

ANNEXURE C



the samdi

Department:
SA Management Development Institute
REPUBLIC OF SOUTH AFRICA

JICA AMDIN TRAINING OF TRAINERS REPORT - JUNE 2007

1. Background

The Africa Management Development Institute Network (AMDIN) was launched at the Sandton Convention Center in Johannesburg in the Republic of South Africa, from the 24th to the 26th August 2005. AMDIN is the initiative of the Conference that was initiated by the Development Policy Management Forum (DPFM) in 2000, held within the framework of NEPAD and agreed to Pan African “Governance and Public Administration” Capacity Development Programme. The programme, as approved by African Ministers of Public Service, is intended to serve as a vehicle to mobilize global and continental partners and facilitate the establishment of the required continental and regional interventions to support governance and public administration improvement efforts.

The programme places special emphasis on building the capabilities of African MDIs so that they can play a lead role in continental, regional and national public sector capacity development interventions.

2. Project description

The Training of Trainers Programme for Capacity Building of Management Development Institutions in Africa aims to establish a high level training programme for senior managers in the African Public Sector Institutions over 5 years (FY2006-FY2010). The curriculum and training material will be developed in one year (and it was requested that 20 persons are also trained in one year) where after the remaining trainers will be trained from year two onward. The trainers trained will then roll out the identified modules or curriculum developed. If further funding is available the generic content can be developed for the 10 topical issues - curriculum which the trainers must customize and translate to address the specific needs of the region. The TOT programme must equip Trainers to utilise training methodologies suitable to train managers of the region.

3. Objectives of the AMDIN TOT

The objective of the ‘Training of Trainers’ programme is to establish a network of capable trainers, with a focused curriculum and training material which is responsive

to the needs of NEPAD. The choice of the 'curriculum' and areas of focus for the training will be directed at establishing the participating MDIs as centers of excellence for high level Public Administration training within five years.

While being responsive to the needs of NEPAD, the curriculum and material will be developed in a manner that will accommodate diversity of needs and contextual information. This is in line with one of the objectives of NEPAD that is to place African countries both individually and collectively on a path of sustainable growth and development through capacity building of the state for development. The central focus would be to build a community of trainers, delivering a high level of programme with common core elements of focus. The question is whether AMDIN will give the support

The course material was designed to meet the needs of all learning styles and backgrounds. Module 1 (Context of ETD practices) of the TOT course has got contextual information about some of the HRD issues in the African countries. To further entrench relevance and exclusivity, all participants were required to bring documents about their countries' policies and Acts. Besides the first module on the "Context of ETD practices" of the TOT course, all other 6 modules are as generic and can be relevant anywhere in the world.

6 TOT Modules	10 Topical Issues
1. Context of ETD Practices	1. Globalisation and Regional Integration
2. Planning and Design of Outcomes Based Learning	2. Inter and Intra-Governmental Relations
3. Presenting and Facilitating Learning	3. Public Policy Development and Management
4. Use of Technology and media in facilities	4. Strategic Planning and Budgeting
5. Assessment and Moderation of learning achievements	5. Leadership and Human Resources Development
6. Continuous occupational expertise development	6. Public Sector Restructuring and Human Resources Management
	7. Public Finance, Budgeting and Financial Management
	8. Ethics and Anti-Corruption
	9. E-Government and Knowledge Management
	10. Public Participation and Service Delivery

4. Programme Outputs and Focus Areas

In line with the stated objectives and intended impact of the programme, the central output would be to establish a high level of African training programme for senior managers in African public sector institutions within five years. The programme will constitute a maximum of ten topical issues to be developed over the five-year period.

Each topical issue of the programme can be delivered as a self-standing module. The following captures the broad outputs for each topical issue.

- Develop a curriculum framework and learning methodology to develop and facilitate learning material on key focus areas identified. A high level peer-review curriculum that includes a clear indication of the areas to be covered and the knowledge, skills and attitude changes that the curriculum responds to.
- Training material: Design and develop a high-level train-the-trainer learning material, with relevant reading materials, teaching case studies, assessment material and guidance for training delivery for the trainers
- MDI Trainers: Presentation of training-of-trainers skills programme. Approximately 200 trainers of 20 trainers per session (10 sessions) from African MDIs who are able to understand and utilize the curriculum and training material for the delivery of the training modules to senior public sector officials.

