

**Concept Note**

**Regional Training Course on “Project Management in the Context of GMS Cooperation and Integration”**

Organized by Mekong Institute, KhonKaen, Thailand

Course Title	Project Management in the Context of GMS Cooperation and Integration
Duration	5 Day - training + plus 2 more arrival and departure days
Location	MI Residential Training Center, KhonKaen, Thailand

**1. Introduction**

The Greater Mekong Sub-region (GMS), comprised of Cambodia, Lao PDR, Myanmar, Thailand, Vietnam, and Yunnan Province and Guangxi Autonomous Region of P.R. China, is an area with immense economic potential and rich natural resources. However the development gaps widely exist, especially in the CLMV countries (Cambodia, Lao PDR, Myanmar, and Vietnam). As many as 70 million people are living within the Mekong River Basin area and 325 million throughout the sub-region. The GMS is also experiencing some of the fastest economic growth rates in the world. Sustainable and equitable development, though, is hindered by poverty reduction initiatives, mitigation of environmental impacts and human resource development. The GMS has therefore attracted a large number of projects by international organizations (IOs), non-governmental organizations (NGOs), and investment projects by multi-national corporations and state enterprises in the region, especially in CLMV. Dealing with these projects, whether as a member of the project team, as a government liaison official or involved in monitoring and evaluation of projects, requires an understanding of project management. The multi-dimensional and diverse demands of such projects have created a dire need for qualified project managers and personnel, who are able to develop, implement, monitor and evaluate projects that are on-budget, on-schedule and on-target.

In order to train participants in all aspects of project management and to provide insights into the project planning and development process of development projects which have trans-boundary or trans-national implications, Mekong Institute (MI) proposes to offer a practical training program on “**Project Management in the Context of GMS Cooperation and Integration**”. The target audience are government officials, managers of multinational enterprises and development professional from the CLMV countries, Sri Lanka, Timor Leste, and Bhutan - who are involved in the identification, design, and planning of development projects. The course should provide them with better understanding of today’s state-of-the-art practices in project management in the regional and sub-regional development sphere.

**2. Program Objectives**

This course will develop participants’ capacity to identify, design, plan, monitor and evaluate sub-regional/trans-boundary development projects using concrete case studies and best practices from the GMS. Specifically, the course aims to:

- Improve participants’ knowledge on project management processes in identifying, designing, planning, monitoring and evaluating projects;
- Improve participants’ skills to apply tools and techniques in identifying, designing, planning, monitoring and evaluating projects;
- Improve participants’ critical analysis capabilities of holistic planning and stakeholder participation in sub-regional development;
- Promote communication, cooperation and trust among professionals in developing countries.

### **3. Program Content**

Project Management in the Context of GMS Cooperation and Integration training course has four interrelated modules to be conducted in one week.

#### Module 1: Setting the Context of GMS Regional Development Projects

This module introduces the project management cycle and the regional dimension of development and cooperation through group analysis of a variety of exercises. Topics in this module include:

- Overview of GMS Economic Cooperation Program;
- Overview of project management lifecycle;
- Project Management Process Group; and
- Impact of the 10 Knowledge Areas.

#### Module 2: Project Identification and Design

Module 2 aims to enhance the participants' knowledge and skills in the identification, analysis, and design of development-oriented projects. Participants will be enabled to acquire knowledge and basic skills in needs assessment, project designing and in project proposal development. It adopts an adult learning approach that combines classroom lectures with exercises by participants. Topics covered under this module include:

- Stakeholder analysis;
- Problem tree analysis;
- Objective analysis and Alternatives analysis; and
- Program matrix.

#### Module 3: Project Planning

The purpose of this module is to give participants real-world tools and techniques in project planning from project scoping until creation of a project baseline. Topics covered in the discussion under this module include:

- Work Breakdown Structure;
- Schedule and budget development; and
- Project baseline development.

#### Module 4: Project Monitoring and Evaluation

This module covers both performance-based and outcome-based evaluation techniques. Specific topics include:

- Project valuation methodology;
- Earned Value Management technique; and
- REESI evaluation template.

