

*SEILA PROGRAMME*  
*CARERE2*

*WORKSHOPS*

- General rural development planning (23 - 27 April 1996)
- Rural Watersupply & Sanitation planning (29 April - 3 May 1996)

*CONCLUSIONS, RECOMMENDATIONS AND DISCUSSION*

Simon Dermija  
May 1996

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## Foreword

The two workshops organized by CARERE2 staff and SAWA Consultants in Cambodia were the first in its kind. The objective was to introduce government officials at national and provincial level into participatory concepts of rural development planning. The Objective Oriented Project Planning (O.O.P.P.) was intended to be used as tool and starting point. CARERE2 staff formulated in advance some general objectives for both workshops but informed both trainers that, depending on the course of the workshops, objectives and expected output could be adapted. Many factors were uncertain like the experience and expertise of the workshop participants; constraints and opportunities for mutual cooperation among participants, coming from five different provinces and different ministries; accessibility of the O.O.P.P. methodology for the Cambodian reality. I am very grateful for the open ended approach of both workshops giving the trainers the opportunity to, in concert with CARERE2 staff, adapt the objectives, expected output but also the approach. Especially I like to thank Mr. Scott Leiper, Mr. Lamhien Samreth and Mr. Leo Goulet for their cooperation and support.

Both workshops were realized in Khmer, challenging participants and trainers to find a way to communicate with each other in an efficient but also in a pleasant way, giving each other the opportunity to participate as much as possible. I realize that communication from English to Khmer and reverse is not the easiest way. Therefore I like to thank the translators, not only for translating our words, but also for assisting us as trainers in realizing the workshop as a whole, explaining the content and methodology of the workshop: Mr. Sam An, Mr. Sano, Mr. Pyrath, Mrs. Prak Sokhany and Mr. Choop Loeur.

Workshops can not be realized without a good environment and a good catering. The Provincial Department of Rural Development in Battambang made it possible that participants and trainers received enough energy to participate fully and that they could make use of the facilities of the PDRD buildings. I like to thank Mr. El Say, director of PDRD in Battambang.

The workshops have been organized and realized by Mrs. Janneke Donkerlo and Mr. Simon Dermijn. The cooperation with Mrs. Donkerlo has been very fruitful and inspiring. Although the main conclusions, recommendations and discussion topics have been discussed intensively among both trainers the responsibility for the content of this report is for me only,

Simon Dermijn

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## 1. Introduction

In 1996 United Nations changed its quick impact project programme in Cambodia into a more structural long term development programme, known as CAREERE2. It is a support programme for the Royal Government of Cambodia with an emphasis on capacity building of government officials and especially at provincial level. CAREERE2 itself is not responsible for the execution of project or programmes. The programme focus in 5 provinces (Bantey Mentchea, Battambang, Pursat, Ratanakiri and Siem Rieap) and covers 5 Ministries (Women's Affairs, Finance, Interior, Rural Development and Planning). This national programme is called the SEILA Programme.

Both workshops for rural development planning, taken place from 23 April - 3 May 1996, must be seen as part of the capacity building programme for government officials. These workshops were the first in its kind and the results will contribute to the follow up of these workshops and to a long term programme to introduce new concepts of planning. The approach and method applied for these both workshops was the Objective Oriented Project Planning (O.O.P.P.), identical with the Logical Framework Approach (L.F.A.). In this report the abbreviation O.O.P.P. will be used.

In accordance with the CAREERE2 staff two reports will be made as a result of both workshops:

- Report with conclusions and recommendations to be used for the follow-up of both workshops.
- Report with the major parts of both workshops presenting the different steps in O.O.P.P. - method as far as these have been discussed and treated during both workshops. These different steps should make it possible for the participants to apply the O.O.P.P. method in their daily work.

With reference to the latter CAREERE2 - WATSAN staff in Battambang is now occupied with the translation into Khmer of the *NORAD Handbook for Objective-Oriented Planning 'The Logical Framework Approach'*.<sup>1</sup> It has been agreed upon that Report Nr.2 will follow this NORAD Handbook and will use its terminology. Report 2 could be seen as an introduction to the Handbook which will be translated into Khmer within some 4 months.

At the end of each workshop the participants were asked to fill an evaluation form and, from questions, give their opinion about the workshop. The results and the evaluation of these forms will be distributed separately. Apart from the written evaluation there was also a verbal evaluation done by the participants from different provinces and Ministries in plenary at the end of the workshop. The draft conclusions of the evaluation forms as well as the verbal evaluation in plenary showed clearly that participants considered the workshop as well as the O.O.P.P. - method as useful and hoped that a follow-up would be possible.

Two workshops of 5 days each and for two different groups is not enough to draw reliable conclusions about a follow-up workshop programme. In a sense both workshops were quite general and not specific developed for one particular province or sector. The workshops brought people together from 5 different provinces and several ministries and was aimed as an introduction to new concepts of planning and the O.O.P.P. method. To draw final conclusions about the possibilities for the application of the O.O.P.P. method in rural development planning the method needs to be introduced at provincial and lower levels. Only than conclusions and recommendations will be more reliable.

This report, Nr.1, presents the main conclusions, recommendations and discussion topics as a result of both workshops. Chapter 2. gives some background information about the CARERE2 and SEILA programme. Chapter 3 shows the relation between the SEILA programme and both planning workshops. Chapter 4 summarizes the main conclusions, recommendations and discussion points according to three topics:

- *SEILA programme* and tries to formulate an answer concerning the possibilities for the O.O.P.P. in this programme
- *training for trainers* and gives some suggestions to start a programme for Khmer trainers to introduce new planning concepts
- *WATSAN sector* and shows some possibilities to apply the Logical Framework for planning.

## 2. Background.

In 1996 CARERE changed its emergency programme, implying especially quick impact assistance, into a long term sustainable human development programme, CARERE2. CARERE2 will not execute development projects itself but will support projects through the Royal Government of Cambodia (RGC), especially on provincial level. The support implies for a large part capacity building of government officials for the different phases from problem identification to project execution. CARERE2 is working in 5 provinces and in cooperation with 5 ministries and this new programme is known as *SEILA programme*. Recently the RGC decided that the Ministry of Rural Development (MRD) will be the coordinating body for the SEILA programme.

Emphasis of the programme is put on learning skills and attitude for a participatory analysis and planning process at provincial level. Apart from direct support to the government structure, local and international n.g.o.'s can make an appeal on CARERE2 support, however only indirectly as they have to do the applications in cooperation with and through the government structure.

Another important aspect of the SEILA programme is to stimulate vertical as well as sectoral cooperation. The first implies the cooperation and tuning in between the different administrative levels, the latter between the different sectors at the same level, for instance at provincial level the cooperation between water, sanitation, health. As much as possible the approach is bottom-up and aims to come to a participatory decentralized planning process.

The long term development objectives of CARERE2 is to alleviate poverty, and thereby contribute to the spread of peace in Cambodia, by strengthening the bonds linking civil society to the structures of the state and empowering the Cambodian rural population to become fully participating members in the development process. One of the immediate objectives, arising from this development objective is "*build up capacity in five SEILA provinces for integrated rural area development planning and coordination based on active community participation at all levels.*"<sup>2</sup> This objective should result in professionally trained government staff in each of the five provinces. This staff will be ultimately responsible for socio-economic and sector surveys, training of staff, establishment of data bases, provincial planning and coordination and monitoring of plans at district and lower levels.