Overall, the Memorandum of Understanding is an agreement signed for the TOT only and not for the development of the ten topical issues. This creates a gap around the initial goal to train on the ten topical issues as:

- currently there is no capacity in place to facilitate the development of the topical issues.
- There is no support to support MDIs to develop the topical issues.
- There must be a body to train on topical issues, support, and lead the follow up support
- When will this be done?
- Here are no funds towards the development of the topical issues.

4.1. Implementation and Partnership

AMDIN values partnerships, and this project is implemented in partnership with JICA and other MDI's with capacity to support the project. The AMDIN Executive Committee will play the role to provide strategic guidance for the project and will act as the Project Steering Committee who will provide strategic leadership and monitor the progress with implementation of the programme, with support from the AMDIN Secretariat. The AMDIN Executive Committee had the first Project Steering Committee meeting from 9 to 11 May 2006 in Pretoria where they discussed progress on implementation of the programme and the strategy. Following this meeting there will be a meeting between SAMDI, JICA and AMDIN on 14 June 2007 at the SAMDI offices where AMDIN will report on the outcomes of the meeting. The purpose of the meeting is to evaluate progress of the TOT programme so far and identify any gaps. This will give direction as to the progress of the TOT programme for the next training scheduled for September 2007.

The Memorandum of Understanding states that SAMDI will assist to ensure that the AMDIN Secretariat is established in support of projects to be implemented with JICA funding support. SAMDI has and is still providing the support in terms of office space, telephones, administration HRDT delivery Unit and SST Unit support to the AMDIN Secretariat.

4.2. Programme preparation

SAMDI sent a letter to the National Treasury in 2006 to confirm the TOT programme. AMDIN was created in 2005, however, a delay was encountered between SAMDI and JICA with the signing of the MOU and the Presidential Minute (due to government protocol) thus the programme was postponed until FY2006. The MoU had to be taken through the Department of Justice, National Treasury for comments, and the Department of Foreign Affairs for approval. After approval the MoU was sent to the Office of the State President for a Presidential Minute to authorize the Minister of Public Services and Administration to sign the MoU on behalf of the Government of South Africa. The whole procedure took months to complete.

This preparation was done in collaboration between JICA, AMDIN and SAMDI through discussions in a series of meetings held in year 2006, and in the first two months of 2007. The purpose of these meetings was to first discuss the agreement between SAMDI and JICA, outline an overview of the TOT programme, discuss logistics, confirm activities of the programme in preparation for the training due in March 2007 and role clarification. The meetings were also in preparation towards the signing of the MoU.

JICA officially approved the Training of Trainers Programme in February 2007, with the signing of the MoU.

4.2.1. Signing of the MoU

The MoU was signed on 20th February 2007 by the South African Minister of Public Service and Administration, Ms Geraldine Fraser-Moleketi and the Resident Representative South Africa Office for Japan International Cooperation, Norio Shimomura.

A consultation process between SAMDI International Relations (IR) and AMDIN Secretariat pursued in terms of logistics of the selection criteria, the regions, and the selection process for the first round of training. AMDIN provided the database from which the participants would be drawn from the African continent to participate in the programme. By 10th February 2007 the nominated 20 participants in total were selected for the programme and they represented the following MDIs:

- The Ethiopian Civil Service College (ECSC)
- The Tanzania Public Service College (TPSC)
- The Uganda Management Development Institute (UMI)
- The Malawi Institute of Management (MIM)
- The Zimbabwe Institute of Public Administration and Management (ZIPAM)
- The Swaziland Institute of Public Management and Administration (SIMPA)
- The South African Management Development Institute (SAMDI)
- The Administrative Staff College of Nigeria (ASCON)
- The Liberia Institute Public Administration (LIPA)
- The Ghana Institute of Management and Public Administration (GIMPA)

In addition, Ghana-JICA sponsored three senior officials from the Ghana Ministry of Public Service Reform making an overall of 23 participants on the programme.

JICA handled all the travel and accommodation logistics for the participants. The AMDIN Secretariat became involved in the logistical support of the programme in January 2007 in terms of the selection process, providing the database from which the participants would be drawn from the African continent.

