

'PROGRESS IS ONLY POSSIBLE BY
WORKING TOGETHER'



A GUIDE FOR CAPACITY DEVELOPERS

A guidebook for Coaches and Mentors in the
Capacity Development Partnership Project

May 2019



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Acronyms

AOP	Annual Operational Plan
AR	Action Research
ASEAN	Association of South-East Asian Nations
CDMP	Capacity Development Master Plan 2019-23
CDP	Capacity Development Partnership
CDPF	Capacity Development Partnership Fund
DGPP	Directorate General of Policy and Planning
DOE	District Office of Education
D-ESP	District-Education Strategic Plan
D-BSP	District-Budget Strategic Plan
DoP	Department of Planning
EFA	Education for All
EMA	Education Management Adviser
EMF	Education Management Facilitator
EMIS	Education Management Information System
ESP	Education Strategic Plan
ESWG	Education Sector Working Group
JTWG	Joint Technical Working Group
MoEYS	Ministry of Education, Youth and Sports
NGO	Non-Governmental Organization
POE	Provincial Office of Education
P-ESP	Provincial-Education Strategic Plan
P-BSP	Provincial-Budget Strategic Plan
PISA	Program for International Student Assessment
PIAAC	Program for International Assessment of Adult Competencies
P-JTWG	Provincial – Joint Technical Working Group
PTTC	Provincial Teacher Training Centre
RTTC	Regional Teacher Training Centre
RUPP	Royal University of Phnom Penh
SEGA	Social Exclusion and Gender Accountability
SEM	Strengthening Education Management
TPAP	Teacher Policy Action Plan
UNICEF	United Nations Children’s Fund
UNESCO	United Nation Education, Scientific and Cultural Organization
VBNK	Professional Development NGO
VVOB	Vlaamse Vereniging voor Onkwikkelingsamenwerking en Technische Bijstand (The Belgium Flemish Aid Agency)
VSO	Voluntary Service Overseas
VSOC	Voluntary Service Overseas Cambodia

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A PROCESS TO ENSURE EFFECTIVENESS, SUSTAINABILITY, CONSISTENCY AND COHERENCE

Introduction

This Guidebook describes VSO's People First approach to coaching and mentoring, and the application of this model in the context of the Capacity Development Partnership in Cambodia. It contains information for VSO coaches and mentors about the work they do as they support the capacity development of Provincial Office of Education Staff, District Office of Education Staff and School Directors.

Capacity development can take the form of training and workshops, and on-the-job support such as coaching, mentoring, co-creation and modelling, and individual learning e.g. e-courses or home- or job-based assignments. Capacity development is most effective when a blend of different models is being used. This Guidebook is about coaching and mentoring only.

The Context of the Work

There has been significant progress in Cambodia's education system. Student enrollment has increased across all education levels, and has reached near gender parity in primary education. Learning conditions have improved. The Royal Government of Cambodia is committed to equitable education access and improving education quality, as is reflected in the Inclusive Education Policy (2018) and the Teacher Policy Action plan (2015) respectively, and several other strategies, policies and plans.

Despite these improvements and commitments, not all children have access to quality learning in Cambodia, especially those from marginalized and vulnerable groups. Repetition is still high in the first grade of schooling, drop-out is pervasive in some regions particularly in the north and south-west, and primary completion rates are declining.

The Ministry of Education, Youth and Sports (MoEYS) embarked on several reforms to address these issues, including a comprehensive teacher reform, school based

management, and de-concentration and decentralization. To ensure that these reforms are implemented, it is essential that individuals have the necessary skills, knowledge and understanding to carry out their technical tasks and roles. Therefore, an overarching Capacity Development Master Plan (2015) has been developed.

In capacity development it is important to consider the (organizational) culture, power relationships and social norms that govern the interaction between people and the organization. It is important that the Ministry of Education should be an 'effective learning' organization with shared values and a common sense of mission and purpose.

In addition to the technical capacities to carry out specific tasks and roles, more general competencies are required that include effective leadership, management for change implying flexibility and tolerance of uncertainty and mechanisms in place to support coherence, coordination and collaboration.

The Capacity Development Partnership

The Capacity Development Partnership (CDP) is a joint effort between MoEYS, UNICEF and VSO, to strengthen planning capacities to deliver high quality education services. VSO supports the implementation of national education reforms, strategies and plans by strengthening sub-national capacity to contextualize these into high quality education plans at the provincial, district and school levels. VSO does this through a blend of effective and empowering capacity development approaches including coaching and mentoring.

Through this, VSO expects improvements at three levels. First, at the outcome level, the technical capacities and leadership competencies of sub-national education staff will have increased enabling them to develop higher quality education plans. Second, at the output-level, the

sub-national education plans will be of a higher quality and better articulate the realization of national reforms, strategies and plans. Third, institutional arrangements, organizational culture and individual attitudes will be more conducive to on-the-job capacity development approaches such as coaching and mentoring, thereby setting the scene for sustained capacity development beyond the life of the partnership.

So this final phase of the CDP presents an opportunity to build on the VSO relational approach to provide a model of professional development which will enable effective capacity development using a blended methodology which could be applied across the whole education system. This model could be used more widely as a system of professional development

Effective capacity development typically involves a blend of approaches, including training and workshops, but an over-reliance on one-off approaches is less effective and less sustainable. Therefore, VSO collaborates with training providers such as the National Institute of Education and

technical departments of MoEYS to ensure training is being followed up and that training participants can apply the newly acquired knowledge and skills in their day-to-day work.¹

In close alignment with the interventions of the Directorate General of Policy and Planning (DGPP) VSO is building upon its experience from previous phases of the project. They are providing support in developing quality outputs, including quality Annual Operating Plans (AOPs) and throughout this phase VSO will assist POEs, DOEs and Schools to strengthen their evidence based planning processes by providing technical assistance and implementing a sustainable capacity-building model, centered on needs-based mentoring and coaching.

Through working together and providing on-the-job personalized support, individuals are able to learn and apply new concepts, reflect on current practice and behavior and establish sustainable systems and approaches for improved ways of working.



1 MoEYS Education Strategic Plan 2019-23

The Cambodian Context

The project needs to take into account the work done by Chhay and Pearson in their book 'Working in Cambodia'. They point out that there are deep seated cultural issues to address if the VSO methodology used is going to be effective. Bear in mind that Cambodia is changing fast and consequently the high esteem given to age, social standing and seniority in an organization is now not as strict as in the recent past. However, the remnants of these remain and they raise the following concerns about the project:

1. Possible unacceptability of younger volunteer doing facilitation with older more experienced colleagues. A partnership of sharing learning in a trusting relationship needs to be built but will be hard.
2. The Cambodian concept of learning is usually being told what to do. So there may be an expectation that the volunteers are knowledge bearers and the foreigners in particular might be deferred to. It is also possible that establishing a culture of finding the way together may be seen as a waste of time in the busy world of work. They might prefer that they are quickly told the answer.
3. The Khmer language also offers some challenges where for example the word to manage is often translated as to control which may not be what we want to say.
4. The concepts of loss of face, being always polite, keeping calm, being positive are always present. For example if questioning is done carelessly it might result in the person being unable to answer, or giving an answer that they believe is wanted, or perhaps revealing a weakness none of which were intended by the questioner.
5. Body language can also be confusing for foreigners so nodding of the head might not mean yes but 'go ahead'.
6. The concept of change is seen as turning existing or old things or situations into new ones. This is not necessarily seen as good, whereas the use of the word improvement might be better understood.
7. Finally there are many Khmer sayings that are deeply rooted in the culture and strongly influence behavior. For example 'an egg should not hit a stone', 'a cake is never bigger than its basket', 'hearing 1000 times does not equal seeing once', 'drop by drop fills the container' are all embedded in the mind of Cambodians and speak to people's views.

The information above must strongly influence the way in which volunteers work with the POEs, DOEs and Schools when trying to create a sustainable culture of self help.

VSO's People First Approach to Capacity Development

VSO puts people first. This is reflected in VSO's unique approach to capacity development. VSO uses participatory practice to engage and listen to the people with whom we work, to ensure that our work promotes inclusion and contributes to positive social change. This means that we value their knowledge, skills and networks, and put them at the center of development.

Strong relationships are the foundation of VSO's model, leading to mutual trust and a deeper understanding of the issues people face. VSO volunteers are embedded within communities and organizations, living and working alongside individuals in the community and their colleagues. This enables them to develop a shared understanding of each other and the challenges they face. Where this works effectively, it creates strong personal bonds and relationships which lead to a different kind of collaboration, based on a mutual appreciation of each other's knowledge, skills and networks. This accompaniment has the power to change people's thinking and practice in a sustainable way.

VSO also believes that people are the best agents for change. Although financial resources and policies are important, eventually it is people who will need to spend the finances and make sense of the policies. Change only happens as a result of interactions between people.