### 3. CARERE planning workshops.

From April 23 tot May 3 1996 SAWA Consultants organized for the CARERE2 programme two planning workshops for government officials at national and provincial level. The objectives for both workshops must be seen in relation to the objectives of the SEILA programme. The general planning workshop had the aim to introduce officials from ministerial and provincial departments into basic skills and attitude for participatory rural development planning. The second workshop had the same objective but especially in relation to the WATSAN sector (water & sanitation). For both workshops the *Objective Oriented Project Planning (O.O.P.P.)* was used as starting point and guideline.

The common objectives for both workshops were:

- training of government staff at national and provincial level in basic concepts and skills for participatory rural development planning.
- introduction of the O.O.P.P. - method as a concept and tool for planning.
- stimulation of cooperation between national and provincial officials and inter-sectoral cooperation between different departments from different ministries.

In the following chapters the main findings of both workshops have been summarized and presented. For each topic first a short summary is given concerning the subject. Next the main conclusions and recommendations are presented, followed by points of discussion. All remarks must be seen in relation to the question: "*is the O.O.P.P. - method an appropriate instrument for rural planning and if so, where does it fit in and where not?*"



4.  
Summary  
Conclusions, Recommendations  
Discussion

4.1. SEILA Programme.

Introduction.

The SEILA programme management structure<sup>3</sup> shows the different ministries involved in the Programme, the different committees responsible for planning and their respective duties and responsibilities. (Annex 1). The emphasis of the SEILA programme, and CARERE2 support, is on provincial level. Depending on the duties and responsibilities for the different development committees in the province it is possible to determine whether the O.O.P.P. may be an appropriate tool for development planning.

In fig.1 the different committees are shown. It is a simplified SEILA structure showing the different committees at provincial level and there relationships.

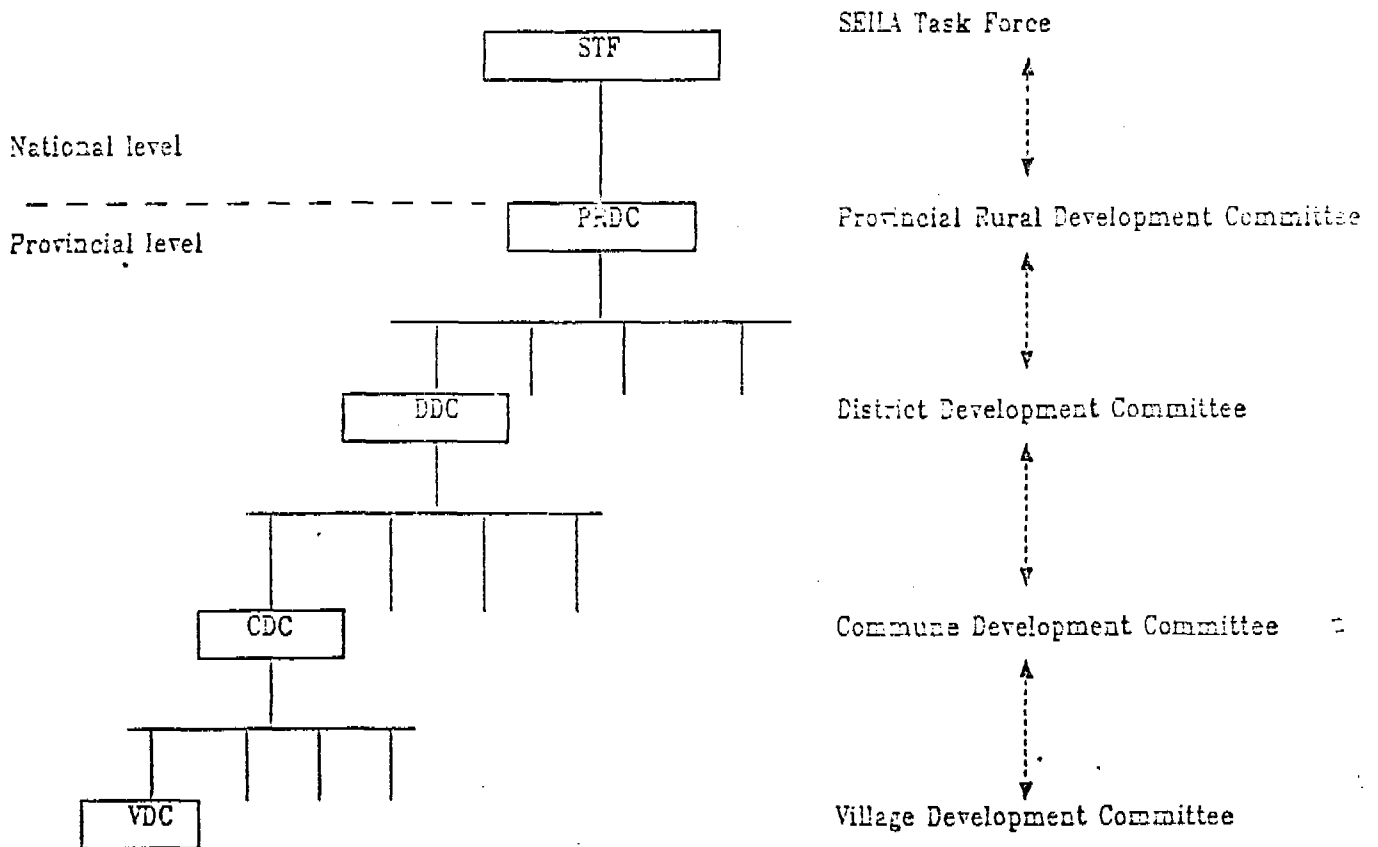


Fig. 1  
Simplified SEILA Structure

In Annex 2, the different committees are shown with their respective duties and responsibilities. These duties and responsibilities can be seen in relation to lower levels as well as to higher levels. Taking into consideration that the O.O.P.P. is a participatory approach for problem identification and project formulation where all groups related to a particular subject or entity will participate, it is obvious that at different stages and levels this method might be useful. In Annex 2 the duties and responsibilities where the O.O.P.P. might be an appropriate instrument are indicated with a \*). This does not imply that at all those stages and levels the O.O.P.P. - method as a whole might be appropriate. Depending on the situation, the demands, the experience and expertise of the staff involved etc. it must be decided whether the O.O.P.P. as a whole or specific elements of the O.O.P.P. might be applicable. In Annex 3 a possible planning for the introduction of O.O.P.P. is shown. Depending on the experiences this planning schedule must be adapted.

Herewith a few examples where the O.O.P.P. might be a useful planning instrument. (see also Annex 2.)

**P.R.D.C.** *'Management of participatory process of preparation and approval of Provincial Development plan'*.

To prepare a Provincial Development plan the different Provincial Departments have to present the main problems they experience at their specific field of work (inter-sectoral cooperation). The different levels of development committees, from V.D.C. up to P.R.D.C., have to present their main problems which can be involved in the general summary of the main problems in the province. Procedures for this 'collection of problems' need to be developed. The O.O.P.P. - problem tree is a good instrument to relate these problems and to show priorities, not for a specific department or committee but for the province as a whole. The aim is to arrive at common provincial problems, resulting in common provincial objectives.

Annex 4 shows the application of the O.O.P.P./L.F.A. through the project matrix, from national to provincial level and from there to project level.

