



**BUILDING RESILIENCE TO CLIMATE CHANGE IMPACTS – COASTAL SOUTHEAST ASIA
PROJECT CYCLE MANAGEMENT SKILL TRAINING WORKSHOP
Specific Designed for BCR Partners**

RachGia City, KienGiang Province, Viet Nam, 17-21 February 2014.

SUMMARY

One of the most important objective of IUCN's BCR project is to build the capacity of local government on designation, implementation and monitoring the climate change adaptation pilot activities at local level. Currently, BCR is working with 8 local agencies namely DONRE, DARD, WU, CPC, FMB in three provinces include KienGiang, Soc Trang and Can Gio district to implement 10 pilot projects since August 2013. However, due to the situation of local partner's capacity lack of experience on project management. And a BCR project MLE and data collection mechanism needs to be provided to project partners to serve for project reporting purposes. In the light of having better monitoring and evaluation mechanism, and providing necessary skills as well as solid and common understanding on Project Cycle Management (PCM), IUCN organized the PCM training workshop for 25 participants (*See the Participant List*). The workshop was held on 17-21 February, in Rach Gia City, KienGiang province. To learn more about the PCM workshop, click [here](#)

Consider raising funding for new climate change adaptation projects is an essential for provincial partners, the BCR project has provided Project Cycle Management skills training for all its partners. Together with the VCA/PLI training that all partners had earlier been provided with, the PCM training will enable partners to write effective funding proposals to seek funding from both government and other funding sources for further climate change adaptation projects as required.

The PCM subject is quite new in Viet Nam context, especially for government works. The project log-frame development required logical thinking and statement. In order to help participants to acquire the essential skills to write an acceptable proposal and to manage reasonably project activities in such a 4 day – workshop, the key training process was designed in small group exercise based on the case studies and the current capacities of trainees.

The training objectives were set as follows:

After 4 days, participants can be able to

- 1. Describe the concepts of project, project cycle and project cycle management.*
- 2. Identify problems and develop problem tree to clarify the cause – effect relationship.*
- 3. Design project log-frame based on LFA (logical framework approach)*
- 4. Develop budget plan based on output in log-frame*
- 5. Describe the concepts of result based management and M&E system, design M&E plan and select the appropriate data collection tools*

The workshop was divided into 4 modules (*More details, see Workshop Agenda*)

- Module 1: Basic concept of PCM
- Module 2: Project Planning
- Module 3: Monitoring and evaluation
- Module 4: Writing proposal

The following methods were applied: big group discussion, case study and small group exercise.

TRAINING RESULTS

1. Workshop attendance

Total participants: 34

- Can Gio Forest Management Board: 6
- Ben Tre DONRE: 2
- Soc Trang: 8
- KienGiang: 7
- Center for Integrated Coastal Planning and Management, Ho Chi Minh City: 2

And IUCN Viet Nam

(See Participant List in annex.)

Most of participants attended all sessions, except 2 participants from Soc Trang and 1 participant from KienGiang.

2. Workshop processes

The workshop started from 7:30 – 11:00 and from 13:30 – 17:00. At the beginning of each session there was warming up activity conducted by the rotating group. The session usually started by game based activity so that participants could analyze and draw out the key meanings or principles based on their own experiences. The participants were divided into 5 small groups. Each group worked to solve their own common climate change problem. At the end of the day the rotating group summed up and each participants recalled their most impression during the training.

- *Day 1:* Mr. Tran Chi Vien – Vice Director of KienGiang DONRE provided an introduction on PCM workshop. IUCN's Thanh introduced the purpose of PCM training. After the opening session, participants discussed on the project concept and the PCM. In the afternoon, participants explored the process to develop a project based on identified problem. Finally, 5 small groups analyzed the given problems drawn out from the partner's submitted pilot projects.
- *Day 2:* Participants continued small group exercises to identify the logical intervention based on the result of problem analysis in day 1.
- *Day 3:* Participants continued small group exercises to develop the project indicators. In the afternoon, participants practiced the case study relating to M&E concept and to experience the M&E planning.
- *Day 4:* Participants studied the project proposal structure and roles of each part. The remained time used for completing the exercises on proposal writing included project background, introduction, project elements and M&E.
- *Day 5:* IUCN's Andrew introduced MLE framework and IUCN expectation in term of technical requirements for end of project report. Thanh then called for an open discussion which encouraged partners raised questions on relevant to project implementation and reporting. IUCN's Dung and Thuy then responded to partner's concerns on financial issues and other common problem may happen in the project cycle.