For more than 60 years, throughout the world, VSO employed people-centered approaches to ignite lasting change. Extensive evidence has proven the effectiveness and sustainability of this unique approach to capacity development. Coaching and mentoring are particularly found to be empowering, enabling the coachee or mentee to determine their own capacity development priorities and lead their own development. These self-directed forms of learning have been proven to have a sustainable development impact.

VSO views capacity development as something that goes beyond the transfer of technical knowledge and skills. Using a system thinking approach which means taking into account the (organizational) culture, leadership, processes and structures that influence the capacities and practices of the people, VSO aims to contextualize capacity development to ensure learning is possible and will be sustained.

VSO recruits volunteers with the right mindsets and equips them with coaching type skills that enable them to facilitate positive changes using a people-first

accompaniment approach that is unique to VSO. The volunteers are perfectly positioned to take a critical role in bringing people together, facilitating and inspiring the skillset, mindset, and practices that are required for a transformation. They build relationship, work in partnership with trust and mutual accountabilities to realize people's own agency of change. The coaching type skills are used to listen deeply to people's needs, to challenge assumptions, to change mindsets and to improve practices. People are empowered to participate and take ownership of their own development priorities to achieve results. This delivers sustainable development outcomes beyond the individual, the team, and the system for lasting positive impacts for an inclusive, resilient, and just community.

The methodology that forms the basis of VSO's unique capacity development approach is founded on VSO's volunteering for development framework that includes our People First Approach, Core Approaches and the Relational model. Learning and professional development cannot happen in a vacuum and therefore an enabling environment is necessary if new practices and approaches are adopted. Recognition from senior managers and their support for taking the time out to learn is essential. The 'leak away' of capacity development is a risk, so it is necessary to build in a peer-to-peer approach to ensure learning is shared and make sure that individual learning is embedded within a system wide approach.

In Cambodia, VSO enjoys a good reputation for delivering highly capable volunteers in capacity development roles. In the education sector, for example, VSO strengthened the application of child-centered teaching methodologies in teacher training colleges and improved planning and management capacity in sub-national education authorities. VSO's approach contrasts with capacity development that relies exclusively on a one-way transfer of knowledge.

Coaching and Mentoring

Coaching is a thought-provoking and creative process between a coach and coachee that inspires them to maximize their personal and professional potential (International Coaching Federation definition). Coaches create a safe learning space and ask thoughtful, empowering and sometimes challenging questions and thus facilitate that coachees reflect, think more deeply and find their own solutions and lead their own development.

Coaches do not necessarily need the knowledge in the same field as the coachee.

In the VSO context, we intend to build coaching type skills for individuals and teams to apply as a methodology of accompaniment (for volunteers and employees to work with partner organizations, primary actors and within their teams) that empowers people to realize their personal and professional potential.

In Education sector, coaching has been used in many countries as a strategy for inclusive education (Coaching to Support Inclusion: A Principal's Guide, The Alberta Teachers' Association)

Mentoring is a process where a mentor works with a mentee to share their knowledge and experience in order to help a mentee grow and develop professionally and as a person (Humanitarian Leadership Academy definition). Mentors might offer practical advice and suggestions and draw on their own experience, mentors usually have experience in the same field as the mentee. However, for VSO mentoring does not imply "telling what to do". Mentors can also ask powerful questions but do so having their own experience in mind.

In VSO context, our volunteers bring in specific expertise with different skills and competencies in various areas. The mentoring framework will help us have clarity on how to sustainably mentor others to grow their knowledge and skills.

Coaching and mentoring work hand-in-hand to meet the overall goal of empowering individuals and groups to achieve a sustainable impact. If done well it can be encouraged to become a part of the culture of an organization and be self-sustaining on a peer-to-peer basis.

In VSO, we differentiate coaching and mentoring to be very clear when we are mentoring and when we are coaching to have the best of both. However, it is important to ensure that the nature of the working relationship is clear, and that the accountability for development and action remains with the coaches / mentors.

The table below is based on research evidence and compares the two processes which are often blended in on-the-job support and capacity development over a long period of time.

Mentor	Coach
<p>Some ideas on how to succeed as a Mentor</p> <p>Use the inventory of competencies as a starting point for identifying needs. Make sure the role of the mentor is clear. Additional requirements include:</p> <ol style="list-style-type: none"> 1. Invest time in establishing a good working relationship with your mentee. Regular time slots are important and your mentee must keep those appointments faithfully. 2. Encourage the mentee to share their goals and fears openly. 3. Do not solve your mentees short-term problems or do the work for them. 4. Do not give specific advice but draw out the solutions through reflective discussion. 5. Enable the mentee to share in a non-judgmental environment. 6. Listen carefully, research the problem and together formulate some guidance. Hear what you are being told including the sub-text. 7. Earn the trust of the mentee. 8. Make it clear you are not there to directly support their career advancement. 9. Thoroughly record the meetings you have and agree targets for further development. 10. Commit your mentee to accomplishing a specific task by a deadline. 11. Create accountability. Get a commitment from your mentee that a specific task will be done by a deadline. Achieving measurable results builds self-confidence and motivates your mentee to accomplish more. 12. Present different perspectives. Help your mentee explore different perspectives, so that s/he can choose the one(s) that are most empowering for him/her. 13. Provide encouragement and support. 14. Respect confidentiality. It is only if your mentee trusts you that you can make progress. 	<p>Some ideas on how to succeed as a Coach</p> <p>Use the inventory of competencies as a starting point for identifying needs. Make sure the role of the coach is clear. Additional requirements include:</p> <ol style="list-style-type: none"> 1. Be an excellent listener. Focus the meeting on the identified issue and keep to the topic. 2. Reflect back accurately. Show that you're really listening and confirm that you've understood the information. Reflecting allows the person to hear what was said to see if that's what was meant. You can reflect back by: <ul style="list-style-type: none"> • Paraphrasing or restating what you heard. • Summarizing the main message in short and concise sentences that focus on the most important issues. • Repeating meaningful words to build understanding. 3. Use questions skilfully. Well-worded questions are short and to the point. Good questions are open-ended letting others express their thoughts and feelings, rather than closed – yes or no – answers. Do not provide answers but help your users find answers for themselves. If they're struggling to find an answer, use leading questions to help them. 4. Challenge constructively. Help your coachees see any contradictions between what they say and what they're doing. 5. Provide feedback not criticism. Try to make your feedback specific, relevant, helpful, and positive. 6. Focus on your coachee's agenda and identify their core values to keep them on track with their goals. 7. Create accountability. Get a commitment from your coachee that a specific task will be done by a deadline. Achieving measurable results builds self-confidence and motivates your coachee to accomplish more. 8. Present different perspectives. Help your coachee explore different perspectives, so that s/he can choose the one(s) that are most empowering for him/her. 9. Provide encouragement and support. 10. Respect confidentiality. It is only if your coachee trusts you that you can make progress.

2

Within the CDP project the roles of the volunteers and the needs of the duty bearers will determine which approach to use. When a duty bearer has the skills and ability to complete the task at hand, but for some reason is struggling with the confidence, focus, motivation, drive, or bandwidth to be at their best, coaching can help. If there is a gap in technical expertise or the task requires specific inputs, coaching may not be effective and other approaches may be better such as mentoring or training. The VSO EMFs will often use the coaching methodology whereas the EMAs may use a blend of the two.

2 Compiled from Garvey, R. Stokes, P. and Megginson, D [2018] Coaching and Mentoring: Theory and Practice 3rd ed: Sage:London

WORKING TOGETHER

When working on capacity development an EMA or EMF needs to consider:

1. How to ensure that what is done:
 - a) produces the final intended impacts
 - b) enables an impact evaluation
2. How to make what is being done sustainable
3. How to create a culture of continuous professional development
4. How to make sure that the cultural context of Cambodia is recognized.

The usual process requires:

- a needs assessment that identifies what must be done for success
- written objectives
- previous evaluations that include analysis of how the process worked
- perspectives of staff, managers, partners and community members about how the interventions work, or fail to work
- feedback from relevant stakeholders

Quality Assurance Procedures

It is important that all coaches and mentors apply the same attention to detail in their work but must recognize that flexibility is required to meet the needs of professional colleagues but in doing this quality must be kept.

The VSO CDP team is responsible for overseeing the quality of the work done and ensuring there is a system in place to monitor and evaluate progress. They use the following mechanisms:

1. regular visits to the POEs, DOEs and Schools by a Monitoring and Evaluation specialist
2. the Project Manager reviews the information gathered from all sources in each province so performance can be benchmarked
3. regular meetings of coaches and mentors where together they review the programme
4. joint work is carried out across provinces to ensure consistency
5. the use of the documentation is monitored
6. responses from the professional colleagues with whom the volunteers work are collected in order to both evaluate and improve the process.