**D.D.C.** *'Support to extension staff of different District Department'*.

Each department at district level needs to have extension staff which has the disposal of some instruments to involve people, directly or through the CDC and VDC, in the planning and execution of development projects.

The O.O.P.P. offers a set of tools and skills to contribute to participatory development planning. D.D.C.'s might be able to formulate district development plans based on the participation of the communes and villages. Besides, the O.O.P.P. offers the (logical) framework for the execution of projects at district level.

C.D.C. *'Manage project implementation and financial accounting'.*

The O.O.P.P. covers mainly the two steps in the project cycle before project funding, problem identification and project formulation. However the logical framework presents an appropriate instrument for project execution. All the objectives and the required project results are described including the activities which should result in those project results. Indicators to check the project progress and results are presented including the planning and the required budget. The logical frame work is, apart from a project document to apply for funds, a tool for project management, monitoring and evaluation.

V.D.C. *'Prepare village level project proposals for submission to C.D.C. and P.R.D.C. and other for appraisal and approval.'*

The O.O.P.P. can be part of a procedure to submit, to appraise and approve project proposals. When all development committees in a province follow common guidelines all activities, duties and responsibilities could tune in to each other. Depending on the capacity of each level the guidelines could be followed in more or less detail. It is obvious that at village level detailed project proposals according to the O.O.P.P. will be difficult to realize. However the V.D.C. could supply information, according to the guidelines for project proposals, to higher levels which complete the logical framework for submission to higher levels.

#### Conclusions, recommendations.

1. There are different possibilities for the O.O.P.P. to be applied in the SEILA programme. Depending on the capacities of the different provincial development committees it has to be decided which committee will be responsible for what and when.

2. When the O.O.P.P. will be implemented it is advised to develop a planning for the introduction process. Depending on the experiences during the implementation process this planning must be adapted. In Annex 3 an example for this introduction planning is shown.
3. It is advised that CARERE appoints a small effective team which will monitor the experiences with the O.O.P.P.-introduction and which will have the authority to recommend modifications in the planning method, its introduction schedule etc.
4. To know whether the O.O.P.P. will be an effective and appropriate tool for provincial planning it is advised to introduce it as soon as possible at provincial level. Only 'in the field' it is possible to draw the conclusion whether, and how, the O.O.P.P. is applicable. For that reason two type of future workshops can be considered:
  - a. objective: provincial planning, elaborated by different provincial departments (inter-sectoral cooperation) and by different provincial development committees (vertical cooperation). The latter could be realized in a down - top planning process.
  - b. objective: formulation of a provincial WATSAN policy resulting also in specific project proposals with the aid of O.O.P.P./L.F.W.

Annex 4 shows some elements for this future workshops.

These workshops will have a different character than the two planning workshops in Battambang in April and May 1996. The objectives and results are more specific as well as the target group and local staff involved. The trainer(s) will also have a different role, instead of training it will be a combination of training, consultancy and monitoring.

#### Discussion.

The Objective Oriented Project Planning is not only a method and a tool for planning, it represents also a way of thinking; "objective oriented". People involved are asked to formulate and to analyze their own reality, problems and opportunities in order to translate them into objectives and activities. It expects an active participation of people and organizations involved. It expects people to approach life, its problems and opportunities not as a static reality but as something that can be changed.

Present and traditional methods of planning are challenged. Introduction of the O.O.P.P. is therefore also a cultural challenge and opportunity and it will take time to introduce it and to determine whether it is an appropriate method for Cambodia. People should be invited, not to reject their own traditional practices but to see whether the O.O.P.P. could improve or even replace their traditional practices. Support from officials in the provinces is needed to introduce (elements of) the O.O.P.P. smoothly.

However, the O.O.P.P. is also gradually an accepted method by donors to submit, approve and to execute projects. It has become part of development life. It is advisable to monitor the introduction in Cambodia very closely to learn and to adapt the (introduction process of the) method in order to guarantee a smooth adaptation and to avoid a rejection by people who were used to do it in another way.

#### 4.2 Training for trainers.

##### Introduction.

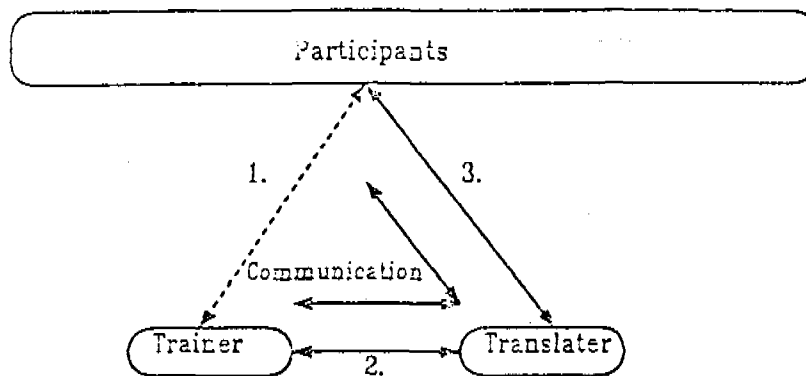
Both planning workshops were held in the Khmer language. Both Dutch trainers were speaking English and translators took care for the translation. The different translators did their best to translate the English into Khmer, and reverse. Both trainers did their best to limit their English vocabulary. However it is obvious that much what have been said by participants and trainers was lost during the communication. The Khmer language is a language with many different expressions for cases where in English and Dutch only a few expressions are known. Translation is therefore a complicated process as the translator has to find a word or expression which represents in a particular relation and environment the right connotation. In cases where many new words and expressions are introduced, like in these two O.O.P.P. workshops, it becomes even more complicated as the translator has to check again and again whether he used the right word or not.

Communication between people is a complicate process. Apart from the technical aspect (type of language) several other aspects play a crucial role. Perception of words, the environment where words are used, the background of people using words etc. In fig.2 this communication process between trainers and participants is shown.

During the communication process every remark, every explanation or discussion should not only be translated but also checked on its connotation and implications. It must be recognized that workshops given in this way will have a limited impact unless the friction of translation is solved.

Fig.: 2.

## COMMUNICATION PROCESS DURING WORKSEOPS



1. Verbal communication in different language  
Non-verbal communication
2. Verbal communication in common (non-native) language  
Verbal communication with common and/or different perceptions of words  
Verbal communication with different environment  
of words used  
Non-verbal communication
3. Verbal communication in common language  
Verbal communication with common and/or different perceptions of words  
Non-verbal communication.

## Conclusions, recommendations.

1. Simultaneous with the introduction of the O.O.P.P. a training course for Khmer trainers needs to be developed and started. Khmer 'master trainers' should be trained to replace ex-patriates. Depending on the SEILA programme, the progress of the O.O.P.P. introduction and the availability of potential master trainers, a schedule for training and replacement must be determined. In fig.3 a possible schedule is shown. Ex-patriate trainers will in the course of time operate more for facilitation and monitoring than as trainers.