3. Change in knowledge, attitude and skills after 4-day training workshop

- Participants understood exactly the concept of PCM in the context of the projects sponsored by IUCN in Viet Nam. Firstly, they could enumerate the stages of project cycle and the necessary tasks in each stage. They also learned that the project management focused on project effectiveness, efficacy and impact. Therefore, to manage the project, the manager must state clearly the expected change with the measurable indicators at the designation stage. Moreover, the manager must monitor regularly the change. They also recognized PCM required to use log-frame as a focal point for all of project stages. Finally, participants could list the stakeholder's roles in each stage of PCM.
- It was noticed that most of participants did not analyze technically the problem before the workshop. Therefore the problem analysis took more time to practice than that was planned in the workshop agenda. After practicing, participants were familiar with the process to draw out the cause - effect relationship after identifying the problem. The problem tree also helped participants to explain why they had to apply such intervention measures.
- Participants said that before the workshop they wrote the proposal without understanding about the logical intervention. After the workshop they understood clearly the definition of the project elements such as final goal, purpose, outcome and output. Around 80% of participants acquired the vertical and horizontal logical relationship of the project elements. However, they still facing difficulties to state logically when redesign their own project. One more constraint was the duration of approved existing projects was too short to result the impact, e.g. it was hard to produce outcome in just one year project cycle. Therefore, they could not state exactly the result change of their project.
- Most of participants could explain the reasons to use indicators to measure the project results and the criteria to select the suitable indicators. However through small group exercises, the participants showed that selecting the appropriate and practical indicators without the professional support was their challenge in the future.
- Participants' capacity on project proposal writing was improved remarkably thanks to the writing exercises. Participants understood well the roles of each part in the proposal structure. The problems that prevented them to write a good proposal were participants' background, the education level, the logical thinking and the statement capacities. These constraints could not be improved in such a 4 – day workshop.
- After the workshop most of participants showed their serious and careful thinking when developing a project proposal. In some extends they also became more self-confident thanks to their improved management knowledge and skills.
- Pre and post test results showed the clear change in PCM knowledge. Number of participants answered correctly has increased. However, in post-test, there were 15% of participants reach 75% of score while there were 85% of participants reached more than 50% of score. In some extends these results reflected meaningfully the change of participants and the achievement of the workshop. (See *pre – post-test questionnaire and results in annex*)

4. Limitation of workshop results

- There were 2 participants from Soc Trang and 1 from KienGiang could not absorb well the workshop contents due to education level and absence.
- Participants did not have enough opportunity to learn about the different kind of indicators such as impact, effectiveness, outcome and output. Participants asked for distinguishing the differences between outcome and output indicators. However, less than 50% of participants could state exactly by their own.
- In this workshop, some key values such as project participation, sustainability were mentioned briefly. It seemed that participants did not pay attention much because these values were not so important in their work environment.
- Lack of time for field visit at project sites to test for the tools and knowledge that trainees captured in the classroom.

CONCLUSION AND RECOMMENDATIONS

- The PCM workshop was met the crucial need to upgrade the project management skills of partner's staff. The existing proposals submitted by partners said that the PCM was a remarkable constraint of effective management. After the workshop, the knowledge and skills of participants have been improved meaningfully. The change of participants was contribute fruitfully for the next steps of IUCN in Viet Nam.
- PCM was a holistic skills issue and required the step by step learning. The 4-day workshop on PCM was too short for participants to absorb the complicated management processes. One more limitation was most of government staff in Viet Nam were not trained adequately practical management knowledge and skills. Therefore, this workshop just provided the very basic knowledge and skills in PCM only. Some topics should be introduced in detail when participants gained practical experiences in project management, e.g. project M&E, community participation.
- One of the reasonable way to expand the workshop results was to allow participants to rewrite the available proposal. Although the knowledge and skills of 60 – 70% of participants have improved clearly, it was recommended that they should rewrite the existing project proposal by applying the learned knowledge and skills. In addition, IUCN should give the professional support when they submit the project proposal.
- It is recommended that the partners should consider seriously and carefully the participation of stakeholders, especially the beneficiaries in project design stage. It is concluded that there was no evidence about the stakeholder participation in the pilot project development. IUCN should reach and agree with partner about the project development process.
- One of the current concerns was project sustainability. Currently, majority of participants did not have much experiences on community participation. Most of the intervention measures in their pilot project proposal showed a top – down manner and distributing that affected negatively the project ownership

and sustainability. If IUCN pursued the long term project impact, the community participation should be a criteria to negotiate with partners and to approve the proposal.