WORKING GUIDANCE – A PRACTICAL TOOLKIT

What follows in the rest of this document are some suggested procedures to ensure that all coaches and mentors are working to a coherent framework and that there is consistency. These have been compiled through coaching and mentoring practice and tools and resources widely available from professional coaching and mentoring sources. The tools will guide the process and the professional documents will also provide a record of an individual's professional development that could be used to enhance their Curriculum Vitae (CV) and improve their promotion prospects. In addition the forms generated will give an evidence base for the impact of this Capacity Development process.

How We Must Work with Professional Colleagues

1. Together we must identify the needs of the professional colleague
2. Together we must set clear objectives about what we want to achieve
3. Together we must engage in learning feedback sessions
4. Together we must record what has been done and achieved

It is suggested that the following approach might be used when you start to work with professional colleagues.

TOOLS

The following table lists some tools to help people doing capacity development work. It is not expected that they will all be used but they might help.

Tools - there is room to update and add to these from the learning that takes place

1	Getting started
2	Professional Conduct
3	Coaching and Mentoring Introduction
4	Coaching Grow Tool
5	Mentoring 5 Cs Approach
6	Listening
7	Questioning
8	Feedback
9	SWOT Analysis
10	The Problem Tree
11	Log Frames
12	Goal/Target Setting using Professional Documents and Road Map
13	Time Management
14	Record Keeping

1 - Getting Started

Purpose:

The purpose of this tool is to help guide the first session with each person. You can use it as a guide for the first conversation.

Benefit: This guide will keep the conversation light and on point

Source:

VSO

Use this Tool during:

Coaching One-to-One

Mentoring Groups

Appropriate for:

First time you meet

Continuing Capacity Development

For Planning

For Consultation/research

For Data Analysis

Technical Guidance

Background

- The POEs, DOEs and Schools have been informed by MoEYS to expect a VSO volunteer and make facilities available in the Planning Department, which is where they want our interventions.
- When a volunteer is assigned to a province the VSO Project Manager will accompany them and make introductions. They will also ensure the volunteer has the facilities to do their task such as a desk etc.
- It is important at this stage to make it clear that the volunteer is there to help if wanted but not to do the Duty Bearers job.
- Not all duty bearers will know about VSO so it's important to start well with each person

Introduce yourself

Explain a little about yourself, your background and your role at VSO. No need to be too personal but opening up a little can help to build the relationship.

Guidance questions

First meetings with professional colleagues should be about asking for general information and beginning to build a relationship. Don't ask too many questions and make sure you listen to the response before asking the next question and ensure to include follow up questions.

We are a learning organization. We are all learning so at the start you need to learn things like:

- What is your role?
- How long have you been working here?
- What do you love about your job?
- Who works in the office and what they do?
- How the office is organized?
- What is the main work of the office?
- What are your key priorities at the moment?

2 - Professional Conduct

Purpose

This tool is about how professional people work together. Use this tool as a checklist on regular basis to ensure you are maintaining a professional working relationship and conduct during your placement.

Benefit: Quick and easy self-checking tool

Source

VSO

Use this Tool during:

Coaching One-to-One
Mentoring Groups

Appropriate for:

First time you meet
Continuing Capacity Development
For Planning
For Consultation/research
For Data Analysis
Technical Guidance

You are working with a professional colleague so you must show respect and remember you are an 'outsider' and should demonstrate an unassuming nature. Your behaviour must demonstrate expertise and professionalism which involves intellectual skills and certain social and interpersonal skills.

Checklist

- √ act with courtesy and tact, remembering that whatever you do and learn is confidential
- √ dress appropriately (different offices have different dress codes)
- √ become familiar with the policies and procedures guiding the work of the office
- √ develop good relationships with all colleagues
- √ be sensitive to how people see you and learn to defuse difficult situations
- √ show a willingness to help, seek opportunities to

assist but be aware that you are not there to do tasks but to enable others

- √ be well organised, punctual and tidy
- √ seek advice on how best to proceed and act upon it

Please do not:

- √ discuss the conduct, appearance, circumstances or ability of any colleague
- √ discuss anyone involved with the project – confidentiality is a key to a trusting relationship

Basically you are expected to build a trusting relationship with professional colleagues and to set a good example through your presentation, and personal & professional conduct.

It is strongly recommended that you regularly consider the factors mentioned in the Cambodian context.

3 - Coaching and mentoring introduction

Purpose
 This tool is used to introduce the concepts of Coaching and Mentoring, carefully explain the definitions and how they are different, the bold is the key difference and to clarify roles of the coach/mentor and coachee/mentee in the engagement so as to manage expectations. Use the right column to write some notes about what this means, any concerns, any preferences and any questions you need to refer back to.

Benefit: Using this tool will help the conversation about which approach is best and ensure you are both on the same page about these approaches

Source
 VSO

Use this Tool during:
 Coaching One-to-One
 Mentoring Groups

Appropriate for:
 First time you meet
 Continuing Capacity Development
 For Planning
 For Consultation/research
 For Data Analysis
 Technical Guidance

Different Approaches	What this means for our relationship and how we will work
<p>Coaching is a thought-provoking and creative process between a coach and coachee that inspires them to maximize their personal and professional potential (ICF definition). Coaches create a safe learning space and ask thoughtful, empowering and sometimes challenging questions and thus facilitate that coachees reflect, think more deeply and find their own solutions and lead their own development. Coaches do not necessarily need the knowledge in the same field as the coachee.</p>	<p><i>Example of Talking Points</i></p> <p><i>Have you heard of coaching before?</i></p> <p><i>This means I will be asking a lot of questions</i></p>
<p>Mentoring is a process where a mentor works with a mentee to share their knowledge and experience in order to help a mentee grow and develop professionally and as a person (Humanitarian Leadership Academy definition). Mentors might offer practical advice and suggestions and draw on their own experience, mentors usually have experience in the same field as the mentee. However, for VSO mentoring does not imply "telling what to do". Mentors can also ask powerful questions but do so having their own experience in mind and can make relevant connections to resources and networks.</p>	<p><i>I will only advise you when I feel I have the right expertise to advise</i></p>

4 - COACHING GROW TOOL

(GOAL, REALITY, OPTIONS, WRAP UP/WAY FORWARD)

Purpose

This tool is used to guide each Coaching session. Coaching should always be action oriented and focused on achieving goals and targets.

Benefits: this tool helps to structure each session to keep coaching on track

Source

This model is presented by Climategen and is commonly used in coaching sessions worldwide.

Use this Tool during:

Coaching One-to-One
Mentoring Groups

Appropriate for:

First time you meet
Continuing Capacity Development
For Planning
For Consultation/research
For Data Analysis
Technical Guidance

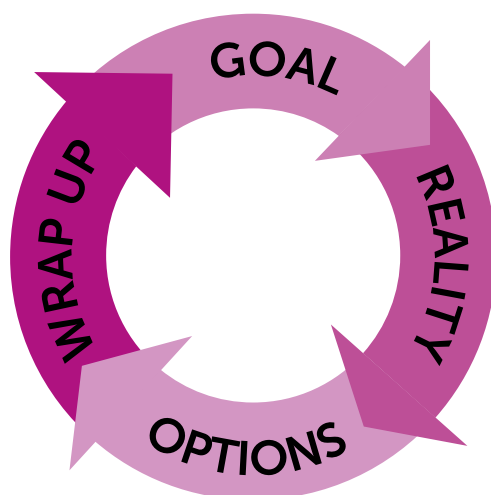
Start with Goal, then move clockwise through to Wrap up or Way Forward. You will want to take notes at each stage of the conversation.

GOAL

- Agree topic for discussion
- Agree specific objective of session
- Set long-term aim if appropriate

WRAP UP

- Commit to action
- Identify possible obstacles
- Make steps specific and define timing
- Agree support



REALITY

- Invite self-assessment
- Offer specific examples of feedback
- Avoid or check assumptions
- Discard irrelevant history

OPTIONS

- Cover the full range of options
- Invite suggestions from the coachee
- Offer suggestions carefully
- Ensure choices are made

5 - Mentoring 5 Cs Approach

Purpose

This tool is used to structure your mentoring sessions. Use the table to prepare your session and extract the questions you might use. You will need to be flexible and adjust the plan according to the session progress.

Benefit: Keeping mentoring sessions on track and keeping the sessions solutions focused.