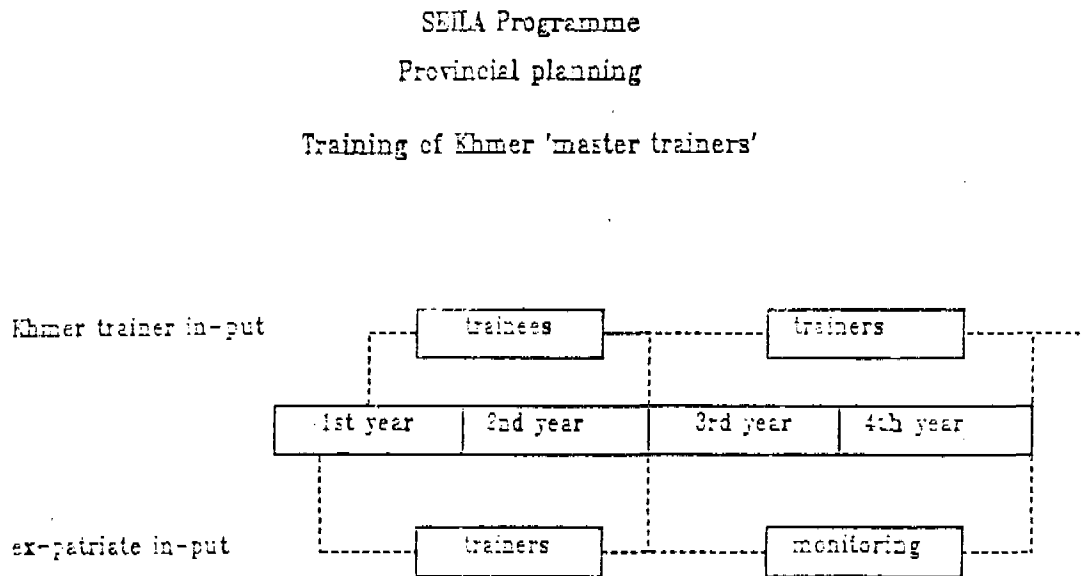


Fig. 3 Possible training schedule for Khmer trainers

2. Training of (future) master trainers could be realized in different ways:
  - Training by experienced ex-patriate O.O.P.P. trainers. The advantage is the direct link with practice. The disadvantage is that the role between ex-patriate trainer and Khmer trainee avoids a full development of the future master trainer.
  - Intensive O.O.P.P. course abroad for the potential master trainer. The trainee will learn all the skills needed to become an efficient trainer for the different phases of the project cycle, including the O.O.P.P. The advantage is that after some time (ca. 3 months) CARERE has in short notice the disposal of one or more skilled trainers who could be accompanied and monitored by ex-patriate trainers. The disadvantages could be the expenses for a course and the selection of potential trainees.

- A combination of the the two foregoing options. Possible expenses for the different options should be calculated and compared.
3. Although CARERE2 programme and /-support is developed to support provincial officials it is advisable to maintain a balance between provincial support and national support. National support will facilitate support to lower levels. Besides national officials will play an important role for the formulation and introduction of national guidelines for the different sectors. They may in one way or another play a role in the approval of projects presented to them by the different provinces. Workshops for national officials could be considered therefore.

#### Discussion.

As mentioned before communication between ex-patriate trainers, Khmer translators and workshop participants is a crucial factor for succes. It is therefore necessary to develop an appropriate 'O.O.P.P. - language' implying a limited vocabulaire in which all the key words are included, as far as possible. CARERE WATSAN - department in Battambang is translating the NORAD publication 'The Logical Framework Approach, Handbook for Objectives-Oriented Planning' (second edition, 1992). The second report, presenting the proceedings and results of both planning workshops in Battambang, will be using the vocabulaire according to the NORAD Handbook. It need to be discussed in which way local and foreign participants can contribute to this appropriate O.O.P.P. language, in English as well as in Khmer.

#### 4.3 WATSAN sector.

##### Introduction.

CARERE's WATSAN sector is one of the sectors which can be seen as an example for other sectors. Staff is involved in different projects and training programmes. Guidelines have been developed. The sector is also involved in the preparation and introduction of new planning methods, i.e. the Logical Framework Approach (identical to the O.O.P.P.).

Besides CARERE's Watsan department in Battambang is also involved in the translation of the NORAD Handbook for Objective Oriented Planning.



All reasons to connect these experiences with new initiatives in the field of provincial project planning.

In 1993 CARERE prepared a '*Water And Sanitation Concept Paper*'\* presenting four Guiding Principles from the "UN New Delhi Statement": Environment and Health, People and Institutions, Community Management and Finance and Technology. These guidelines are used for the development of a national WATSAN policy and for the improvement of the WATSAN facilities in Cambodia. The WATSAN planning workshop in Battambang can be considered as a contribution to this improvement through capacity building of government staff at national and provincial level. Besides detailed guidelines for the WATSAN sector have been developed in order to facilitate project identification, formulation, approval and execution.<sup>5</sup>

The Ministry of Planning published recently the *First Socio-economic Development Plan 1996 - 2000* <sup>6</sup>. Chapter 14 covers the Water and Sanitation sector, in the urban, peri-urban and rural areas. The Ministry of Rural Development (MRD) is responsible for rural water and sanitation, with the Ministry of Health (MOH) responsible for health education. The Development Plan describes the WATSAN sector and the improvements to be realized. Target population in combination with target numbers of new water point sources in rural areas are described in detail for every year.

#### Conclusions, recommendations.

1. In relation to the recommendation before ( see: chapter 4.1 'SEILA Programme') it is advisable to introduce the O.O.P.P. method at provincial level in direct connection with WATSAN activities. Different approaches are imaginable:
  - In a province, as a whole or in a district, commune or village, starting with the identification of common main problems in the WATSAN - sector resulting in an objective oriented planning and specific projects to achieve those objectives.
  - Introduction of the O.O.P.P. in relation to a known objective, for example 'the introduction and construction of water jars in a district'. Activities, indicators, planning and budget can be developed by the group responsible for this project.

2. In Annex. 4 an example of a L.F.A. and Project Matrix is shown. It shows the possible steps from a national general development plan to a (WATSAN) sector plan at national and provincial plan to a project plan in order to realize a specific project. These applications are possible when the O.O.P.P. will be introduced in the provinces and in relation to a particular sector.
3. By introducing the O.O.P.P. in relation with the WATSAN sector there is a good opportunity to relate it to the national guidelines developed for the sector. The guidelines offer the framework in which different activities can be realized, on the other hand specific WATSAN projects could improve, complete, support or even correct the guidelines. The application of the guidelines in direct relation with projects will also increase the understanding among staff and groups involved.
4. The report on the WATSAN Sectoral Meeting in Battambang (8-10 September 1995) ' shows the key topics in this sector. With the aid of a problem and objective tree development and immediate objectives have been formulated. The problems and objectives described in this report cover also the problems and objectives presented by the participants of the WATSAN planning workshop, indicating the possibilities for the O.O.P.P. for this sector as both groups, sectoral meeting and workshop participants, used this method for problem definition and objective formulation.