5. Report on progress

5.1. KRA 1: Develop a curriculum framework and learning methodology for TOT learning material

5.1.1. Service provider

The Training of Trainers programme is a SAMDI programme meant for 15 days. It was agreed that the programme needs to be customized without losing any value to accommodate the AMDIN participants. The University of South Africa (UNISA) Adult Based Education and Training (ABET) Institute was appointed as the service provider to customise the learning material and to facilitate the learning programme. The customization and presentation was quoted at R75 000,00. inclusive of the facilitation of training as well. SAMDI carried the cost for this development.

The customization was however done on the first module to be suitable for the African content. The first module is

- “Context of Education, Training and Development (ETD) practices in Africa

The Human Resource Development and Training (HRDT) unit at SAMDI was responsible for the alignment of the other 6 modules, namely:

- Module 2 Planning and Design of Outcomes-based learning.
- Module 3 Presenting and Facilitating Learning
- Module 4 Use of Technology and media learning facilitation
- Module 5 Assessment and evaluation of ETD practices
- Module 6 Continuous occupational expertise development

The Training of Trainers programme material armed trainers with skills and formed a basis for the participants to be able to develop themes around the ten self standing topical issues that they are expected to develop and implement in their own MDIs. The UNISA course report states that the training was contextualized as the training was related to the proposed materials development. However, as mentioned earlier in the report, there is a gap on how this will be followed up and led as currently there are no plans in place on how this will be carried out.

The UNISA report recommends that the future training of AMDIN trainers should introduce the notion of “Master Trainer” who will be ready to train a second tier of trainers and that this training be linked with the proposed 10 topical issues.

5.1.2. Participants’ comments on the learning material

The participants overall comment on the material was positive as they were happy with the content. Their responses were obtained from their written Reaction Evaluation Questionnaire (REQ), 5 rated the material as excellent and 17 rated it as good. On following up with a brief telephone survey, these are some of the comments on the material:

- This was good material with practical examples and adequate for a trainee.
- I am using the learning experience and material to customize that to one's environment.
- I liked the "Batho Pele" principles and I have developed a course in line with the Batho Pele Principles.
- Incorporate best practice material and share lessons
- Quite good learning material, that has enabled them to customize training to suit their environments
- The participants mentioned that they were promised updated material/ revised version and they would like to receive that.
- Two participants recommended that the size of the file be reduced to increase interest of participants, maybe have an addendum where participants will be referred to for work discussions.

5.1.3. Workplace implementation

The course is not aligned to Unit Standards but is linked to job profiles of the trainers. The training material has been developed in line with South African Qualifications Authority (SAQA) standards. Participants were not given any Portfolio of Evidence (POE). This creates a gap as the participants do not have any workplace implementation to apply the theory learnt in the course in terms of POE and the action plan. This has to be addressed in structuring the next training session so as to have an action plan with support for the participants when they are back in the work place.

5.2. KRA 2 Design and develop train-the-trainer learning material

- SAMDI procured external experts to update learning material on TOT for the presentation to MDIs.
- Material was submitted to SAMDI Curriculum Review Committee for approval and this was approved.
- The training material developed with support from SAMDI is utilized to train the trainers from MDI's how to interpret and develop learning material to be developed through further support from AMDIN into practical learning experiences for the regions.

The SAMDI TOT material is generic and is meant to support the ten topical issues of the AMDIN NEPAD as it forms the basis and its content influences the modules or themes. During the training session, contact details were released to facilitate the networking. This is not enough and the mechanisms on result-oriented networking and its nature has to be dealt with by all stakeholders: AMDIN, SAMDI, JICA. The

10 topical issues are stated as goals for the participants to ensure that their courses are aligned to them.

AMDIN is in the process of developing a webpage that will support the MDIs.

5.3. KRA 3 Presentation of Training the trainers skills programme

5.3.1. General Appreciation

Based on the facilitator's report, SAMDI officials gave excellent support in looking after the needs and requests of the participants and facilitators. The success of the course, within the compressed timeframe, could be attributed to the caliber of the facilitators and the participants. Overall the participants selected for the course were excellent who gave their full support and consistently showed willingness to learn, share, participate and make positive contributions.

