNA meetings, many people from CCGs and DCGs requested training courses be implemented at the weekend, and then they can come without conflicting with their work.
- If the managers support staff by making sure staff have the time to attend scheduled training, the participants will be more able to come to the training courses.

#### **2.1.5 Evaluation of Training Events**

Evaluation training: The current method includes evaluation and the training report by trainers when the course is held as well as, the self-assessment by trainers. These are usually done at the end of a course.

In addition, in some courses, the trainers made pre-test & post tests. The result showed the trainees' knowledge improved much after training. Regarding the forms used for the evaluation of training courses, it actually showed the trainees' reaction, i.e., they liked or disliked the courses, but it did not help us determine the effectiveness of a course. That is, it did not help us to determine what they learned.

Furthermore, the existing evaluations do not allow us to understand, or measure, whether or not they apply the new skills and knowledge in their work. The forms need to be corrected to allow this to be determined.

### Lesson Learned

How to make training more efficient? The training effectiveness depends on not only how much participants learn but also how much they can apply in their practical work. RUDEP needs to have pre-test, post-test and ex-post test to measure these aspects:

- Make pre-test, post-test to identify what participants have learnt on the course. "In competency based training each module will have a performance test which is designed to assess learning". Participants will have to demonstrate that they can do what has been trained.
- Make ex-post test to evaluate what they have remembered, and what they have transferred to the work place. However, which staff applies also depends on the "enabling environment" in their work.
- Now, the CBO suggests that trainers give pre-test, post-test based on the content of the training course. The test result shows us what they have learnt, how they increase their knowledge and skill and what they will apply in their work.
- Furthermore, we need an ex-post-test form and an evaluation form for trainees. The trainees have to complete these forms and we can evaluate training effectiveness. In addition, we need to collect the evaluation from the supervisors (maybe their boss or their manager) about the performance of trainees in practice and how trainees apply what they learned in their work.

## 2.2 Study Tour

In 2003-2004 RUDEP arranged 9 study tours in comparison with 16 tours planned, accounting for 56%. The places for study were introduced by PDAs and ATL. Most of the tours were good; such as the coconut and fish processing tour, the nutrition tour, and the fresh water aquaculture, etc. In some cases, the preparation was not good, so the participants did not know the main points that they studied carefully. The study tour in Quang Ninh is example. The management of small irrigation and forestry is very good there but the participants did not focus on this, therefore, they did not learn about it.

Lessons learned:

- Prepare content: should make more detail and very clearly.
- Find out a way to evaluate efficiency of study tour

### **3 Summary of Lesson Learned During the Implementation of the 2003 – 2004 Training Program**

1. Improve and simplify the Capacity Profile as well as adding some additional capacities such as environmental issues.
2. Based on the TNA, the invitation letters should not be general. In fact, it needs to specify the name the person who should attend. This made to strengthen personal responsibility.
3. Training events should be as short as possible, so that staff can learn and implement at the same time.
4. Training events may be implemented at weekends for some staff who have stated their preference for the timing of training events.
5. Training should be focused on implementation and effectiveness.
6. Create more chances to develop the skills and capacity of the potential local service providers to present some part of training program in RUDEP.
7. All training courses should have pre-tests, post-tests and ex-post tests to assess the increased capacity resulting from these courses.
8. The trainees should ensure that they are available for training at the agreed time.
9. The senior staff should assist staff to attend any training course developed for them through the TNA process.

## **Annex 1**

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### **Progress of Implementation Capacity Building Events in RUDEP**

## Annex 1: Progress of Implementation Capacity Building Events in RUDEP

No.	Description	Participants	Place	Time	Number of days	Number of Participants	Actual expenses
<b>A</b>	<b><i>Study tour</i></b>						
1	Freshwater aquaculture	Province/District/Commune staff	Can Tho	Dec. 03	6	11	21,530,000
2	Coconut and fish processing	Province/District/Commune staff	Ben Tre, Binh Thuan	Dec. 03	8	13	25,800,500
3	Nutrition tour	District/Commune staff	World Vision Da Nang	Feb. 04	3	14	9,392,000
4	Home garden	Province/District/Commune staff	Hue	Feb. 04	4	13	11,956,000
5	Forage/forage/legumes	Province/District Extension staff/ Commune officers	Ha Noi, Hoa Binh, Ha Tay	Mar. 04	7	16	32,806,800
6	Food production technology study tour	Province and district women' union, and commune WU representatives	Da Nang	16-18 May 04	3	18	9,010,000
7	Clean water, sanitation study tour	DCGs, CCGs, PMU staff	Nha Trang	8-14 May 04	7	15	23,140,500
8	Infrastructure (Irrigation) study tour	DCGs, CCGs, PMU staff	Cao Bang	22-29 May 04	8	15	32,092,000
9	View animal health projects in North Viet Nam	Province, District Department of AH staff and Commune Animal Health Committee representatives	Ha Noi, Ha Tay	Done (12/2003)	8	19	34,298,800
<b>B</b>	<b><i>Workshop</i></b>						
1	DARD demonstration	All stakeholders	Quang Ngai	Jan. 04	1	84	8,044,500
2	Farming system study	Program communes, PMU staff (50 people)	Quang Ngai	Mar. 04	1	34	3,478,000
3	Commune paravets and Animal Health Capacity Profile	Province, District Department of Animal Health, commune paravets and farmers (15-20 people)	Quang Ngai	April. 04	0.5	14	1,516,000
4	Gender Development issues	Program District, Communes, PMU staff	Quang Ngai	May.04	1	16	941,000
5	Environment Impact Assessment	Province, district, commune officials, PMU staff	Quang Ngai	december.03	1	50	566,000