Source

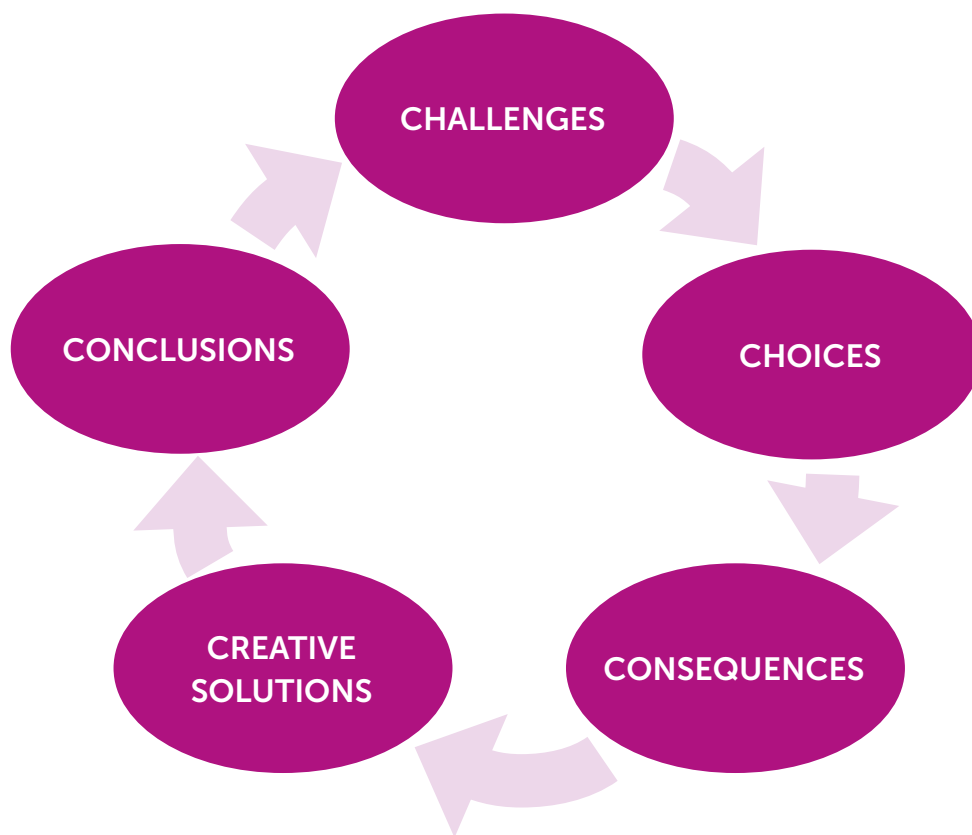
Keele University

Use this Tool during:

Coaching One-to-One
Mentoring Groups

Appropriate for:

First time you meet
Continuing Capacity Development
For Planning
For Consultation/research
For Data Analysis
Technical Guidance



Preparation	<ul style="list-style-type: none"> • What issues would you like to discuss in the session? • What are the key challenges you are currently facing? • What outcomes would you like to achieve? • What would make it a successful session?
Challenges	<ul style="list-style-type: none"> • Which is the first challenge you would like to explore? • Can you give me a picture of what is happening? • Can you give me a specific example? • What would you like to happen instead? • What would be a positive outcome? • What are the real results you would like to achieve?

Choices	<p>Looking at the first challenge:</p> <ul style="list-style-type: none"> • What do you see as the possible options you have for tackling the challenge? • What is Option A? <ul style="list-style-type: none"> • What are the steps you would need to take if you followed this option? • What do you see as Option B? <ul style="list-style-type: none"> • What are the steps you would need to take if you followed this option? • Can you think of any other options? • What else have you tried before? • What were the consequences? • Do you see any of these as possible options?
Consequences	<ul style="list-style-type: none"> • What do you see as the pluses and minuses involved in pursuing Option A? • Are there any positives? • Are there any benefits that aren't immediately obvious? <p>Let's move on and consider the downside.</p> <ul style="list-style-type: none"> • What do you see as the minuses of taking Option A? • Describe all of the possible negatives. <p>Let's rate the attractiveness of each of the options. Do this on a scale of 0 to 10.</p> <ul style="list-style-type: none"> • Take a minute to rate each of the possible solutions – and to consider why you have given them these ratings.
Creative Solutions	<p>Let's take a helicopter view of your options and see if there are any possible creative solutions:</p> <ul style="list-style-type: none"> • What are the real results you want to achieve? • How can you do your best to achieve these outcomes? • When do you want to achieve these outcomes? • Looking at the options you have created is it possible to take the best parts from each option and create a new road? How would this look? <p>Let's imagine you had a blank sheet of paper. What would you do if:</p> <ul style="list-style-type: none"> • You could start all over again tomorrow? • You could do whatever you needed to fulfil your picture of the perfect outcome? • How can you follow these principles in this situation? <p>Let's focus on your best contribution:</p> <ul style="list-style-type: none"> • What are your strengths? • How can you use these to tackle this challenge? • What help do you need from other people with other knowledge / expertise / networks <p>Let's settle on the route you want to pursue.</p> <ul style="list-style-type: none"> • Looking at what we have discussed, what is your chosen option?
Conclusions	<p>Let's explore the option you have chosen:</p> <ul style="list-style-type: none"> • What will be the pluses? • What will be the minuses? • How can you build on the pluses and minimise the minuses? • Bearing these consequences in mind, are you prepared to go ahead? <p>Let's move on to your Action Plan.</p> <ul style="list-style-type: none"> • What steps must you take to reach your goals / outcomes? • How can you take these steps? • When do you want to begin? • What can you do to get some early successes? <p>Make a list of the tasks and a timetable.</p> <ul style="list-style-type: none"> • What must you do to make this happen?

Note: the mentor does not have to ask each and every question on this list, consider it a guide. Using your active listening skills will help you know the next appropriate question to ask.

6 - Active Listening

Purpose

This is a fundamental tool in capacity development work and we must ask ourselves if we are really listening or thinking about something else or planning our next question. You can become an excellent listener by following the advice below.

Benefit: Useful to remind yourself how to listen, read before the session

Source

VSO

Use this Tool during:

Coaching One-to-One
Mentoring Groups

Appropriate for:

First time you meet
Continuing Capacity Development
For Planning
For Consultation/research
For Data Analysis
Technical Guidance

1. Focus the meeting on the identified issue and try to keep to that matter without getting sidetracked.
2. Listen carefully; research the problem and together plan a solution.
3. Hear what you are being told including the sub-text. Sometimes there are hidden messages in what you are told.
4. Reflect back accurately to show that you're really listening and confirm that you've heard the right information. Reflecting also allows the person to hear what they said to see if that was what was meant. You can reflect back by:
 - Paraphrasing or restating what you heard.
 - Summarizing the main message in short and concise sentences that focus on the most important issues.
 - Repeating meaningful words, which build understanding.

Encourage the dialogue by using supportive and appropriate body language such as nodding your head.

All this can only happen if we:

- a) make a specific time slot to meet with your professional colleague to discuss their professional point of development.
- b) find a quiet environment, with phones turned off, to enable a real professional discussion to take place.

SILENCE

Don't forget sometimes the most powerful thing you can do is stay silent. This will inspire even deeper thoughts and reflections. It will also make the coachee and mentee to take a lead and ownership of the conversation.

7 - Powerful Questioning

Purpose

This is a fundamental tool to use with your colleagues and is linked to the listening tool.

Benefit: To facilitate the coachee and mentee think deeper and reflect. Helps to guide the conversation

Source:

Adopted from International Coaching Federation. Brown and Bloom.

Use this Tool during:

Coaching One-to-One
Mentoring Groups

Appropriate for:

First time meeting
Continuing Capacity Development
For Planning
For Consultation/research
For Data Analysis
Technical Guidance

Any professional development requires discussions and that means careful non-threatening questioning. Asking questions is not easy and in the Cambodian culture it is particularly challenging because we do not want anyone to lose face.

The main reasons for using questions are to find out information but it also strengthens learning because explaining something to someone makes the person being questioned think about the information given. For example if you ask "How do you begin to construct an AOP?" the answer needs to give details of the process. The questioner can then ask sub-questions to make the process clear and make the person giving the answer really think about what they do and whether the way they do the task is the best approach.

Brown and Bloom found that questions can be grouped as:

Low Order Questions	High Order Questions
Recall	Analysis
Comprehension	Synthesis
Application	Evaluation

Brown defines these types as follows:

Lower order thinking questions

Recall: Does the person remember what has been seen or read?

Comprehension: Does the person understand what is remembered?

Application: Can the person apply the rules and skills to solve problems that have single correct answers?

Higher order thinking questions

Analysis: Can the person see reasons, make

conclusions and give examples to support her ideas?

Synthesis: Can the person make forecasts, solve problems or produce interesting links of ideas?

Evaluation: Can the person judge the value of ideas, or the solution to problems? Can they give reasoned opinions on issues or debates?

Higher Order thinking questions are the type coaches and mentors need to use for higher level thinking skills.