5.3.2. Facilitation

- The Programme was facilitated by four facilitators under the leadership of Professor Veronica Mckay from UNISA. The co-facilitators were Mr Dumisani Ntombela, Professor John Aitchison and Mr Herman Kotze.
- The first 10-day TOT workshop was facilitated from 12 – 23 March 2007 at the Hotel 224 in Arcadia in Pretoria. Training took the form of a residential training workshop.
- The target groups for the training were participants from the Anglophone African Management Development Institutes from 10 countries.
- 23 participants attended the training of which only 4 were females. The participants were senior government managers from various fields of expertise. The group's biographical information is attached. (**Annexure A**).
- In the second week of the programme participants made presentations to the class based on the topics provided to them. The presentations were a mixture of individual and co-facilitation.
- In contextualizing the training the training was based on the content of the proposed ten modules and the proposed AMDIN training that the participants would be expected to be engaged in.
- Participants made presentations on 20 and 21 March 2007.

The participants were as follows:

Country	No of delegates	No of women	MDI
Uganda	2	0	UMI
Ghana	1	0	GIMPA
	3	2	JICA

Zimbabwe	2	0	ZIPAM
Nigeria	2	1	ASCON
Ethiopia	2	0	ECSC
South Africa	2	0	SAMDI
Malawi	2	1	MIM
Swaziland	2	0	SIMPA
Liberia	2	0	LIPA
Tanzania	2	0	TPSC

5.3.3. Reaction Evaluation Questionnaire (Participants' comments)

Evaluation on the programme: Learning was assessed throughout the delivery or facilitation period in the form of formative assessment. At the end of the course participants were requested to complete a Reaction Evaluation Questionnaire (REQ). A follow up brief telephone survey was done by the SAMDI ODA Coordinator on 09 May 2007 with 5 participants randomly selected from the list of participants. At least one participant was selected from each country represented.

- Based on the feedback from the participants on the REQ, it is suggested that the course was well presented by the four facilitators, bringing different strengths thus broadening the scope of exposure.
- The course was made to be interactive, informative and empowering to the participants.
- The interaction among the group also shared a lot of knowledge and information about each country's policies.
- About MDI contexts and replication possibilities in their own MDIs, participants indicated that the training is often ineffectual as resistance to change means that when trained people go back to work they do not implement what they have learnt. They recommended adopting Ethiopia's approach where training started with Ministers.
- Sufficient emphasis needs to be placed on Training and Development (T&D) in many government departments for training to be a success and the momentum of training should be driven from top management.

Government policies on Training and Development should be approved to ensure the success of all training interventions. From the telephone survey participants highlighted the significance of involving the top management in all correspondence from AMDIN so they are aware and will be willing to give support.

In terms of support structure two participants recommended that there be an Exchange programme so that they can spend time at SAMDI and learn from best practice. This they think would enrich them further in a practical way.

5.3.4. Challenges for the participants

- The challenge is the implementation of the outcomes of the course as there is no workplace action plan for the participants to implement the learning gained during the course. This would help in making the total learning experience. A second challenge is the lack of support from top management in their implementation.
- A call was made by participants to get commitment from the AMDIN management for the programme to be implemented in different MDI's.
- Participants argued that without the buy in of management the programme will not be implemented.
- A suggestion was made that there be a centre coordinating the project of developing learning materials for the areas identified under AMDIN.
- The programme schedule for the topics covered is attached (**Annexure B**).

5.3.5. Resources

SAMDI provided two laptops with two 3G data cards to ensure that a suitable training environment was created for the participants to learn. These laptops were provided to participants to have access to information by conducting research on the internet for current HRD issues. The two laptops were however not sufficient for the 23 participants. Participants were sharing these two laptops for their research and preparations for their presentations. It is recommended that more laptops or computers be provided for the next training.

The other problem was the lack of a photocopier machine in the training venue. Participants brought documents from their respective countries for sharing during training. Making these copies was a challenge because one had to travel to Batho Pele House. The hotel has a photocopier machine but was costly. It is therefore recommended that a photocopier be provided to make copies during the sessions. The support from our IT section needs to be strengthened in order to provide the necessary IT support in the future.