### **4. Learning Methodology**

#### Curriculum Design and Methodologies

As required, all training modules, case studies, simulation exercises, and best practices are to be drawn from and tailored to the Mekong region context and will focus on practical knowledge, respect adult learning principles, use real case studies, adopt participative approaches and be linked to the daily realities of the participants. They will also from the start, incorporate concrete actions for follow-up activities after training. Each training module will be designed and delivered using

“Integrated Curriculum” approach. The salient features of this integrated curriculum are that, competencies are carefully selected, support theory is integrated with skill practice and essential knowledge is learned to support the performance of skills, and above all, various implicit competencies (e.g. facilitation, presentation, communication, negotiation, and leadership skills) are integrated across the curriculum. Different negotiation, facilitation and presentation techniques will be incorporated across the curriculum. These include the use of different planning and presentation methods in Visualization in Participatory Planning Programme (VIPP) like Information Market, Mind Map, Venn Diagrams, Fish Bowl, Floor Exercise, PLA, Mobile Station, etc. In each training module, a modular training process will be used in which all participants are guided through three progressive learning stages as follows:

Learn to do. Each training module will start with the participatory training sessions where concerned participants are trained on the concepts, techniques and tools to be employed to accomplish the real tasks as expected by their superiors. At this cognitive stage, learner-centered instruction applied where the trainer is a leader of a community of learners, devising ways to promote inquiry, higher order thinking, problem solving, higher levels of literacy and engagement. This is a conceptualizing stage, which requires the trainer to process and draw on a rich knowledge base of content, methods appropriate to the content, and technology appropriate to the content.

Do to learn. This competency-based module has been classified as a form of work-based learning. Immediately after the new skills/knowledge have been acquired, the trainees will then carry out their corresponding assignments, e.g. after completing deliberation on the concept and tools for “Project Design”, participants will be given assignments to identify, design and formulate a real project/program concept paper or project identification note. During this practicum stage, the working group members are required to consult with the assigned trainer/mentor regularly to ensure that the work is carried out as planned and in accordance with the agreed process. This application or “doing” (psychomotor) enables the learner to apply the ideas and concepts expressed in cognitive objectives. This stage will be carried out using case studies, actual field works, and simulation exercises.

Share to Learn. Before progressing to another learning module, there will be a share-to-learn session where each individual/group will have a chance to present their outputs and share the learning/working experience with others. The presentation will be the actual products (e.g. PIN, Project DMF and Results of Situation Analysis.) Lessons learned and practical experiences from the actual applications will be shared and innovative knowledge and skill will emerge and be institutionalized. The achievement of this objective is critical to the development of appropriate knowledge and skills in Project Design and Planning. Throughout the course, Participants will be divided into mixed-country project teams assigned to work on specific project exercises, which they will present near the end of the course.

## **6. Faculty**

A team consisting of experts with extensive knowledge and experience in development project management in Asia, Mekong Institute, academe and licensed/certified Project Management Professionals.

**A Regional Training on  
“Project Management in the Context of GMS Cooperation and Integration”  
Mekong Institute, KhonKaen Province, Thailand**

<b>Day 1 Module 1: Setting the Context of GMS Regional Development Projects</b>			
Session	Process	Key Content	Timing
<b>REGISTRATION</b>			8:00
1	Opening Ceremonies  Presentation and Discussion	<ul style="list-style-type: none"> <li>▪ Pre-test</li> <li>▪ Welcome remarks</li> <li>▪ Participant’s and Faculty profile</li> <li>Getting to know each other</li> <li>▪ Expectations setting</li> <li>▪ The Role of the Board of Directors</li> </ul>	8:15 -10:00
<b>COFFEE BREAK</b>			10:00 -10:15
2	Preparation	<ul style="list-style-type: none"> <li>▪ Information Market: Sharing project design and planning experiences of participants</li> </ul>	10:15-12:00
<b>LUNCH BREAK</b>			12:00-13:00
3	Presentation and Discussion	<ul style="list-style-type: none"> <li>▪ Information Market: Sharing project design and planning experiences of participants</li> </ul>	13:00 -15:00
<b>COFFEE BREAK</b>			15:00-15:30
4	Presentation and Discussion	<ul style="list-style-type: none"> <li>▪ Overview of project management lifecycle</li> <li>▪ Project Management Process Groups</li> <li>▪ Impact of the 10 Knowledge Areas</li> </ul>	15:30-17:00
<b>BOARD OF DIRECTORS MEETING (BOD)</b>			17:15-17:30
<b>WELCOME PARTY</b>			18:30-21:00
<b>Day 2 Module 2: Project Identification and Design</b>			
Session	Process	Key Content	Timing
1	Lecture and Group Discussion	<ul style="list-style-type: none"> <li>▪ Recap/Synthesis of Learning</li> <li>▪ NSEC case study</li> <li>▪ Stakeholder Analysis</li> </ul>	08:15-08:30 08:30-10:00
<b>COFFEE BREAK</b>			10:00-10:15
2	Lecture and Group Discussion	<ul style="list-style-type: none"> <li>▪ Problem Tree Analysis</li> </ul>	10:15-12:00
<b>LUNCH BREAK</b>			12:00-13:00
3	Learning Team Exercise and Plenary Presentation	<ul style="list-style-type: none"> <li>▪ Workshop and presentation of the group’s Stakeholder Analysis</li> <li>▪ Workshop and presentation of the group’s Problem Tree Analysis</li> </ul>	13:00- 15:00
<b>COFFEE BREAK</b>			15:00 - 15:15
4	Lecture and Group Discussion	<ul style="list-style-type: none"> <li>▪ Objectives Analysis</li> <li>▪ Alternatives Analysis</li> </ul>	15:15- 17:00
<b>BOARD OF DIRECTORS MEETING (BOD)</b>			17:00-17:15
<b>Day 3 Module 2: Project Identification and Design</b>			