Questions can be asked for many reasons, some of which are:

- to encourage deeper thought
- to focus on a particular idea
- to strengthen previous understand

Good Questioning	Less good questioning
<ul style="list-style-type: none"> • is planned • gives sufficient time to answer – don't be afraid of silence • uses open ended questions • leads to further questions and deeper thinking 	<ul style="list-style-type: none"> • we ask too many questions • we ask questions that have no answer • the questions are too difficult • we fail to give enough time to think of the answer • the answers cannot be extended • too many closed questions are asked that require just a 'yes' or 'no' answer

There are some basic rules to follow:

1. Make a specific time slot to meet with your professional colleague to discuss their professional development.

2. Find a quiet environment, with phones turned off, to enable a real professional discussion to take place.
 3. Try to adopt a supportive and positive manner. Make eye contact, use supportive body language and sit diagonally rather than face-to-face as this is less threatening.
 4. Focus the meeting on the identified issues and keep other concerns to a minimum.
 5. Start with something encouraging and positive. Begin with open-ended, general questions which stimulate your colleague to talk
(Where colleagues are too self-critical and seem to feel their work is poor ask them to identify some strong points to boost their confidence.)
 6. When you begin to explore the topic encourage your colleague to explain:
 - The context of their planning and approach to the work
 - I wonder why you chose to start the task in a particular way.
 7. Discuss facts rather than opinions and concentrate on the results achieved.
 - Is there a reason why certain activities were successful or problematic.
 - Whether their objectives had been achieved.
 - What evidence they have of the achievement of their objectives.
- (You need to have some idea of strategies for improving practice such as looking at what other colleagues do, talking about the problems with a more experienced colleague, working together as a departmental team etc.)

	Use it to help	What it sounds like
Powerful Questions	establish goals or envision how the future will be different when the problem is solved	<p>"Suppose that one night, while you were asleep, there was a miracle and this problem/issue was solved. How would you know? What would be different? What will you notice?"</p> <p>"Suppose that, in six months time, I bump into you; I ask how you are and you say 'great'. What will have had to change in order for you to be able to say that and mean it?"</p>
Scale questions	consider how to move forward to increased success, motivation/commitment, confidence	<p>Introduce a scale of 1-10. Explain the scale, invite rating, ask what would take to move ahead</p> <p>"Where are you now?" "What got you to where you are already?" "What would a 10 look like?" "What would you need to do to get to [1-2 steps ahead]?"</p> <p>Short version: "Where are you now? What would it take to get to [1-2 steps ahead]?"</p>
4x what would happen	decide among alternatives	<p>"What would happen if you did?" "What would happen if you didn't?" "What wouldn't happen if you did?" "What wouldn't happen if you didn't?"</p>
Limiting assumptions	see possibilities, identify how to accomplish a goal	<p>Step 1: "What is your goal; what do you want to achieve?" Step 2: "What might you be assuming that's stopping you from achieving your goal?" [Step 2b: "That's possible, but what are you assuming that makes that stop you?"] Step 3: "What would be the positive opposite of that assumption?" Step 4: "If you knew that [positive opposite] what would you do in this situation?"</p>

8 - Feedback

Purpose

This feedback tool is closely aligned to listening and questioning and one of the most important aspects of capacity development work and crucial to confident development.

Benefits: Good to use these tips during every session

Source

VSO

Use this Tool during:

Coaching One-to-One
Mentoring Groups

Appropriate for:

First time you meet
Continuing Capacity Development
For Planning
For Consultation/research
For Data Analysis
Technical Guidance

We should not underestimate the power of the one-to-one developmental dialogue. During the conversation the colleague is learning to learn and it is a two way process because the same is true for ourselves. It is also important to the organization in terms of collaborative working and changes in behavior towards others. During coaching and mentoring sessions use positive constructive feedback rather than negative destructive comments. It is important that notes are taken of the meeting but confidentiality is respected.

The following suggestions are taken from discussions with highly experienced colleagues.

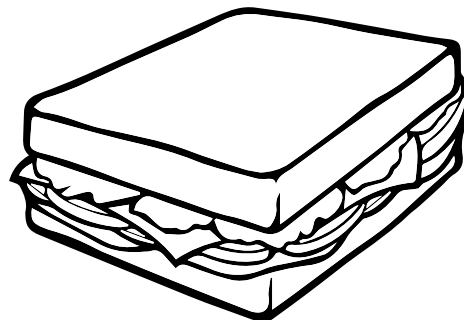
- i. Make a specific time slot to meet with your professional colleague to discuss their professional point of development.
- ii. Find a quiet environment, with phones turned off, to enable a real professional discussion to take place.
- iii. Try to adopt a supportive and positive manner. (Making eye contact, supportive body language and sitting diagonally rather than face-to-face is less threatening.)
- iv. Be clear about how the session should develop and make sure that your colleague knows how you will work together during the session. Devote part of the session to going through the issue being considered and part to future development.
- v. Start with something encouraging and positive. Begin with open-ended, general questions which stimulate your colleague to talk
(Where colleagues are too self-critical and seem to feel their work is poor ask them to identify some

strong points to boost their confidence.)

- vi. When you begin to go through the topic encourage your colleague to explain:
 - The context of their planning and approach to the work
 - Why they chose to start the task in a particular order.
 - Why certain activities were successful or problematic.
 - Whether their objectives had been achieved.
 - What evidence they have of the achievement of their objectives.
- vii. Discuss facts rather than opinions and concentrate on the results achieved.
 - How were your efforts received by your senior colleagues?
 - If you were unable to achieve a particular objective - what do you think was the problem?
- viii. Suggest alternative strategies, leaving a choice for your colleague to make.
 - Ask what they might do differently if they had to do this task again.
- ix. Have some idea of strategies for improving practice such as looking at what other colleagues do, talking about the problems with a more experienced colleague, working together as a departmental team etc.
- x. At the end of the session ensure that there is a record of the work done. Finally, write some targets for development for the next session, which both you and your professional colleague sign.

SANDWICH FEEDBACK MODEL

1. Start with Positive feedback and reflections
2. Detailed constructive feedback which will help them grow
3. End with positive and encouraging feedback



9 - SWOT analysis

Strengths, Weaknesses, Opportunities, Threats

Purpose

This is a tool to use with your colleagues for critical self-assessment to help strategic planning it can be used to collect information and explore new opportunities and identify areas for change.

Benefits: Very practical tool to help understand the current situation e.g. It can be used during the initial assessment of needs or when doing any planning of AOPs or ESPs.

Source

VSO adapted – Widely used tool

Use this Tool during:

- Coaching
- One-to-One
- Mentoring
- Groups

Appropriate for:

- First time meeting
- Continuing Capacity Development
- For Planning
- For Consultation/research
- For Data Analysis
- Technical Guidance

SWOT stands for:

- S = Strengths
- W = Weaknesses
- O = Opportunities
- T = Threats

Method

1. Draw a matrix of four squares as in the example below,



Together write something in each section

Strengths – key strengths, such as skills, resources, contacts, competencies or advantages

Weaknesses – things that are done less well and/or cannot cope with

Opportunities – opportunities to improve weaknesses

Threats – things that stop you doing your job well

Having completed the sheet it needs to be analyzed and discussed.

1. How can strengths be employed to take advantage of opportunities?
2. How can strengths be used to counteract threats?
3. How can weaknesses be overcome to take advantage of opportunities?
4. How can weaknesses be overcome to counteract threats?

Finally you need to decide how this exercise can lead to actions.

The usual way to use this tool is for the EMA/EMF to get the officers to complete a SWOT sheet.

However, this tool can be used with their education officer colleagues to do a SWOT analysis on the EMA or EMF to enable the officer to understand the challenges of the volunteers work.



10 - Problem Tree Analysis

Purpose: This tool helps you dissect a problem and discover its root causes, so you can target your work more accurately. It is widely used when designing development projects of all types. This can be used as part of a coaching or mentoring session to identify problems and understand the root causes.

Benefit: enables a group to see issues in their wider context and to tackle the causes of problems rather than their symptoms

Source: Paulo Friere

Method

1. Draw a tree on a large piece of paper. It should have multiple roots and branches.
2. Agree between you on what the 'main problem' is. Write it on the trunk of the tree.
3. Decide between you what the effects of the problem are. Write them on Post-it Notes and stick them onto the branches. Find out what people know about each root cause and each effect of the problem. Details and reasons may reveal further causes and effects. It is best to use 'Post-it' slips because they can be moved around as the process unfolds. For example, 'causes' may later be identified as 'root causes'.
4. Then think about what are the causes of the main problem. Write them on Post-it Notes and stick them onto the roots. The facilitator can ask 'but why?' or 'what causes that?' at each stage when seeking the root cause.
5. Negotiate the relationships between the Post-its and

Use this Tool during:

- Coaching
- One-to-One
- Mentoring
- Groups

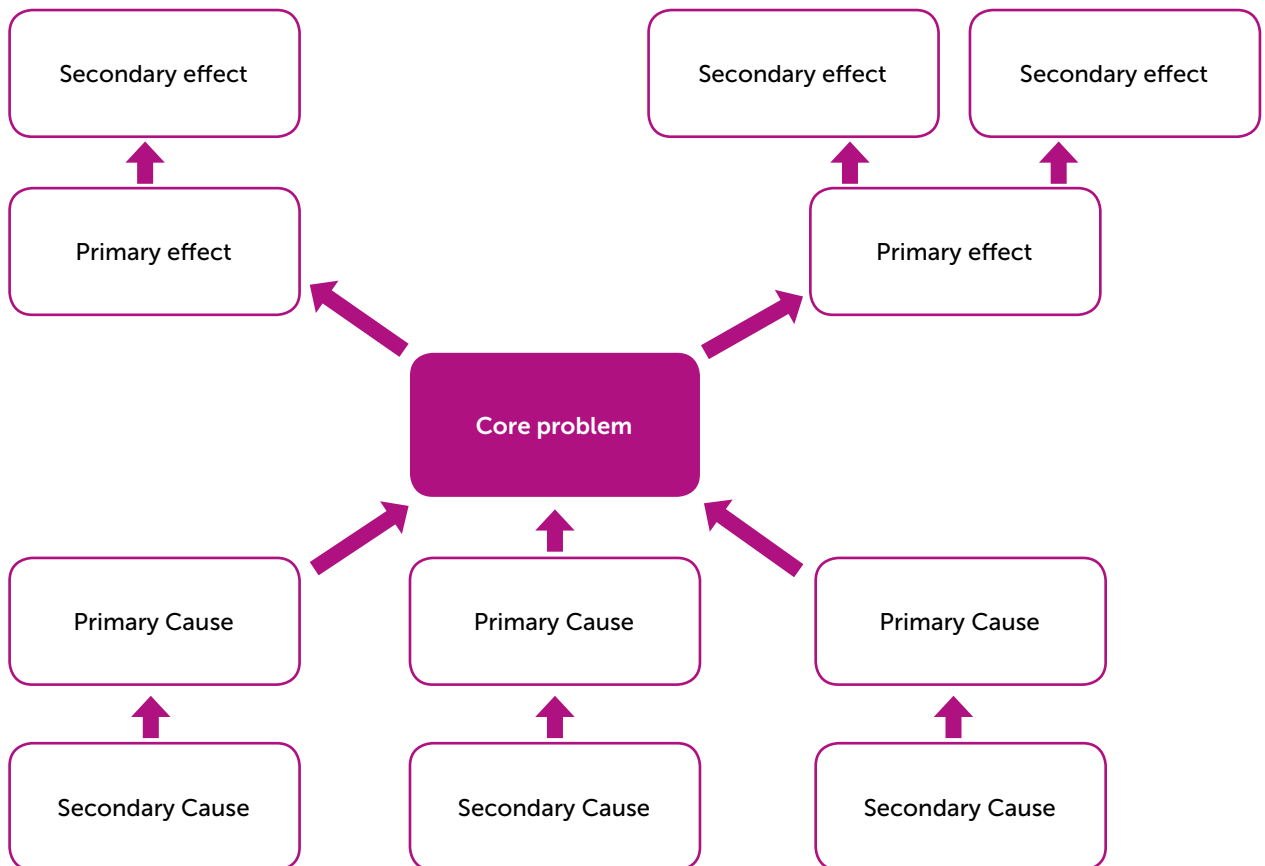
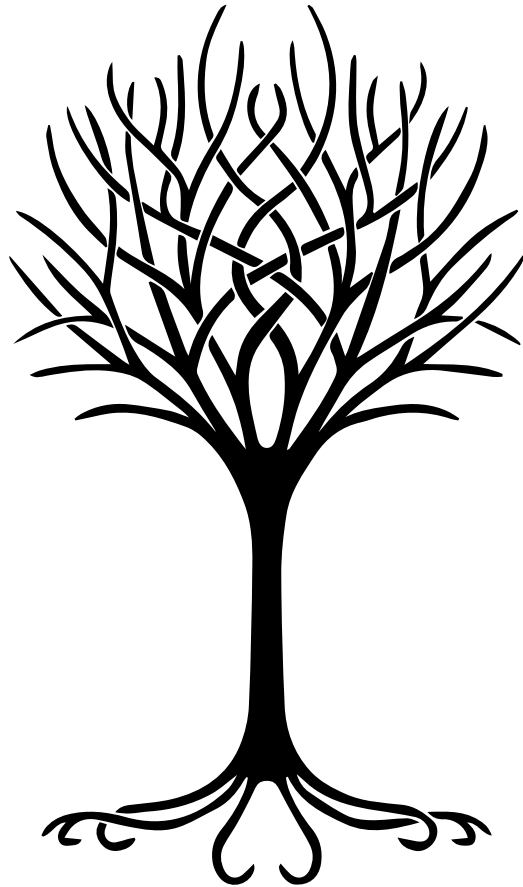
Appropriate for:

- First time you meet
- Continuing Capacity Development
- For Planning
- For Consultation/research
- For Data Analysis
- Technical Guidance

how they should be placed. The tree can be reframed by making one of the causes or effects into the core problem, and re-adjusting the other cards around it. You may want to do this to refocus your issue to one that you can better influence.

Notes

- If you want to, take the exercise into a second stage by 'reversing' the problem tree into a solution tree. Draw a new tree, but turn all the negatives (problems) into positives (solutions). At the end of the exercise you should find that your tree is showing you the solutions to your problems, and the positive effects that will follow if you can achieve it.
- In the course of doing the problem and solution trees, you may realize that there are gaps in your knowledge that need further research. That's fine – it's another benefit of using this tool.



The above drawing represents the tree with roots (causes) at the bottom, the trunk (core problem) in the centre and the branches (the effects) at the top.

11 - Log Frame (or 'logical framework')

Purpose

This is a management tool that is often used in development work. It provides a short summary framework for program learning and review. The colleague and their supervisor could be involved in the process.

Benefit: It provides an opportunity to start a discussion around being result-based

Source

Widely used tool for project design and monitoring

Use this Tool during:

Coaching One-to-One
Mentoring Groups

Appropriate for:

First time meeting
Continuing Capacity Development
For Planning
For Consultation/research
For Data Analysis
Technical Guidance

A good log frame ensures you have defined clear objectives. The framework encourages you to move away from being 'activity-driven' (which can lead to being 'busy going nowhere') and towards being 'result-driven'.

Method

The following framework is used to record your aims, objectives, outcomes and activities. The indicators of success mean it can be used as a project-monitoring tool.

Log frame

Overall Aim of the Coaching/Mentoring:

Objectively Verified Indicators	Means of Verification/ Assumptions
Objectives 1 2 3	
Outcomes • • •	
Activities • • •	

The log frame works on the following scheme:

- If these Activities are implemented, and these Assumptions hold, then the Outcomes will be achieved.
- If these Outcomes are achieved, and these Assumptions hold, then the Objectives will be achieved.
- If these Objectives are achieved, and these Assumptions hold, then the Objectives will contribute significantly to the overall aim.

The Overall Aim is the long-term development impact or change you are aiming for in our case measurable capacity development. This will be achieved through your work and the work of many others.

The Objective is something you plan to achieve may be in a session with your education officer. Typically you should have two or three objectives only and they are the medium-term results that your work will achieve. It is more specific – and shorter-term – than an aim.

Outcomes are the results that your work will deliver.

An Activity is the detail of what you did to achieve the outcomes. Activities are building blocks that will contribute to the objectives.

Indicators are the evidence that shows how an objective or outcome has been achieved. They need to be measurable, as they provide a target against which progress may be measured. They should be verifiable and define the performance standard such as the time to achieve an objective and its quality. They can therefore be reported using number data or a narrative.

Means of Verification (MOV) tell us where we get the evidence that the objectives have been met and where the data necessary to verify the indicator can be found.

The framework is based on a set of **Assumptions**. Inherent in all plans are a series of risks. Assumptions are the conditions that must exist if the project is to succeed but which are not under the direct control of the project. Thinking through your assumptions leads you to consider risk management and the contingency planning needed.

The logic is that if you carry out the activities these will result in the expected outcomes. If these outcomes are successful you should achieve your objectives. The successful accomplishment of the objectives should contribute towards successful completion of the final aim.

Try hard to keep your log frame to one page if it goes over two pages then you have put in too much detail. You should consult the log frame during monitoring and review times, to assess if your work is on track.

12 - Goal/Target Setting using Professional Documents and Road Map

Purpose

The information below should be used alongside the Professional Documents to get goals and targets and set dates for them to be achieved. You can also use something more visual such as a road map.

Road Map -You can use this tool to draw a road map of milestones, deadlines, goals depending on the conversation. It can help to visualize the journey ahead or help to plot the sessions you will have. It can be used in conjunction with goal setting questions.

Benefit: Simple to use and can be done anyway any time for multiple purposes.

Source: Road Map - Stage Minded, Dreamstime

Use this Tool during:

Coaching One-to-One
Mentoring Groups

Appropriate for:

First time meeting
Continuing Capacity Development
For Planning
For Consultation/research
For Data Analysis
Technical Guidance

There are basically two types of targets:

1. the long-term one which is improved capacity of individual officer and as a result improved capacity of the provincial education service
2. the short-term targets that are set after each session with an officer and evaluated at the next session.

The short-term targets are particularly important for our day-to-day work. After the activities are completed in a capacity development session agreed targets must be set for the next session. The target says what everyone is going to do by the next session and will be the starting point of that session. Targets for both parties should be agreed before the session ends.