Each participant was provided with a compact disc which included presentations and contact details. They were further promised that the training manual will be sent to them electronically once all the possible changes are effected.

6. Excursion

The participants expressed a wish to be taken on a tour as part of the course to have extra curricular activities. The HRDT together with International Relations played a key role in coordinating the tour. JICA deserves mentioning as well because of the financial support they provided to ensure that the tour takes place. The tour started on Saturday morning, the 17th of March 2007 in the company of three SAMDI employees, Ms Kamogelo Gaesite, Mr. Humbulani Madzhe and Mr. Samuel Makhuele. We visited among places, Houghton suburb, Oriental Plaza for shopping, the apartheid museum and Soweto. We had our lunch at Sakhumuzi restaurant in Soweto. They also enjoyed the live performance of traditional music by

the local groups. The participants expressed great delight and appreciated JICA and SAMDI's hospitality in taking them out on a tour.

7. Graduation ceremony

The graduation ceremony for the programme was planned for Thursday, the 22nd of March 2007 at the Hotel 224. The purpose of the graduation is to enhance portability of the training. The HRDT arranged the ceremony with the help of the Marketing and SST sections, Ms Elize Pieterse who designed the certificate template and Ms Theolene Patrick who did the printing of the certificates. The programme for the graduation ceremony is attached (**Annexure C**). Participants chose Mr. Manuel Faraih to represent them during the graduation ceremony. Mr. Faraih expressed gratitude and appreciation for the opportunity provided by JICA, AMDIN and SAMDI for the participants to attend the TOT programme in South Africa. He also expressed appreciation to the facilitators who demonstrated a great deal of knowledge in the subject and the manner in which they handled the group.

The Director-General, Dr F.M. Orkin made an opening address whereas Mr Rufus Mmutlana, Deputy Director-General for OD & TS, delivered a key-note speech. Another key-note address was made by the Chairman of AMDIN, Dr C. Ndlovu from Zimbabwe. The programme director was the Chief Executive Manager, Ms Lucky Moeketsi. This kind of high level visibility lends the necessary support to such training.

8. Financial Report

8.1. The report received from Junko Uno on from JICA 1 May 2007 is as follows:

Original Budget for TOT programme for FY 2007 is	R597, 857.80
Expenditure for FY 2007 for 20 participants is	R457, 854.91
Balance	R140,002.89

(Attachment of JICA Expenditure as **Annexure D**)

8.2 SAMDI Expenditure

SAMDI's expenditure is at **R75 000.00** for the development of material and facilitation of the TOT training which excludes the cost of SAMDI trainers for development of material and programme management.

9. Value Added by the TOT course

In terms of value added by the course to the participants' overall rating, 12 rated it as "excellent" and 9 as "good" in the course reaction evaluation questionnaire (REQ). This was done at the end of the TOT course on 11 March 2007.

As a follow up to the REQ ratings, the SAMDI ODA Coordinator did a follow up brief telephone survey to a sample of the TOT participants on 9th May 2007. Five participants were contacted from the following countries, Uganda, Malawi, Ethiopia, Liberia and Swaziland. In the telephone survey participants further elaborated that the course added value for them in terms of improved presentation skills, increased skills in training materials development, curriculum design and methodology. This confirms the practical value of the programme.

Another value added was in terms of the Outcomes Based Learning approach as opposed to the Objectives they used before, Outcomes Based Learning guided them in terms of what and how to implement in the workplace.

A value added was in learning about other MDIs and where to get more information.

They found the Batho Pele principles useful in applying in their contexts. They have also realized that the success of the MDI depends on the relation between MDIs and Top Government. This is the part they would like to work on in their countries. From this course they also realized the need to pilot the National Qualifications Framework (NQF) as other countries do not have it but would be helpful in shaping their MDIs.

8. Conclusion

The programme was successful and a learning experience for both SAMDI and all the stakeholders involved. The training was rated in a positive light by the participants, with all course objectives being met. The strongest element of the course for the participants was the way the course content was facilitated. The course was well received with all information important and added value to learning.

Participants responded well to the action-oriented approach to the training as they contributed to the development of the proposed train-the-trainer curriculum. Participants indicated that an opportunity to continue with the networking would be welcome on their side.