- Workshop design should consider one day field visit to allow participant testing and questioning then understand in detail base on real situation.

Annexes

Annex 1 - TRAINING AGENDA

Time	Content	Method
Day 1		
8:00 – 9:00	Opening Workshop orientation	
9:00 – 10:00	What is a project? What makes a project a success	Big group
10:00 – 10:20	<i>Break</i>	
10:20 – 11:30	Stages of a project cycle Concept of project cycle management (PCM)	Big group
11:30	<i>Lunch</i>	
13:30 – 15:00	Problem analysis (Problem tree)	Small group
15:00 – 15:20	<i>Break</i>	
15:20 – 16:30	Logframe definition The link of logframe to project cycle and PCM documents The strengths and common problems when applying the logframe approach	Big group
16:30	Summing up day 1	
Day 2		
8:00 – 10:00	Exercise: Developing Logframe & SMART indicators	Small group
10:00 – 10:20	<i>Break</i>	
10:20 – 11:30	Exercise: Developing Logframe & SMART indicators	Small group
11:30	<i>Lunch</i>	
13:30 – 15:00	Exercise: Developing Logframe & SMART indicators	Small group presentation
15:00 – 15:20	<i>Break</i>	
15:20 – 16:30	M&E indicators (concept and framework)	Case study and big group
16:30	Summing up day 2	
Day 3		
8:00 – 10:00	Essential of outcomes monitoring and outcome evaluation	Case study and big group
10:00 – 10:20	<i>Break</i>	
10:20 – 11:30	Tools for monitoring and evaluation	
11:30	<i>Lunch</i>	
13:30 – 15:00	Exercise: Designing and practicing on outcome monitoring tools for pilot project	Small group
15:00 – 15:20	<i>Break</i>	
15:20 – 16:30	Exercise: Designing and practicing on outcome monitoring tools for pilot project	Small group

16:30	Summing up day 3	''
Day 4		
8:00 – 10:00	Writing proposal	Small group
10:00 – 10:20	<i>Break</i>	
10:20 – 11:30	Writing proposal	Small group
11:30	<i>Lunch</i>	
13:30 – 15:00	Output-based budgeting	Small group
15:00 – 15:20	<i>Break</i>	
15:20 – 16:30	Output-based budgeting	Small group
16:30	Workshop Evaluation	
Day 5: 21 Feb 2014		
8:00 – 12:00	<ul style="list-style-type: none"> MLE framework: criteria, process, reports... <u>Focusing on:</u> <ol style="list-style-type: none"> 1. Relevance and quality of project design 2. Efficiency of implementation to date 3. Effectiveness to date 4. Impact prospects 5. Potential sustainability 6. Cross-cutting issues such as gender, the environment and good governance 	Big group/BCR
	<ul style="list-style-type: none"> Common issues and/or lesions learnt of project implementation (reference to Project Agreement between IUCN and Project implementing agencies) 	Mrs. Thuy – IUCN
	<ul style="list-style-type: none"> Project Financial Management, Experience sharing/ Lesion learnt Expenditure report (quarterly financial report, final financial statement) 	Mrs. Dung & Ms. Trang - IUCN
	<ul style="list-style-type: none"> Final project independent evaluation. 	BCR

Annex 2

MULTIPLE CHOICE TEST ON PROJECT CYCLE MANAGEMENT

1. What is a project?
 - a. A plan that aims to develop the country and is sponsored by government or INGOs.
 - b. An action plan that aims to a positive expected result in the future.
 - c. a and b are incorrect.
2. A project is a work that
 - a. Is unique, once and never repeated.
 - b. Give the learned lesson can be applied in the similar situation.
 - c. a and b are correct.
3. Project management is:
 - a. To use reasonably the resource to implement the project activities
 - b. To achieve the project objective with a reasonable input
 - c. a and b are correct.
4. The functions of project management are:
 - a. Assessment, planning, implementation and monitoring.
 - b. Planning, implementation, leadership and controlling
 - c. Planning, implementation, monitoring and evaluation.
5. The project management work starts when
 - a. Project is designed
 - b. Project is implementing
 - c. Project is sponsored officially.
6. Role of strategic plan are
 - a. Official base to account to the stakeholders
 - b. Official base to develop implementation plan and M&E plan.
 - c. a and b are correct.