For example let us say an officer wants to improve their competence in using the Excel Spreadsheet. The first activities might be accessing the program from Microsoft Office, opening a spreadsheet, setting headings and entering some simple data. Before the next session the officer could be asked to try this by himself and create a simple spreadsheet with his family names and their dates of birth. This is his target for the next session the mentor/coach should do a similar thing but with data that can be used for deeper analysis such as the names of a class of children with some examination results which might be

used to see who is doing well or who needs help and in what subject. That is their target.

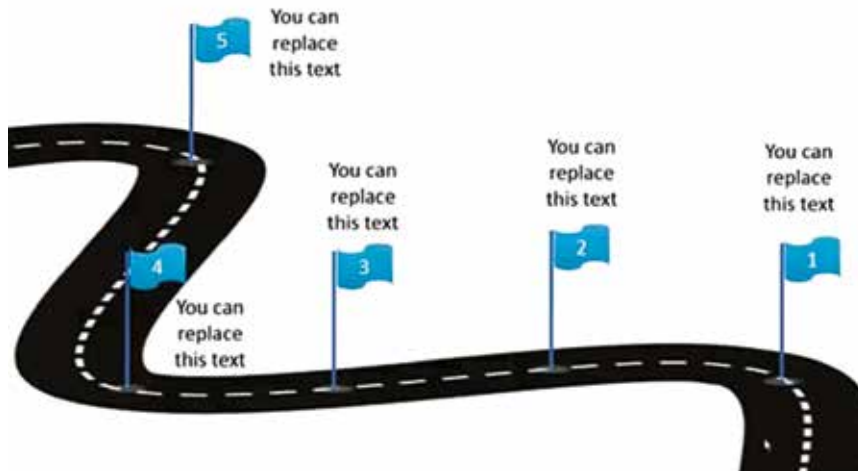
The officer's target is checked at the start of the next session. If it is not done we can try to find out why and help the officer complete it and address any challenges but not do it for him. If it has been done we can move on to the next stage of entering more complex data that can be analyzed within the spreadsheet using the target of the coach/mentor.

Road Map

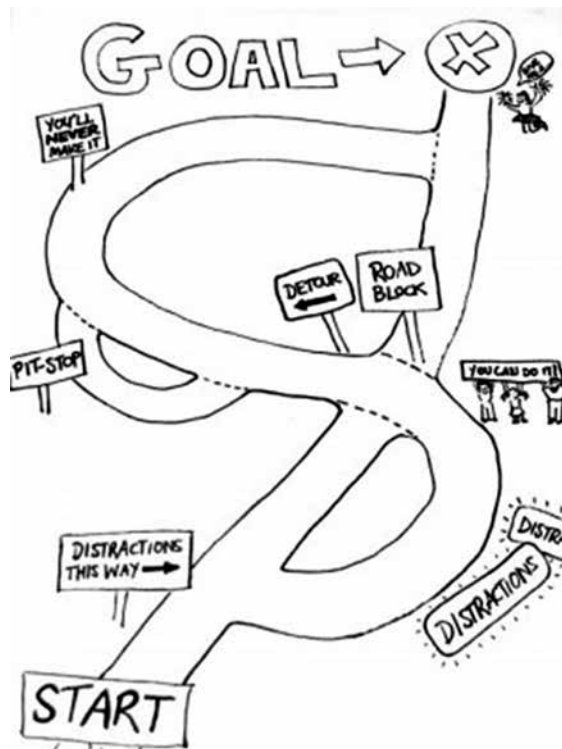
Some people are more visual than others and using this tool may assist with visualizing what they want to achieve and how they will get there.

It is good practice to set each other targets as this gives everyone experience in target practice! This should be done free hand to enable quicker thinking and reflections and can be typed up at a later stage

Points Along a Path



It can also be used to identify blockages and obstacles and changes in directions.



13 - Time Management

Purpose

This tool can be used to recognize time constraints throughout the day and week and help identify good times to meet.

Benefit:

Quick and easy to use and brings joint ownership over the schedule

Source

VSO

Use this Tool during:

Coaching One-to-One
Mentoring Groups

Appropriate for:

First time you meet
Continuing Capacity Development
For Planning
For Consultation/research
For Data Analysis
Technical Guidance

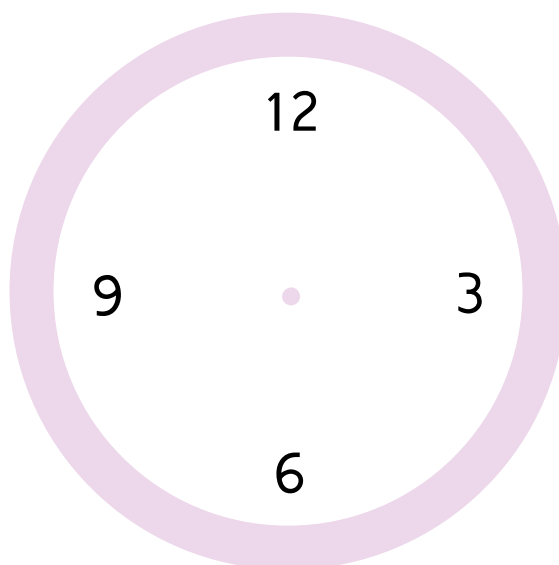
We must start by remembering that our professional colleagues are very busy people and sometimes their work takes them out of the office. They may have to leave at short notice to deal with an issue. Therefore an appointment you made to work with them may not always be kept.

1. Be understanding of this
2. Re-schedule as necessary
3. Be flexible in the times you make for meetings. Some people prefer early morning others may prefer evenings.
4. Give colleagues regular reminders about your meeting with them

5. Make sure your colleague can see the work with you is valuable and will help them in many different ways so they will want to the meeting to take place.
6. Sell the value of your work with them explaining how it will help them to produce higher quality reports that are evidence based.
7. Make sure they know that If they get these things right then under the policy of de-centralization and de-concentration more authority and power will come to their offices.

Finally can you help them manage their time by using timesheets, calendars etc.

You can also use a clock to plot good times for the meetings and times to avoid



Use this tool to help identify good days for meeting

Day	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

14 - Record Keeping

Purpose

This tool is about making sure everyone knows what has been done and what progress has been made. Use this tool to guide the completion of the professional documents.

Benefit: That everyone has a clear understanding of the documents and what they are for

Source

VSO

Use this Tool during:

Coaching One-to-One
Mentoring Groups

Appropriate for:

First time meeting
Continuing Capacity Development
For Planning
For Consultation/research
For Data Analysis
Technical Guidance

The basic theory of Capacity Development says we start with identifying the needs of the person and then organize them in order of importance.

A plan is then constructed about what activities must be done to solve these needs.

By setting targets the needs will gradually be reduced and the officer will have improved capacity. This should be written down so the officer has a record of their greater capacity.

So records are required to show:

1. The identified needs of the officer – The Training Needs Assessment

2. The way these needs have been organized into a plan to meet requirements of the Education Service – The Work Plan
3. The activities done to address the needs – The Activities Completed
4. Evidence of an improvement in the ability of the officer once the need has been addressed – A Competency Certificate

Ideas of the forms that could be used are given in the next section of this Guidebook.

Take some time to go through each of the Professional Documents and explain what each of them is for and allow time for questions. The aim is to come to an agreement that these will be used to track progress.



PROFESSIONAL DOCUMENTS

It is recommended that our professional colleagues should keep some documents, which provide evidence of their development. Try to ensure that these pieces of evidence are not seen as a threat but assist our work together. Possible documents to use are appended to this Guidebook and consist of:

1. A Personal Needs Analysis to be completed by the professional colleague and will help identify their requirements.
2. An Individual Action Plan constructed by analysing the inventory of competences and agreed with the volunteer. This will result in a schedule for how the capacity development will work.
3. A Professional Development Log of the sessions completed with a brief note of discussion and targets.
4. Personal Development Targets detailing:
 - topics worked on,
 - competences acquired with the evidence to show they were achieved
 - the targets to be achieved after the session.

This last document could go into a professional portfolio of evidence about the improved competence of the officer and used when the officer applies for another post or to justify a salary increase.

Personal Needs Analysis

This document is designed for Duty Bearers at the Sub-National level in the Ministry of Education, Youth and Sports (MoEYS) and includes those in the Provincial Office of Education (POE), the District Office of Education (DOE) and Schools

It has been agreed by MoEYS that the place you work should have an Education Management Adviser (EMA) and an Education Management Facilitator (EMF) who are there to help you build your capacity in areas where you believe you need to develop. They are not with you to do your work but to help you improve the performance of your role. They will do this by working with you and MoEYS wants them to concentrate on the areas of planning and data analysis.