There was a general consensus among participants and the trainers that the course was essential for the various countries, that the merit of the training lay in the interdisciplinary abilities of the participants with diverse backgrounds.

Overall there was concern about the selected venue, for the next training a conducive venue should be used to the benefit of the participants. Internet facilities should be available and any photocopying can be done beforehand for handouts.

The meeting due in the last week of May between JICA, AMDIN, and SAMDI will decide on how best to structure the next training for the second group of trainers.

ANNEXURE C

ANNEXURE A: Biographical Information

Position	MDI	Gender	Age	Qualifications	YRS exp.
Consultant	UMI	M	29	MBA	5
Consultant	UMI	M	41	MA	5
Trainer & Consultant	TPSC	M	34	MA	2
Assistant Consultant	TPSC	M	37	MA	2
Principal Lecturer	GIMPA	M	54	PHD	10
Lecturer	GIMPA	M	38	PHD	2
Facilitator/ Trainer	ASCON	F	49	MA	14
P/ Management development officer	ASCON	M	42	MPA	3
Special Assistant - DG	LIPA	M	50	BPA	3
DDG - Training	LIPA	M	48	MDM	2
Lecturer/ Consultant	ECSC	M	39	MA	10
Trainer & Consultant	ECSC	M	38	MA	15
Mangt Training Consultant	ZIPAM	M	47	MBA	21
Senior Lecturer	ZIPAM	M	46	MBA	3
Mangt Devt. Cunsultant	MIM	M	41	MBA	15
Mangt Devt. Cunsultant	MIM	F	54	MA	32
Senior Lecturer	SIMPA	M	38	BA	10
Dean of Studies	SIMPA	M	49	BBA	10
Manager/ DD Service Delivery Training	SAMDI	M	41	MBA	10
Deputy Manager: Finance & PM Training	SAMDI	M	37	Btech	7

ANNEXURE C

ANNEXURE B: Schedule of topics covered

THE TRAINING OF TRAINERS COURSE FOR AMDIN

DATE: 12-23 MARCH 2007

DAY 1 (Monday, 12 March 2007)		
MODULE 1	The context of Education, Training and Development practices in Africa	
Time	Activity	Outcomes
08:00-08:30	Arrival and Registration.	
08:30-08:45	AMDIN: CEO	
08:45- 09:00	Secretariat: SAMDI	
09:00-10:00	JICA: Travel and accommodation logistics.	
10:00-10:20	Tea/ Coffee	
10:20-12:30	The context of Training and Development context in the African Continent is explored. (Using group discussions and brainstorming methods and comparative analysis).	<ul style="list-style-type: none"> • Discuss the importance of people development in Africa. • Identify national and international programmes that addresses people development in Africa. • Describe the basic principles of training and adult learning. • Explain the Outcomes based approach to Education and Training. • Discuss the training and development process. • Discuss training and development strategies. • Critically discuss challenges faced in people development for Public Sector Employment in Africa.
12:30-13:15	Lunch	
13:15-17:00	Review of concepts and practices which are: the training process, Outcomes based education and Adult learning principles and strategies.	
	End of day 1	

DAY 2 (Tuesday, 13 March 2007)		
MODULE 2	Training Needs Assessment	
Time	Activity	Outcomes
08:30-09:00	Recap Module 1 Activities	<ul style="list-style-type: none"> • Define Training needs assessment. • Explain the importance of effective investigative methods. • Explain the importance of identifying job skills. • Identify methods of investigation for Training Needs Analysis. • Interpret information using appropriate methods of analysis.
09:00-10:00	Discuss the concept Training needs Assessment (TNA) in relation to Training Cycle.(Brainstorming and discussion on plenary and the show of slide on Training Cycle).	
10:00-10:20	Tea/ Coffee	
10:20-12:30	Group Discussions on Training needs analysis : Investigating methods by using a tool called Evaluation Criteria Matrix.	
12:30-13:15	Lunch	
13:15-17:00	Evaluation Criteria Matrix (continues)	
	End of day 2	