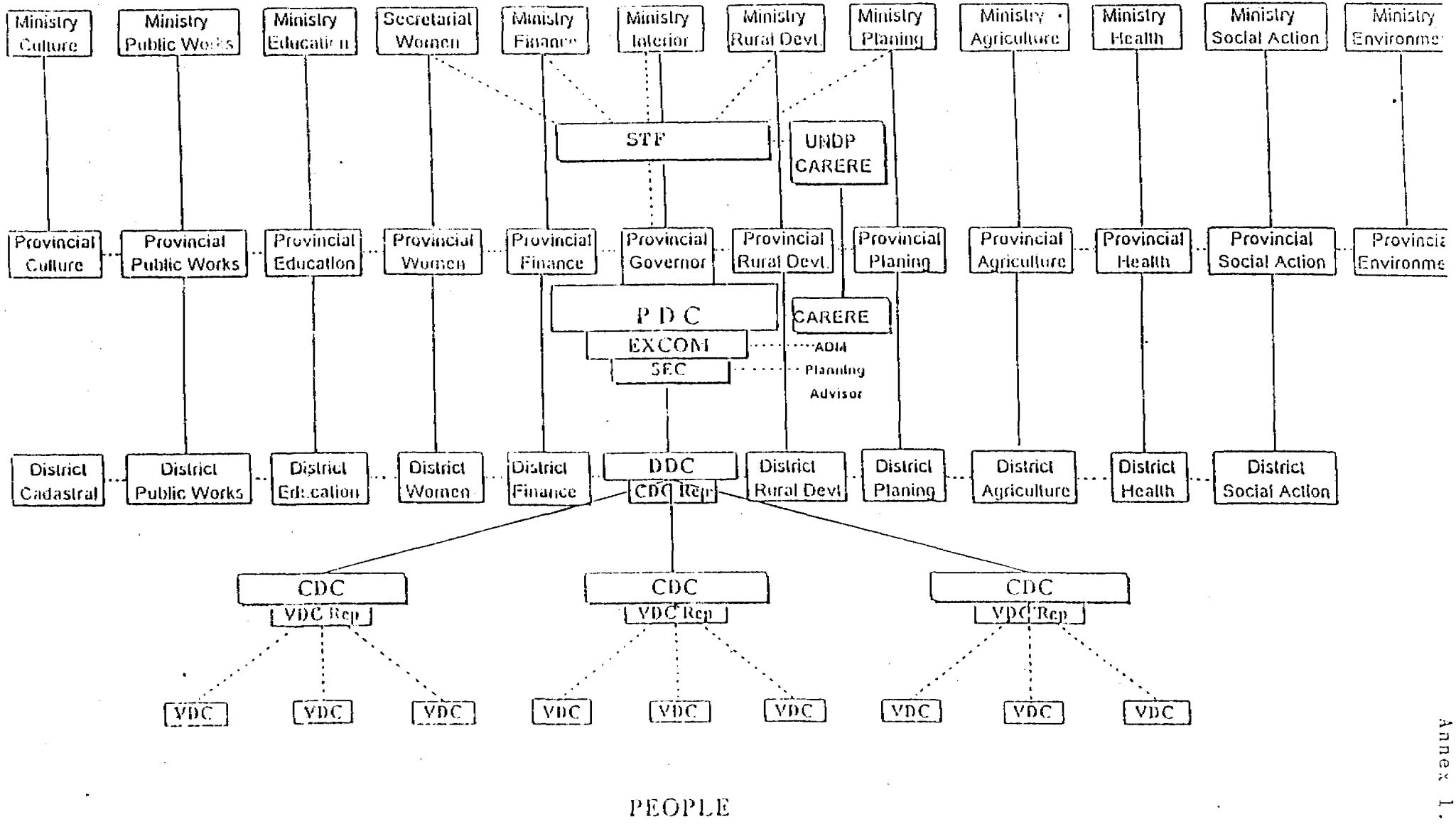
#### Discussion.

The foregoing shows that the WATSAN sector is very attractive to introduce the O.O.P.P. more systematic. Till now policy and many activities are developed and introduced top-down. By applying the O.O.P.P. for specific areas and the WATSAN sector it is also possible to review the developed policy and guidelines and to integrate them more in daily practises.

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6. "First Socio-Economic Development Plan, 1996 - 2000", Ministry of Planning Phnom Penh (draft final 15.12.1995)
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# NATIONAL GOVERNMENT



The *SEILA* Programme  
Management Structure.

Committee	Responsibilities in relation to lower levels.	Responsibilities in relation to higher levels.
P.R.D.C. (Provincial Rural Development Committee)	<ul style="list-style-type: none"> <li>- (preparation for the) formation of a rural development structure (DDC, CDC, WDC)</li> <li>- management of participatory process of preparation and approval of Provincial Development Plan/ sectoral and inter-sectoral *)</li> <li>- establishment of criteria and guidelines for preparation, appraisal and approval of development projects. *)</li> <li>- facilitation of technical assistance, training and basical development education from national level to different levels in the province *)</li> <li>- management information system for monitoring and evaluation *)</li> <li>- administration of funds for the implementation of provincial plan</li> <li>- stimulation of local initiatives *)</li> <li>- promotion and support of private sector, private institutions, ngo's and community organizations.</li> <li>- approval of projects presented by lower levels. *)</li> <li>- process project payments to lower levels.</li> </ul>	<ul style="list-style-type: none"> <li>- prepare quarterly reports for submission to the ST7 (SEILA Task Force) *)</li> </ul>
D.D.C. (District Development Committee)	<ul style="list-style-type: none"> <li>- act on behalf and carry out the instructions received from PRDC at the District level.</li> <li>- facilitate the flow of information to and from the CDC and WDC</li> <li>- prepare the District Development Plan *)</li> <li>- support to extension staff of different District Departments *)</li> <li>- facilitate provision of relevant technical support and training from Provincial Department to District Departments and from here to CDC and WDC *)</li> <li>- establishment a District Development Resource Center</li> </ul>	<ul style="list-style-type: none"> <li>- facilitate the flow of information to and from the PRDC</li> <li>- prepare the District Development Plan *)</li> <li>- facilitate the work of PRDC Secretariat Local Planning Unit through support to extension staff of different District Departments *)</li> <li>- prepare quarterly reports for PRDC *)</li> </ul>

<p>C.D.C. (Commune Development Committee)</p>	<ul style="list-style-type: none"> <li>- prepare the Commune Development Plan *)</li> <li>- establishment and facilitation of commune based team of facilitators to strengthen the capacities of VDCs and village facilitators for village mobilization, planning and development *)</li> <li>- prepare project proposals *)</li> <li>- appraise and approve project proposals *)</li> <li>- manage negotiation of contracts for provision of services, materials and equipment, administration and supervision of implementation *)</li> <li>- process all project payments through the PRDC, incl. accountability</li> <li>- assistance in the management and supervision of village level development activities *)</li> <li>- establish a development resource data base</li> <li>- ensure smooth flow of information</li> </ul>	<ul style="list-style-type: none"> <li>- prepare the Commune Development Plan *)</li> <li>- prepare project proposals *)</li> <li>- recommend project proposals for approval to PRDC *)</li> <li>- ensure smooth flow of information</li> <li>- prepare quarterly reports for PRDC *)</li> </ul>
<p>V.D.C. (Village Development Committee)</p>	<ul style="list-style-type: none"> <li>- identify training needs in order to improve the development planning and project management skills in the villages</li> <li>- in close consultation with the community analyze and identify the main problems in the village, set priorities and prepare a village development plan *)</li> <li>- prepare village level project proposals *)</li> <li>- seek technical assistance from Provincial Departments and others</li> <li>- manage project implementation and financial accounting *)</li> <li>- encourage private initiative to improve village economy</li> <li>- establish VDC office, data base</li> <li>- ensure smooth communication</li> </ul>	<ul style="list-style-type: none"> <li>- participate in training programmes developed by PRDC</li> <li>- prepare Village Development Plan *)</li> <li>- prepare village level project proposals for submission to CDC and PRDC and others for appraisal and approval *)</li> <li>- seek technical assistance from Provincial Departments and others</li> <li>- manage accounting of projects for higher levels and donors</li> <li>- ensure smooth communication</li> <li>- prepare quarterly reports for PRDC *)</li> </ul>

\*) O.S.P.P. applicable

SEILA PROGRAMME  
OOPP INTRODUCTION SCHEDULE

Committee	1st year	2nd year	3rd year	4th year
PRDC	OOPP - method - guidelines - l.f.w.	OOPP - method - guidelines - l.f.w.	OOPP - method - guidelines - l.f.w.	OOPP - method - guidelines - l.f.w.
DDC	OOPP - guidelines - problemiden- tification	OOPP - guidelines - problemiden- tification - l.f.w.	OOPP - method - guidelines - l.f.w.	OOPP - method - guidelines - l.f.w.
CDC	OOPP - problemiden- tification	OOPP - problemiden- tification - guidelines	OOPP - problemiden- tification - guidelines - l.f.w.	OOPP - problemiden- tification - guidelines - l.f.w.
VDC	OOPP - problemiden- tification	OOPP - problemiden- tification	OOPP - problemiden- tification - guidelines	OOPP - problemiden- tification - guidelines

O.O.P.P. / L.F.A.