To identify where the volunteer can best use their skills to help you we ask that you complete the following inventory using the scale given below:

Competence	Description
1	Cannot do
2	Can do with a lot of help
3	Can do with a little help
4	Can do easily without help

In the boxes after the statement tick the competence you think you have. This is not an examination paper and the information is confidential and will only be seen by you and your volunteer.

There are four sections of competency for Sub-National Planning Officers. Please give yourself a rating for each competence. We are totally committed to confidentiality and no one except you and the volunteer will see what you say.

DOCUMENT ONE

Personal Needs Analysis

A	EDUCATION PLANNING	Competence Level			
A1	Plans and budgets are aligned with national priorities and are annually reviewed	1	2	3	4
A1	I know how to align plans at school, district, provincial and national level				
A2	Plans and budgets use data from research & other evidence	1	2	3	4
A2	I understand the importance of using research and data to build my plans				
A3	Plans and budget consider Social Inclusion and Gender	1	2	3	4
A3	I know how to use this data in the planning process				
B	DATA ANALYSIS AND UTILIZATION	Competence Level			
B1	Knowledge	1	2	3	4
B1	I am aware of some applications and software programs that help analyze the data.				
B2	Data analysis	1	2	3	4
B2	I know how to analyze data for the purpose of education planning				
B3	Confidence in utilization	1	2	3	4
B3	I use data to make plans more accurate and evidence based				
C	KNOWLEDGE OF ACTION RESEARCH AND HOW TO USE IT	Competence Level			
C1	Understanding and knowledge about research	1	2	3	4
C1	I understand the importance of evidence-based planning				
C2	Generate evidence-base through research	1	2	3	4
C2	I can confidently plan and carry out an action research				
C3	Use of information for planning and policy	1	2	3	4
C3	I consider ways that these findings could influence policy development				
D	SOCIAL EXCLUSION, GENDER & ACCOUNTABILITY (SEGA)	Competence Level			
D1	Social Exclusion and Gender	1	2	3	4
D1	I am able to find data Social Exclusion and Gender and use it in my planning				
D2	Participatory approaches	1	2	3	4
D2	I ensure that plans take into account the needs of the children, parents, teachers and all stakeholders.				
D3	Social Accountability	1	2	3	4
D3	I ensure that stakeholders can monitor the implementation of our plans and budgets				

DOCUMENT TWO

Individual Action Plan

Name Post Date

Adviser/Facilitator

	Need Identified from Document One	Date to be Achieved	Activities to address needs	Date Achieved
1				
2				
3				
4				
5				

DOCUMENT THREE

Mentoring/Coaching Sessions Log

Name Post Adviser/Facilitator.....

	Date	Time	Need Addressed	Targets Set/Actions
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

DOCUMENT FOUR

Professional Development Targets

Name Post Date

Adviser/Facilitator Session Topic

Activities Done

(Please give clear examples to justify the sections below)

Strengths identified during the session

Points for further development identified during the session

Targets

Specific targets to be achieved by the dates given must be recorded below:

How are these related to the long-term targets?

Signature of Professional Colleague Signature of Adviser/Facilitator

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Additionally the following sources were accessed:

VSO Cambodia has a variety of materials related to education in Cambodia

VSO International has resources that can be accessed through SharePoint or the Learning Hub

Various NGOs like the NGO Education Partnership (NEP) has produced papers from time to time

Tourist Guides like the Rough Guide has information about places and culture

Published and un-published dissertations available through various national and international organizations such as the Royal University of Phnom Penh

Other Resources

Putting 'Coaching and Mentoring Toolkits' into a search engine provides a variety of resources to choose from.

**ផែនការអភិវឌ្ឍសមត្ថភាព ប្រកបដោយវិជ្ជាជីវៈ
PROFESSIONAL DEVELOPMENT PLAN**

ឈ្មោះ: Name: _____

កន្លែងធ្វើការ Workplace: _____ ហត្ថលេខា Signed: _____ កាលបរិច្ឆេទ Date: _____

ផែនការអភិវឌ្ឍសមត្ថភាព ប្រកបដោយវិជ្ជាជីវៈ នឹងជួយអភិវឌ្ឍអ្នកឲ្យក្លាយជាមន្ត្រីជំនាញមួយរូប។ ជំហាននីមួយៗ នឹងជួយលើកកម្ពស់អ្នកនូវអ្វីដែលបានរៀនទៅលើសមត្ថភាព និងផ្នែកដែលត្រូវពង្រឹងបន្ថែម។ សូមបំពេញតារាងខាងក្រោម នូវផែនការអភិវឌ្ឍសមត្ថភាពដែលអ្នកត្រូវការ:

Preparing a professional development plan (PDP) will help you to develop as an education officer. Each step will allow you to build on what you've learned so far about your competencies and growth areas. Use the table below to complete your PDP.

<p>សមត្ថភាពវិជ្ជាជីវៈដែលអ្នកប្រាថ្នា Professional competencies to target: (សូមកត់ជំនាញដែលអ្នកចង់បង្កើនឲ្យបាន៣ទៅតាមតម្រូវការរបស់អ្នក) Record three competencies you want to develop, based on your development needs.)</p>	<p>គោលបំណងអភិវឌ្ឍជាក់លាក់ Specific development goal: (សូមដាក់ទិសដៅអភិវឌ្ឍជាក់លាក់មួយសម្រាប់សមត្ថភាពនីមួយៗ) Create a specific development goal for each competency.)</p>	<p>ហេតុអ្វីបានជាគោលបំណងនេះមានសារៈសំខាន់? Why is the goal important? (ពន្យល់ថា តើហេតុអ្វីបានជាគោលបំណងនេះមានសារៈសំខាន់ចំពោះអ្នក) Explain why each goal is important to you.)</p>	<p>តើខ្ញុំធ្វើអ្វីខ្លះដើម្បីឲ្យបានសម្រេចវា? What I will do to get there? (ពន្យល់ពីសកម្មភាពដែលនឹងធ្វើ ដើម្បីឲ្យបានសម្រេច) Explain the actions you will take to achieve each goal.)</p>	<p>បាននៅពេលណា? By when? ប្រាប់ពីការរំពឹងទុកដែលអ្នកនឹងធ្វើវាចប់ Say when you expect to complete the actions.)</p>	<p>តើត្រូវធ្វើយ៉ាងណាដើម្បីខ្ញុំអាចដឹងថាខ្ញុំបានសម្រេចគោលបំណងខ្ញុំ? How will I know I have achieved the goal? (លើកស្ទូចនាករដែលជួយអ្នកអាចវាស់ស្ទង់ពីការរីកចម្រើន) Set an indicator that allows you to measure progress.)</p>	<p>តើអ្នកផ្សេងអាចជួយអ្នកដោយវិធីណាខ្លះ? How will others support me? (រៀបរាប់ពីពេលដែលគេអាចជួយការប្តេជ្ញាចិត្ត និងឬក៏ការគាំទ្រផ្សេងៗដែលអ្នកត្រូវការពីអ្នកដទៃ) Explain what time, resources, commitments, and/or other support you need)</p>
<p>សមត្ថភាពទី១ Competency 1:</p>						
<p>សមត្ថភាពទី២ Competency 2:</p>						
<p>សមត្ថភាពទី៣ Competency 3:</p>						

កំណត់ត្រានៃការសម្រេចបាន RECORD OF ACHIEVEMENT

បំពេញជាមួយគ្នា ដោយអ្នកស្ម័គ្រចិត្ត និងអ្នកចូលរួម To be completed together by mentor and mentee.

កាលបរិច្ឆេទ ពិនិត្យឡើង វិញ Date of review:	ការរីកចម្រើន Achievements: តើអ្នកទទួលបាន ការរីកចម្រើន អ្វីខ្លះពីផែនការ អភិវឌ្ឍសមត្ថភាព នីមួយៗ? What progress have you made in the development goals for each competency?	ការលំបាក Obstacles: តើឧបសគ្គអ្វីខ្លះដែល រារាំងអ្នកមិនឲ្យ សម្រេចបំណង? What has slowed you achieving your development goals?	តើខ្ញុំត្រូវធ្វើអ្វីដើម្បីជំនះនូវការ លំបាកនេះ? What I will do to overcome the obstacles: តើវិធីសាស្ត្រថ្មីអ្វីទៀតដែលអ្នក ចង់ប្រើដើម្បីឲ្យបានសម្រេច បំណង? What new strategies will you use to reach your goals?	ផ្លាស់ប្តូរគោលដៅ Revised goal: តើអ្នកចង់ប្តូរគោល បំណង ដើម្បីសម្រាល ក្តីប្រាថ្នា ជាខ្លះកាសយក បទពិសោធន៍ដែរឬទេ? Do you need to change your goals in the light of your experience?	ហត្ថលេខា Signed:
	1. 2. 3.				Mentee: ----- Mentor: -----
	1. 2. 3.				Mentee: ----- Mentor: -----
	1. 2. 3.				Mentee: ----- Mentor: -----
	1. 2. 3.				Mentee: ----- Mentor: -----



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