DAY 3 (Wednesday, 14 March 2007)		
MODULE 2	Training Needs Assessment	
Time	Activity	Outcomes
08:30-09:00	Recap the previous day of Module 2	<ul style="list-style-type: none"> • Define Training needs assessment. • Explain the importance of effective investigative methods. • Explain the importance of identifying job skills. • Identify methods of investigation for Training Needs Analysis. • Interpret information using appropriate methods of analysis.
09:00-10:00	Discuss the training needs as identified by Groups (Simulation method).	
10:00-10:20	Tea/ Coffee	
MODULE 3	Planning and Design of Outcomes based learning Material	
Time	Activity	Outcomes
10:20-12:30	Training Cycle to introduce the Designing of Training Material. Designing material by dealing with outcomes and training needs and the way they inform material.	<ul style="list-style-type: none"> • Plan and design outcomes-based learning. • Explain the importance of learning outcomes. • Structure training material to suit needs of the learner. • Explain the factors that influence the selection of content. • Develop a facilitator/ training Guide. • Select appropriate resources and methods for training. • Develop training material and identify evidence requirements. • Select appropriate assessment instruments for assessment purposes.
12:30-13:15	Lunch	
13:15-17:00	Group work on designing: Using training needs results of previous module and outcomes.	
	End of day 3	

DAY 4 (Thursday, 15 March 2007)		
MODULE 3	Planning and Design of Outcomes based learning Material	
Time	Activity	Outcomes
08:30- 9:00	Recap	<ul style="list-style-type: none"> • Plan and design outcomes-based learning. • Explain the importance of learning outcomes. • Structure training material to the suit needs of the learner. • Explain the factors that influence the selection of content. • Develop a facilitator/ training Guide. • Select appropriate resources and methods for training. • Develop training material and identify evidence requirements. • Select appropriate assessment instruments for assessment purposes.
9:00-10:00	Group work on selection of content during material designing.	
10:00-10:20	Tea	
10:20-12:30	Selection of appropriate methods and techniques. Explore different materials which should be the products of designing	
12:30-13:15	Lunch	
13:15-17:00	Designing a facilitator's guide/ Process Guide. Designing the evaluation instrument (Participants may work in groups that are informed by their specialist areas at work – they would have been asked to bring documents related to their work)	
	End of day Day 4	

DAY 5 (Friday, 16 March 2007)		
MODULE 4	Presenting and Facilitating Learning	
Time	Activity	Outcomes
08:30- 9:00	Recap the previous day.	<ul style="list-style-type: none"> • Describe basic principles of training and adult learning. • Select appropriate training methods in line with the outcomes and target group. • Preparation of both physical and psychological environment for training. • Explain the principles of effective communication. • Describe the various learning theories and the role of facilitator. • Explain the group dynamics in training. • Identify the characteristics and skills of a facilitator.
9:00-10:00	Review of the concept: Adult learning Principles. Group work on Adult learning principles.	
10:00-10:20	Tea	
10:20-12:30	Explore Learning theories. Brainstorming group dynamics.	
12:30-13:15	Lunch	
13:15-17:00	Communication skills in relation to training facilitation. Characteristics of facilitation and presentations explored in groups.	
	End of Day 5	

DAY 6 (Monday, 19 March 2007)		
MODULE 5	Use of Technology and media in learning facilitation	
Time	Activity	Outcomes
08:30- 9:00	Recap the previous day.	<ul style="list-style-type: none"> • Select appropriate technology and media for learning facilitation. • Explain the layout and guidelines for successful presentations. • List the advantages and disadvantages of training media. • Discuss the factors that affect media and technology selection. • Plan and develop high and low technology.
9:00-10:00	Discuss the role of technology and media in learning facilitation	
10:00-10:20	Tea	
10:20-12:30	Advantages and disadvantages of technology in training. Characteristics of PowerPoint slides	
12:30-13:15	Lunch	
13:15-17:00	Usage of various technological and media tools.	
	End of Day 6	

