Training Programme

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Ministry for EU Affairs

Technical Assistance for IPA II

(2014-2020)

Contents

Abbreviations

CFCU	Central Finance and Contracting Unit
DG	Directorate General
EU	European Union
EUD	European Union Delegation
FIDIC	International Federation of Consulting Engineers
IPA	Instrument of Pre-accession
LI	Lead Institution
LO	Learning Objective
MEUA	Ministry of EU Affairs
NAO	National Authorizing Officer
NIPAC	National IPA Coordinator
OS	Operating Structure
OP	Operational Programme
OS	Operating Structure
Q&A	Questions and Answers
ROM	Result Oriented Monitoring
TNA	Training Needs Assessment
ToR	Terms of Reference
ToT	Training of Trainers
TS	Technical Specifications
TNA	Training Needs Analysis

0. Introduction

The training programme is structured in 4 parts.

Section 1 explains the purpose of the Training Programme. It also provides an analytical overview of information provided per each training module and explain how individual Concept Fiches have to be used by Trainer/Trainers as reference document for training preparation and delivery.

Section 2 provides the full list of Training Modules that are part of the training programme and will be elaborated on in the subsequent sections.

Section 3 presents the indicative time planning for all the modules as well as the planned number of participants.

Section 4 (Annexes) provides individual Concept Fiches per each Training Module.

1. Objective and contents of the Training Programme

In May 2016, a Training Needs Assessment exercise was performed. TNA involved bodies that are part of IPA II management and control systems. For the sake of analysis, 4 target groups were identified, namely:

1. Target group 1: NIPAC Secretariat /MEUA, as the central coordination body responsible for programming, monitoring, evaluation, coordination and reporting
2. Target group 2: NAO and CFCU, as a body responsible for the financial management and functioning of the indirect management system and reporting to EC on these two functions;
3. Target group 3: Lead Institutions and other IPA II beneficiary intuitions, responsible for programming and technical preparation and implementation of IPA II programmes and projects, and
4. Target group 4: Higher level government officials from all above mentioned institutions, responsible for decision making and strategic planning regarding within sectors or sub sectors of IPA II.

By processing evidence collected from target institutions - both through written questionnaires and one-to-one interviews –priority training topics per each target group were identified. Training topics were then compared and aggregated into 14 training modules having different duration, each addressing one or more Target groups.

The list of training modules is provided below, under table 1.

In this framework, this Training Programme aims to give guidance to training preparation process as well as to outline an overall design and a consistent framework for training delivery. This objective is achieved by providing concept design elements for each above mentioned module, namely:

- Essential pieces of information such as: title, indicative number of participants, proposed number of trainers; duration in days; delivery level;
- Warnings about likely risks linked to training design and/or delivery;
- The Training Goal– stating the reason why the training is to be held.

Furthermore, per each module it sets:

- a variable number of Learning Objectives – stating what skills and competencies the trainees are expected to acquire / consolidate by attending the training;
- a list of training contents correlated to each Learning Objective;
- possible training techniques that can be applied to appropriately deliver the envisaged training contents.

A Concept Fiche per training module, featuring all above mentioned information, is attached to this Training Programme (see Annexes) – to be used as starting point by contracted Trainer(s) when developing detailed design, agenda and support materials.

It is remarked that Concept fiche aims to provide a reference framework for training development. At the same time however, it allows the Trainer(s) much flexibility in defining their approach to delivery. In particular, the following elements should be considered.

1. Learning objectives (LOs) listed under each module have to be regarded as mandatory and cannot be skipped or omitted when training is designed. At the same time, even though Learning objectives are more in training modules with longer duration, no explicit relation between each LOs and delivery time has been established. This approach is deliberate and aims to give the Trainer(s) enough degrees of freedom to decide the most appropriate time breakdown when compiling the training plan and the related training agenda, taking into account his technical expertise and former training experience.

2. The proposed list of indicative training topics per LO has to be considered as provisional and 'minimal' list. Thus the Trainer(s) is (are) required to include the topics in training agenda, but is free to:
   · prioritize them - deciding how much time should be allocated to each and the most appropriate sequencing
   · elaborate on the list - proposing on a duly justified basis to erase certain topics, as well as to introduce additional topics, provided that they are functional to LO achievement.

3. Conversely, even though a list of possible training techniques is provided per each learning objective, the Trainer has the highest flexibilities in deciding which methodologies and tools he/she wishes to adopt. This aims to capitalize on trainers' hands-on experience, as well as on their understanding of the best way to convey specific pieces of knowledge to their audience.

It is reminded that training agenda and materials are subject to beneficiary's approval, and it is expected that variations introduced vis-à-vis to the provisional list of topics as well as decisions taken on time breakdown, as well as on use of training techniques, can be duly motivated and explained.