Programme / Project Matrix

From national development plan to provincial plan

from provincial plan to village plan

from village plan to project plan.

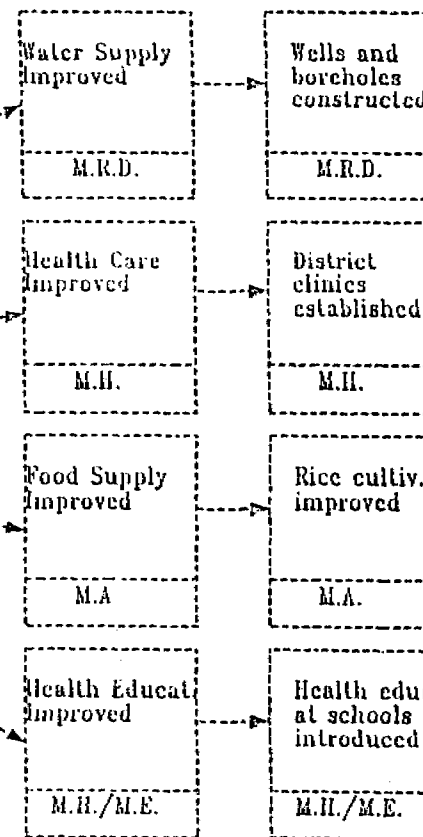


1. Development Objective	1. Indicators	1. External factors
2. Immediate Objective	2. Indicators	2. External factors
3. Outputs	3. Indicators	3. External factors
4. Activities	5. Inputs 6. Planning 7. Budget	4. External factors

Health condition rural population improved	- Waterborne diseases red'd by 50% in 4 years - Food supply increased by 30% in 4 years	- Civil War will come to an end - Landmines will be cleared
- wts. supply + san. impr'd. - health care improved - food supply improved - h. education improved	- after 4 yrs. 50 % of pop. have access to good wtr. point - after 4 yrs. per pers. X kgs. rice available	- people will accept health extension and new technologies
- wells and boreholes constr'd - district clinics established - rice cultiv. improved - h. education at schools improved	- 1 wtr. point per 300 pers. - 1 clinic per district - rice prod. impr'd with 30% - every school has h. educ. books	- cooperation between Min's will succeed
- constr. of 4500 wtr. point clinic for each district - new technol. introduced - production of extension mat	- MRD - wtr. sup. - MHH - clinics - MAgr - ricecult - MHH/MEduc - extension mat	- funding will be guaranteed - material supply guaranteed - children will attend schools

Development Objective

Immediate Objective



Inter sectoral  
at national or provincial level

Common Logical Framework  
for different sectors/ministries

Common Development Objectives  
and Immediate Objectives

Delegation per sector (Ministry)

Common Immediate Objectives  
become Development Objective per  
sector/ministry

Common Outputs become Immediate  
Objective per sector/ministry

Fig. Case National (common) Development Objectives, to be 'translated' into sectoral and provincial objectives.

1. Development Objective	1. Indicators	1. External factors
2. Immediate Objective	2. Indicators	2. External factors
3. Outputs	3. Indicators	3. External factors
4. Activities	5. Inputs 6. Planning 7. Budget	4. External factors

Health Condition Rural population improved	Waterborne diseases reduced by 50% in 4 years Cholera reduced by 75% in 4 years	
Water supply systems and sanitation facilities improved	After 4 years 50% of rur.pop have access to good and suff. water and san. facilities.	Population will accept health education
- wells constr'd - borehole constructed - latrines constructed - water storage introduced	50% of rur.pop have either access to well or b.hole and/or wtr.jar, latrine	Population will establish and finance maintenance committees.
- constr. of 3000 wells - constr. of 1500 b.holes - constr. of 5000 latrines - constr. of 4000 wtr.jar	Government: 10 drilling rigs NGO's: 50 well digging teams Private sector: 50 well/drilling teams	Supply of materials guaranteed

Health Condition Rural population improved	Waterborne diseases reduced by 50% in 4 years Cholera reduced by 75% in 4 years	Civil war will come to an end Landmines in villages cleared
Water supply systems and sanitation facilities improved	After 4 years 50% of rur.pop have access to good and suff. water and san. facilities.	Population will accept health education
- wells constr'd - borehole constructed - latrines constructed - water storage introduced	50% of rur.pop have either access to well or b.hole and/or wtr.jar, latrine	Population will establish and finance maintenance committees.
- constr. of 200 wells - constr. of 25 b.holes - constr. of 500 latrines - constr. of 600 water jars	Prov. Gov.: 1 drilling rig. NGO's: 5 well digging teams Private sector: 10 well/drilling teams	Supply of materials guaranteed

National Level

Provincial Level

Fig. Case WATSAN SECTOR  
Logical Frame Work - Programme / Project Matrix  
From national level to village level to project level.

Health Condition Rural population improved (District)	Waterborne diseases reduced by 50% in 4 years	Landmines in district cleared	Health Condition Rural population improved (Commune)	Waterborne diseases reduced by 50% in 4 years	Landmines in Commune cleared	Water supply systems and sanitation facilities improved	After 1 year all families have access to waterpoint and latrine and have wtr. jar	Village WATSAN fund established
Water supply systems and sanitation facilities improved	After 4 years 50% of rur. pop have access to good and suff. water and san. facilities.	Population will accept health education	Water supply systems and sanitation facilities improved	After 4 years 50% of rur. pop have access to good and suff. water and san. facilities.	Population will accept health education	Number of wtr. points, latrines and wtr. storage increased	After 1 year construction completed of wells, latrines and wtr. jars	Village maintenance committees functioning
- wells constr'd - latrines constructed - water storage introduced	50% of rur. population have access to wells and wtr. jars and latrine	Population will establish and finance maintenance committees.	Number of wtr. points, latrines and wtr. storage improved	50% of rur. population have access to wells and wtr. jars and latrine	Population will establish and finance maintenance committees.	- wells constructed - latrines constructed - wtr. jars constructed	After 1 year constr. of 3 wells, 10 latrines and 15 wtr. jars completed	- voluntary labour realized - finances organized
- constr. of 25 wells - constr. of 100 latrines - constr. of 200 water jars	DDC: latrine constr. team IRC: wtr. jar team. Contractor: well digging team	Supply of materials guaranteed	- constr. of 5 wells - constr. of 20 latrines - constr. of 25 water jars	DDC: latrine constr. team IRC: wtr. jar team. Contractor: well digging team	Supply of materials guaranteed	- locate well, latrine site - purchase of materials - organize labour - preparation of constr. site	DDC: latrine constr. team IRC: wtr. jar team. Contractor: well digging team	Supply of materials guaranteed Finances collected