DAY 7 (Tuesday, 20 March 2007)		
MODULE 4 & 5	Presenting and Facilitating Learning Use of technology and media in learning facilitation	
Time	Activity	Outcomes
08:30- 9:00	Recap the previous day.	<ul style="list-style-type: none"> • Describe basic principles of training and adult learning. • Select appropriate training methods in line with the outcomes and target group. • Preparation of both physical and psychological environment for training. • Explain the principles of effective communication. • Describe the various learning theories and the role of facilitator. • Explain the group dynamics in training. • Identify the characteristics and skills of a facilitator.
9:00-10:00	Presentations (Recorded): Every participants will have: 20 minutes presentations, 5 minutes for inviting questions and inputs and 5 minutes for the facilitator to invite comments that assess the participants' presentations Total of 30 minutes).	
10:00-10:20	Tea	
10:20-12:30	Presentations continue.	
12:30-13:15	Lunch	
13:15-17:00	Presentations continue.	
	End of Day 7	

DAY 8 (Wednesday, 21 March 2007)		
MODULE 4 & 5	Presenting and Facilitating Learning Use of technology and media in learning facilitation	
Time	Activity	Outcomes
08:30- 9:00	Recap the previous day.	Practical presentations and feedback as provided by the facilitator and the other participants.
9:00-10:00	Presentations continue	
10:00-10:20	Tea	
10:20-12:30	Presentations continue.	
12:30-13:15	Lunch	
13:15-17:00	Presentations continue.	
	End of Day 8	

DAY 9 (Thursday, 22 March 2007)		
MODULE 6	Management and Evaluation of Education, Training and Development	
Time	Activity	Outcomes
08:30- 9:00	Recap the previous day.	<ul style="list-style-type: none"> • Explain the importance of Management and Evaluation in ETD. • Discuss the importance of effective record keeping. • Identify and confirm training costs with appropriate personnel. • Select appropriate resources for training. • Discuss quality assurance processes in ETD.
9:00-10:00	Administration of training is discussed: Record keeping. Training costs. Training reports.	
10:00-10:20	Tea	
10:20-12:30	Group discussions on Management and Evaluation of training: The advantages.	
12:30-13:15	Lunch	
13:15-17:00	Explore theory of Evaluation.	
	End of Day 9	

DAY 10 (Friday, 23 March 2007)		
MODULE 6	Management and Evaluation of Education, Training and Development	
Time	Activity	Outcomes
08:30- 9:00	Recap the previous day.	<ul style="list-style-type: none"> • Explain the importance of Management and Evaluation in ETD. • Discuss the importance of effective record keeping. • Identify and confirm training costs with appropriate personnel. • Select appropriate resources for training. • Discuss quality assurance processes in ETD.
9:00-10:00	Discussion of quality assurance processes and the way they inform monitoring and evaluation of training.	
10:00-10:20	Tea	
10:20-12:30	Group work on the development of an evaluation form of training.	
	<p>Summary: of the course and revisiting of the expectations.</p> <p>Completion : of Evaluation forms by participants.</p>	
12:30-13:15	Lunch and End of Day 10 of the course.	



**AMDIN TRAINING OF TRAINERS' PARTICIPANTS CERTIFICATION
CEREMONY**

THURSDAY, 22 MARCH 2007

HOTEL 224

- Chairperson:** Ms Lucky Moeketsi
- 18h30 –18h40** Opening and Welcome: Mr Rufus Mmutlana
(Deputy Director General: Organisational
Development and Training Services (OD & TS))
- 18h40 - 18h50** Speech by SAMDI: Mr Rufus Mmutlana (DDG: OD &
TS)
- 18h50 -19h00** Speech by AMDIN: Prof Callistus Ndlovu
(AMDIN Chairperson)
- 19h00 – 19h10** Speech by JICA: Mr E. Yoshimura
(Deputy Resident Representative)
- 19h10 – 19h20** Comments: Representative of participants
Mr M.T. Farai (Zimbabwe)
- 19h20 – 19h40** Handing of certificates: Prof Callistus Ndlovu
(AMDIN Chairperson)
- 19h40 – 20h00** Closure and Vote of Thanks: Ms Lucky Moeketsi

Programme

ANNEXURE D: JICA Financial Expenditure

Item	Description
Accommodation (incl.3 meals), workshop Venue and Cocktail Reception	158,520.00
Per Diems	34,800.00
Airfare	222,458.00
Re-imbursements (Visas, travel costs for visa acquisition)	15,280.00
Local Transportation	6,380.00
Excursion	12,150.00
Travel Insurance	6,424.00
Hospital	1,842.91
TOTAL	457,854.91