No.	Description	Participants	Place	Time	Number of days	Number of Participants	Actual expenses
6	Animal Health Booklet Finalization w/shop	Province, District Department of Animal Health, and farmers (15 people)	Quang Ngai	April. 04	1	13	1,795,500
7	Introduction to RUDEPseminar	PMU staffs, contacted persons	Quang Ngai	June.04	1	30	3,700
<b>c</b>	<b>Training courses</b>						
1	Management of training center (Part I, II)	CBO	AITCV Ha Noi	Oct. 03,Nov. 03	10	1	7,145,800
2	Participatory E&M system (2 courses)	MEGO, MEGO assistant	LADECEN Ha Noi	Nov. 03	12	2	19,032,800
3	Computer training for new DDOs	New DDOs	Quang Ngai	Nov. 03	7	4	4,040,000
4	New Animal health practices (paravet training)	Commune paravets	Quang Ngai	Nov. 03	1	20	18,979,000
5	TOT Animal Health training	Province/District Animal Health Staff	Quang Ngai	Nov. 03	4	19	
6	Computer training for old DDOs	Old DDOs	Quang Ngai	Dec. 03	5,5	6	3,580,000
7	PRA training for DDOs	DDOs	Quang Ngai	Dec. 03	2	6	460,000
8	Management skills (Part I)	DCGs/CCGs/PMU/Community College (CCQ)	Quang Ngai	Feb. 04	4	16	31,733,600
9	Women and child health issues	Commune WU/Nutrition & Population Collaborator staff	Quang Ngai	Feb. 04	4	22	15,012,000
10	Rural/Community Development course	CCGs/DDOs/PMU/Community College	Quang Ngai,	Mar. 04	3	28	15,127,000
11	Agro-Extension Methods	DDOs/PMU, DARD/Province/District Extension staff	Quang Ngai	Mar. 04	2	28	8,835,700
12	TOT for service provider	Province/District WU	Quang Ngai	Mar. 04	2	18	16,879,400
13	TOT	PMU staff/Community College	Quang Ngai	Mar. 04	3	17	19,807,500
14	English training	PMU staff	Quang Ngai	Jan. to April 04	7 months	9	5,160,000
15	Infrastructure Training And O&M Planning	DDOs, CCGs	Quang Ngai	Apr. 04	1	26	4,600,000
16	Paravet training	Commune paravets	Quang Ngai	Apr. 04	3	20	9,076,000
17	TOT course: Animal health training for farmers	Province/District Animal Health Staff, DARD, Province Extension center	Quang Ngai	May.04	4	19	10,192,000

No.	Description	Participants	Place	Time	Number of days	Number of Participants	Actual expenses
18	Management Skills Training Course (# Ii)	CCGs/DDGs/Community College, counter part	Quang Ngai	May.04	4	12	25,722,200
19	TOT Entrefarm Games For Lowland Communes	Province/District/commune WU; Province/District extension, DARD	Quang Ngai	June.04	5	21	56,300,000
20	Tot: Entrefarm Games For Upland Communes	CCGs/DDGs/Community College	Quang Ngai	June.04	5	17	10,600,000
21	Business Planning And Financial Management Training Course	CCGs/DDGs/Community College	Quang Ngai	June.04	3	29	25,000,000
						<b>594</b>	<b>523,654,300</b>

### **Limitations**

URS Australia Pty Ltd (URS) has prepared this report in accordance with the usual care and thoroughness of the consulting profession for the use of the AusAID Quang Ngai Rural Development Program and only those third parties who have been authorised in writing by URS to rely on the report. It is based on generally accepted practices and standards at the time it was prepared. No other warranty, expressed or implied, is made as to the professional advice included in this report. It is prepared in accordance with the scope of work and for the purpose outlined in the Program Design Document.

The methodology adopted and sources of information used by URS are outlined in this report. URS has made no independent verification of this information beyond the agreed scope of works and URS assumes no responsibility for any inaccuracies or omissions. No indications were found during our investigations that information contained in this report as provided to URS was false.

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