7. Project cycle management means
 - a. To assess and consider the previous and following phases
 - b. To consider logical matrix as the focal point of the management tasks and adjust the logical matrix if needed
 - c. a and b are correct

8. Result based management requires the manager pays attention to:
 - a. The progress of the activity implementation.
 - b. The expected impact or change caused by the activity implementation.
 - c. a and b are incorrect

9. In order to estimate the needed time for each activity, the manager should
 - a. Break the work into the steps based on the activity structure.
 - b. Visualize the needed steps based on manager's experiences.
 - c. a and b are correct

10. The main reason to use Gantt chart in project management is:
 - a. Gantt chart helps manager to save the time.
 - b. Gantt chart helps manager to arrange the successive steps based on their dependence.
 - c. a and b are correct.

11. Output based budgeting means
 - a. The budget estimation and approval are based on the project activities
 - b. The budget estimation and approval are based on the expected results
 - c. a and b are correct.

12. In order to learn whether the activities are carried out on time or not, the manager should:
 - a. Collect data from the reports and compare the results with the milestone in the plan
 - b. Visit the field to observe
 - c. a and b are correct.

13. The relation between the project monitoring and evaluation is:
- The evaluation must base on the regular monitoring results
 - The monitoring provided data for evaluation
 - a and b are correct.
14. What is an indicators?
- Are signs to show the achievement level of project goal, outcome and output
 - Are signs to prove whether the activities are fully implemented or not.
 - a and b are correct.
15. What did the following indicator prove: "At the end of the first year there are 60 commune staff are trained on Farmer Club management in which 80% of commune staff reach 80% score of project skills"
- The quantitative aspect of the project management
 - The qualitative aspect of the project management.
 - The quantitative aspect of the project results.
 - The quantitative and qualitative aspect of project management.
16. If the manager does not set up the project indicators, he:
- Cannot make detailed implementation plan.
 - Cannot make detailed M&E plan.
 - Cannot manage effectively the project
17. A project manager, he/she should pay attention to
- Effectiveness and efficacy of project activities
 - Effectiveness, efficacy and impact of the project
 - Input and output of project.
18. The project ownership means
- The beneficiaries feel that this is their project, not the project of the outsiders
 - The institution who implement the project fell that this is their project, not the project of the donors
 - a and b are correct.
19. The project relating to climate change adaptation focuses the efforts on
- The infrastructure built by the project
 - The community capacities to adapt with the climate change
 - a and b are incorrect
20. The project community participation means:
- Communities are the beneficiaries of the project

- b. People in the communities contribute ideas, experiences, materials, labors... in project implementation
- c. a and b are incorrect.

Annex 3**Pre and post test results**

Number of correct answer	Pre test		Post test	
	Number	Percentage	Number	Percentage
20	0	0	0	0
19	0	0	0	0
18	0	0	0	0
17	0	0	0	0
16	0	0	2	10
15	1	4	1	5
14	0	0	4	20
13	1	4	3	15
12	1	4	2	10
11	0	0	3	15
10	4	16	3	15
9	7	28	1	5
7	6	24	1	5
6	4	16	0	0
5	1	4	0	0
Total	25	100	20	100

**Annex 4
Participant List**

KHÓA TẬP HUẤN CHUYÊN ĐỀ: QUẢN LÝ CHU TRÌNH DỰ ÁN
Dự án: Cải Thiện Sức Chống Chịu Với Tác Động Của Biến Đổi Khí Hậu Vùng Ven Biển Đông Nam Á - BCR
KiênGiang, 17- 21 Tháng 02 năm 2014

DANH SÁCH CÁN BỘ THAM GIA TẬP HUẤN

STT	HọvàTên	Cơquan	Tỉnh	Chứcvụ	Địa chỉ email	Điệnthoại
1	VõHoàngĐan	Chi cụcKhai thác và Bảo vệ Nguồn lợi thủy sản – DARD	Sóc Trăng	Chuyên viên	vh_dan81@yahoo.com.vn	0907.789.072
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28	Nguyễn Thu Trang	IUCN				
29	Nguyễn T P Thanh	IUCN				
30	Tăng Phương Giản	IUCN				
31	Andrew Wyatt	IUCN				
32	Nguyễn Thị Thanh Thủy	IUCN				

33	Nguyễn Thị Kim Dung	IUCN				
34	Nguyễn Đức Tú	IUCN				