-----> District Level

-----> Commune Level

-----> Village Level

Number of water points increased	After 1 year number of wtr. points increased with 50%	Village remain at the same location
Wells constructed	After 1 year 3 wells constructed	Groundwtr. not too deep
Site selection realized Well diggers trained	Probability of groundwtr. 75% 5 Villagers attended DDC course	Materials arriving on time
- acces to vill. cleared - concrete ring: constructed - well digging - well covers + handpumps inst	- Materials - Labour - Equipment - Budget - Planning - Responsabi- - lities	Geo-hydr/ist available on time Training course takes place

-----> Project level

General Planning Workshop  
23 - 27 April 1996

## PROGRAMME

Day	Morning (08.00 - 11.30 hrs)	Afternoon (14.00 - 17.30 hrs)
Day 1	<p>Opening Ceremony</p> <p>Gaining Entry</p> <ul style="list-style-type: none"> <li>* getting to know each other (personally, expertise)</li> <li>* introduction to workshop (objectives, approach, methods, language)</li> <li>* game: '5 - points' (challenge to go and participate beyond known borders)</li> <li>* lecture: 'mission statement'</li> </ul>	<ul style="list-style-type: none"> <li>* exercise in groups: problem identification from personal/group expertise (education, health, planning)</li> </ul>
Day 2	<p>Problem identification</p> <ul style="list-style-type: none"> <li>* game: 'black box' (problems must be experienced with senses; owner of problem)</li> <li>* case: 'Canhol' introduction; 5 village sub-groups</li> <li>* lecture/exercises: 'problem formulation' (no lack of...).</li> <li>* groupwork: case - problem formulation on cards; cause effect relations.</li> </ul>	<ul style="list-style-type: none"> <li>* plenary presentation per sub-group</li> <li>* listing all common problems</li> </ul>
Day 3	<p>Problem tree</p> <ul style="list-style-type: none"> <li>* working in 2 groups where all village sub-groups were presented; with identical common problems</li> <li>* building problem tree</li> <li>* game: 'drawing'</li> </ul>	<ul style="list-style-type: none"> <li>* building problem tree</li> </ul>
Day 4	<p>Objective tree</p> <ul style="list-style-type: none"> <li>* building objective tree</li> <li>* choose project interventions (criteria)</li> <li>* project indicators; specification objectives.</li> </ul>	<ul style="list-style-type: none"> <li>* 2 groups core together</li> <li>* game: 'set of coloured cards' (inter dependency; inter-sectoral cooperation)</li> <li>* lecture and exercise: 'planning of personal objectives' - 'health'</li> <li>* lecture and exercise: 'project cycle'</li> </ul>
Day 5	<p>Summarizing, evaluation</p> <ul style="list-style-type: none"> <li>* game: 'communication' (transfer of story)</li> <li>* game: 'goose'</li> <li>* evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>* evaluation exercise: 'what will you do with the workshop experience in your province/at your ministry?' + plenary presentation.</li> <li>* results evaluation forms</li> <li>* lecture: 'CIREFE's policy and planning'</li> </ul>
		Closing Ceremony

## LIST OF PARTICIPANTS.

AGENCY LEVEL	MIRD ( PLANNING )	MIRD ( HEALTH )	MMA ( FINANCE )	MIN ( INTERIOR )	MIN ( PLANNING )	MIN ( W. AFFAIRES )	PRDC	PDRD	PLANNING DEPT.	OTHER	TOTAL
NATIONAL	Nhep Phan. Deputy Director	Chhea Samnang. Director.	Chap Sovann. Deputy Director.	Houn Ma Orr. Chief of Statistics OIE	Poch Sovandy. Deputy Chief of Productive OIE.	Khem Sophorn. Dir. of Planning OIE.					
BATTAMDANG							Seng Vaiath. Secretaria.	El Say. Director.	Tiev Choulong. Deputy Director.	1- Vely Po, Deputy Dir. of Edu. Dept. 2- Kim Meng. Vice Head of Plan/ Fin. Office of Doh. 3- Ngoun Ratanak. Chief of Construction Office ( PWT ). 4- Yim Savooun. Dir. of dist. PDR ( Matung Ruesei ).	
DANTEAY MEANCHEY							Leak Tong. Secretaria.	Keo Dun Kol. Deputy Dir.	Ros Sophorn. Director.		
PURSAT								Ben San. Director.	Chhun Song. Director.		
SIAM REAP							Ros Sar. Secretaria.	Chhea Choeun. Director.	Sout Plsak. Director.	Prom Vonn. ICB Asst. CARERE.	
RATTANAKIRI							Buon Hom Oum Many. Vice gov.	Phan Phirin. Director.	Yat Sokhan. Director.		
# EXPECTED	1	1	1	1	1	1	4	5	6	6	25 Part's.
# NOMINATED	1	1	1	1	1	1	4	5	6	6	25 Part's.
# NOT YET NOMINATED	0	0	0	0	0	0	0	0	0	0	0 Part's.

Proposed interpreters :

- 1- Cheap Sam An, CARERE Battambang.
- 2- Ray Sano, CARERE Battambang
- 3- Ham Phiruth, CARERE Banteay Meanchey.

# GENERAL OOPP WORKSHOP

Annex 7

23 to 27 April 1996

## PARTICIPANTS

#	NAME	MIN - PROV./DEPAT.	PROVINCE	EXPERTISE
1	NHEP PHAN	MRD/NAT.	Phnom Penh	Professor.
2	CHEA SAMNANG	MRD/NAT.	Phnom Penh	Medicine.
3	CHAP SOVAN	MEF/NAT.	Phnom Penh	Finance, Economy.
4	HOUN MA ONN	Mo/NAT.	Phnom Penh	Statistic.
5	POCH SOVANDY	MoP/NAT.	Phnom Penh	Economy, Planning.
6	KHEM SOPHORN	MWA/NAT.	Phnom Penh	Accounting.
7	SENG VALATH	PRDC	Battambang	Agriculture, Planning
8	EL SAY	PDRD	B. Meanchey	Agri. Administration.
9	TIEV CHOULONG	Plan. Dept.	Battambang	Commerce, Planning
10	VAY PO	Edu. Dept.	Battambang	Professor
11	SO SOVATH	PDRD	Battambang	Eng. Agr. Machinery, WATSAN.
12	NGOUN RATTANAK	Const. Dept.	Battambang	Egn. of construction.
13	YIM SAVOEUN	PRDC	Battambang	Professor.
14	LEAK TONG	PRDC	B. Meanchey	Professor / Accounting.
15	KEO BUN KOL	PDRD	B. Meanchey	Administration.
16	ROS SOPHON	Plan. Dept.	B. Meanchey	Planning / Statistic.
17	BEN SAN	PDRD	Pursat	Agriculture.
18	CHHUN SONG	Plan. Dept.	Pursat	Economy / Planning.
19	ROS SAR	PRDC	Siem Reap	Agriculture.
20	CHEA CHOEUN	PDRD	Siem Reap	Professor.
21	SAOT PISAK	Plan. Dept.	Siem Reap	Planning.
22	PROM VONN	CARERE	Ratanakiri	Professor.
23	BUN HCM OUM MANY	PRDC	Ratanakiri	Economy / Planning.
24	PHAN PHIRIN	PDRD	Ratanakiri	Pedagogy.
25	YAT SOKHAN	Plan. Dept.	Ratanakiri	Economy / Planning.