Session	Process	Key Content	Timing
1	Lecture and Group Discussion	<ul style="list-style-type: none"> <li>▪ Recap/Synthesis of Learning</li> <li>▪ Program Matrix (Design and Monitoring Framework)</li> </ul>	08:15-08:30 08:30-10:00
<b>COFFEE BREAK</b>			10:00-10:15
2	Learning Team Exercises	<ul style="list-style-type: none"> <li>▪ Workshop on preparing a Program Matrix</li> </ul>	10:15-12:00
<b>LUNCH BREAK</b>			12:00-13:00
3	Plenary Presentation	<ul style="list-style-type: none"> <li>▪ Presentation of the group's Program Matrix</li> </ul>	13:00- 15:00
<b>COFFEE BREAK</b>			15:00 - 15:15
4	Lecture and Group Discussion	<ul style="list-style-type: none"> <li>▪ Project Proposal Template</li> <li>▪ Project Charter</li> </ul>	15:15 - 17:00
<b>BOARD OF DIRECTORS MEETING (BOD)</b>			17:00-17:15
<b>Day 4 Module 3: Project Planning</b>			
Session	Process	Key Content	Timing
1	Lecture and Group Discussion	<ul style="list-style-type: none"> <li>▪ Recap/Synthesis of Learning</li> <li>▪ Project Scoping</li> <li>▪ Workshop on preparing a Work Breakdown Structure (WBS)</li> </ul>	8:15-8:30 8:30 -10:00
<b>COFFEE BREAK</b>			10:00-10:15
2	Plenary Presentation	<ul style="list-style-type: none"> <li>▪ Presentation of the group's Work Breakdown Structure (WBS)</li> </ul>	10:15-12:00
<b>LUNCH BREAK</b>			12:00-13:00
3	Lecture and Group Discussion	<ul style="list-style-type: none"> <li>▪ Activity Sequencing</li> <li>▪ Activity Budgeting</li> <li>▪ Project Baseline</li> </ul>	13:00-15:00
<b>COFFEE BREAK</b>			15:00-15:15
4	Learning Team Exercises  Plenary Presentation	<ul style="list-style-type: none"> <li>▪ Workshop on preparing a Project Baseline</li> <li>▪ Presentation of the group's Project Baseline</li> </ul>	15:15-17:00
<b>BOARD OF DIRECTORS MEETING (BOD)</b>			17:00-17:15
<b>Day 5 Module 4: Project Monitoring and Evaluation</b>			
Session	Process	Key Content	Timing
1	Lecture and Group Discussion	<ul style="list-style-type: none"> <li>▪ Recap/Synthesis of Learning</li> <li>▪ Performance-based Evaluation: Earned Value Analysis</li> </ul>	8:15-8:30 8:30 -10:00
<b>COFFEE BREAK</b>			10:00- 10:15
2	Lecture and Group Discussion	<ul style="list-style-type: none"> <li>▪ Outcome-based Evaluation: REESI</li> </ul>	10:15-12:00
<b>LUNCH BREAK</b>			12:00-13:00
3	Program Closeout	<ul style="list-style-type: none"> <li>▪ Post Test</li> <li>▪ Individual Action Plan</li> <li>▪ Online Program Evaluation</li> </ul>	13:30-15:00
<b>COFFEE BREAK</b>			15:00- 15:15
4	Program Closeout	<ul style="list-style-type: none"> <li>▪ Closing Ceremonies</li> </ul>	15:15-16:15
<b>FAREWELL PARTY</b>			18:00-20:00