WATSAN Planning Workshop  
29 April - 3 May 1996

Annex C

PROGRAMME

Day	Morning (08.00 - 11.30 hrs)	Afternoon (14.00 - 17.30 hrs)
Day 1	<p>Opening Speech CARERE</p> <p>Gaining Entry</p> <ul style="list-style-type: none"> <li>* getting to know each other (personally, expertise)</li> <li>* introduction to workshop (objectives, approach, methods, language, personal expectations)</li> <li>* game: '5 - points' (challenge to go and participate beyond known borders)</li> <li>* lecture: 'problem definition' (lack of..)</li> <li>* personal vision: problems in province, country from personal expertise background)</li> </ul>	<ul style="list-style-type: none"> <li>* lecture 2: 'problem definition'</li> <li>* exercise in groups: problem identification from WATSAN background ( per person: 2 main problems per sub-group: 5 major common problems)</li> <li>* feed-back: expectations participants</li> </ul>
Day 2	<p>Problem identification</p> <ul style="list-style-type: none"> <li>* exercise: 'development story' (main problems?)</li> <li>* game: 'black box' (problems must be experienced with senses; owner of problem)</li> </ul>	<ul style="list-style-type: none"> <li>* Common major problems (in 2 groups)</li> <li>* Common major problems (plenary; voting with coloured cards)</li> </ul>
Day 3	<p>Problem tree</p> <ul style="list-style-type: none"> <li>* working in 2 groups where all provinces/departments were presented; with identical common problems</li> <li>* building problem tree</li> <li>* game: 'drawing'</li> </ul>	<p>Objective tree.</p> <ul style="list-style-type: none"> <li>* building objective tree</li> </ul>
Day 4	<p>Objective tree</p> <ul style="list-style-type: none"> <li>* building objective tree</li> <li>* choose project interventions (criteria)</li> <li>* project indicators; specification objectives.</li> </ul>	<ul style="list-style-type: none"> <li>* Exercise: choose and formulate per province/department project + presentation</li> <li>* Problem and Objective tree in relation to project -/programme proposals</li> </ul>
Day 5	<p>Summarizing, evaluation</p> <ul style="list-style-type: none"> <li>* game: 'communication' (transfer of story)</li> <li>* game: 'goose'</li> <li>* evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>* evaluation exercise: 'what will you do with the workshop experience in your province/at your ministry?' + plenary presentation.</li> <li>* results evaluation forms</li> <li>* lecture: 'CARERE's policy and planning'</li> </ul> <p>Closing Ceremony</p>



## WATSAN OOPP WORKSHOP : 29 April - 03 May 1996.

## LIST OF PARTICIPANTS.

AGENCY / LEVEL	PRD (Planning)	HRD (Health)	WRD (WATER BASE)	PRD (DIRECTOR / VICE DIRECTOR)	PRD (Health Section)	PRD (Water Section)	Battambang WATSAN Committee	CAREERE WATSAN Staff	OTHER DEPT.	TOTAL
NATIONAL	Niep Phan. Deputy Director	1-Veth Sreng. Deputy Director. 2- Leang Solitha. Deputy Chief of Off.	1- Chhim Sophea Rth. Vice Head of RWS OIE. 2- Lay Silha. Staff of RWS Plan. OIE.							
BATTAMBANG				So Savath. Deputy Director.	Chav Sokha. Head of Section.	Un Syvbola. Head of Section.	Tes Hnanh. Prov. WATSAN Comm. chairman.			
BANTEAY MEANCHHEY				Keo Bun Kol. Deputy Director.	Toun Saroun. Head of Section.	Heng Siv. Head of Section.		Sam Geay Wathona. Senior WATSAN.		
PLUMKAT				Ben San. Director.	Hok Thoun. Head of Section.	Mth Morn. Head of Section.		Ma Saveth. Senior WATSAN		
SREAM REAP				Ros Ser. Deputy Director.	Bou Yanna. Head of Section.	Ly Savanarith. Head of Section		San Davvong . Senior WATSAN		
RATANAKIRI								1- Kong Sopha. Senior Agt / LCD 2- Ream Rth. Junior LCD.	1- Ms Kong Chhieng. Women Ass. 2- Mean Sarl. Edu. Dept. 3- Ma Ngat Sopha. Planning Dept.	
# EXPECTED	1	2	2	4	4	4	1	5	3	28 Partic.
# NOMINATED	1	2	2	4	4	4	1	6	3	28 Partic.
# NOT YET NOMINATED	0	0	0	0	0	0	0	0	0	0 Partic.

Proposed interpreters :

- 1- Cheap Sam An, CAREERE Battambang.
- 2- Chan Sothy, CAREERE Battambang.
- 3- Tan Visal, CAREERE Banteay Meanchey ?

## WATSAN OOPP WORKSHOP

29 April to 03 May 1986

PARTICIPANTS

#	NAME	MIN - PROV./DEPAT.	PROVINCE	EXPERTISE
1	NHEP PHAN	MRD/NAT.	Phnom Penh	Professor.
2	VETH SRENG	MRD/NAT.	Phnom Penh	Medical Doctor, Master of Public Health.
3	LEANG SOLITHA	MRD/NAT.	Phnom Penh	Medical Assistant.
4	CHUM SOPHEARITH	MRD/NAT.	Phnom Penh	Acheology / Well monit.
5	LAY SITHA	MRD/NAT.	Phnom Penh	Eng. of Ground Water
6	SO SOVATH	PDRD	Battambang	Eng. Agr. Machinery, WATSAN.
7	KEO BUN KOL	PDRD	B. Meanchey	Administration.
8	ROS SAR	PDRD	Siem Reap	Agriculture.
9	CHAO SOKHA	PDRD	Battambang	Medical Assistant.
10	CHEA SOPHA	PDRD	B. Meanchey	Medical ( Nurse )
11	HOK THUON	PDRD	Pursat	Medical Assistant.
12	BOU VANNA	PDRD	Siem Reap	Nurse.
13	OUN SYMIBOLA	PDRD	Battambang	Eng. of Hydrogeology.
14	PRAK HING	PDRD	B. Meanchey	WATSAN construction.
15	MITH MON	PDRD	Pursat	Nurse.
16	LY SOVANNARITH	PDRD	Siem Reap	Tech. of Hydrogeology
17	TES HEANH	WATSAN Committee.	Battambang	Agricultural Mecanisation / WATSAN.
18	SAM SEREYWATHANA	CARERE	B. Meanchey	Well construction.
19	MA SARETH	CARERE	Pursat	Medicine.
20	SAN DARAVONG	CARERE	Siem Reap	Organisation de travail en groupe.
21	REAM RIN	CARERE	Ratanakiri	Education.
22	PHEN VANDY	CARERE	Battambang	WATSAN construction.
23	Ms. KANN CHHIENG	Woman Association.	Ratanakiri	Analysis Planning Team.
24	MOEUNG SARY	Edu. Dpt.	Ratanakiri	Analysis Planning Team.
25	Miss. NGET SOPHEAK	Planning Dpt.	Ratanakiri	Analysis Planning Team.
26	CHHOUEUNG SARY	PDRD	Battambang	Medical Asst. / Well construction.