2. Training Modules

In compliance with the outcomes of Training Needs Assessment exercise, the following training modules are identified. Table below is drafted based on Training Needs Assessment Report (May 2016) – Table 2 'Indicative training sessions to be covered by TA for IPA II project'.

No	Title	Recommended training contents	Target groups	Duration
1	*Advanced training on IPA II environment and implementation - Module 1*	► IPA II framework ► IPA II Institutional Framework IPA II ► Sector Based Approach	NIPAC Secretariat MEUA Sector Directorates NAO CFCU Ministry of Development	5
	Advanced training on IPA II environment and implementation - Module 2	► Implementation ► Project/Contract Management ► Control Environment ► Supervisory role of NIPAC Secretariat ► Cross-cutting issues ► Donor Coordination	NIPAC Secretariat NAO CFCU	
2	*Advanced training on IPA II Monitoring, reporting and evaluation framework*	► Monitoring - Monitoring on a sector level - Monitoring and, in particular, Result-Oriented Monitoring (ROM) - Reporting in the context of monitoring - Monitoring indicators ► Evaluation; - Programme Evaluation - Midterm review	NIPAC Secretariat NAO CFCU	5

No	Title	Recommended training contents	Target groups	Duration
		- Evaluation on a sector level		
3	Workshop for practical training on Action Documents preparation	► Quality assurance of Action Documents ► Project selection ► Indicators setting	NIPAC Secretariat NAO CFCU	3
4	Advanced training on performance monitoring	► Performance monitoring systems	NAO	2
5	Advanced training on Irregularities	► Irregularity management - prevention, detection and treatment of irregularities, including aspects specifically concerning frauds	NAO	2
6	Workshop for practical training on on-the-spot checks	► On-the-spot checks	NAO	1
7	General Introductory training on IPA II	► IPA II framework ► IPA II Institutional Framework IPA II ► Sector Based Approach	Lead Institutions Beneficiary institutions of Annual OS Multi-annual OS	2
8	Advanced training on IPA II Programming and Selection	► Strategic planning at sector level ► Coordination ► Programming ► Project Selection and selection criteria ► Indicators setting at sector and policy level as well as with regard to negotiations chapters) ► Horizontal Issues ► Action preparation ► Rules on information publicity and visibility	Lead Institutions Beneficiary institutions of Annual OS Multi-annual OS	3
9	Advanced training on IPA II Implementation	► Implementation ► Financial Management ► Accounting	Lead Institutions Beneficiary institutions of Annual OS Multi-annual OS	3
10	Advanced training on IPA II Monitoring and reporting framework	► Monitoring - Monitoring on a sector level - Monitoring and, in particular, Result-Oriented Monitoring (ROM) - Reporting in the context of monitoring - monitoring indicators	Lead Institutions Beneficiary institutions of Annual OS Multi-annual OS	3
11	Advanced training on IPA II Evaluation	► Evaluation - Programme Evaluation - Midterm review - Evaluation on a sector level	Lead Institutions Beneficiary institutions of Annual OS Multi-annual OS	3
12	Introductory training on PRAG FIDIC tendering and contracting	► Project and contract management ► PRAG ► Procurement principles (including transparency) ► Practical aspects of PRAG and FIDIC - Tender dossiers preparation - Tender evaluation ► project preparation of services ► works and ► supply type of contracts ► twinning fiches ► monitoring of projects ► Control Environment	NIPAC Secretariat MEUA Sector Directorates NAO CFCU Lead Institutions Beneficiary institutions of Annual OS Multi-annual OS	5
13	Workshops on Project Budgeting Action Preparation	► Project budgeting – this should be approached as very practical training, focusing on budget preparation, and on identifying budget items that are relevant to a specific project as well	Lead Institutions Beneficiary institutions of Annual OS	2

No	Title	Recommended training contents	Target groups	Duration
		as on making realistic cost estimates, market studies etc. ► Action Preparation		
14	*Seminars on IPA II*	► IPA II framework, ► Strategic planning ► Sector indicators setting ► Soft skills ► Monitoring and evaluation	High Level Government Officials	2
15	*ToT training module*		ToT candidates selected from Target Groups 1, 2 and 3	5

Each module is described in detail under Annex 1 – Training Curricula

3. Time planning and expected attendance

3.1 Training modules timing and duration

No	Title	Target groups	Indicative timing	Indicative number of participants
1	*Advanced training on IPA II environment and implementation - Part 1* *Advanced training on IPA II environment and implementation - Part 2*	NIPAC Secretariat MEUA Sector Directorates NAO CFCU Ministry of Development NIPAC Secretariat NAO CFCU	2nd half of October 2016	25
2	*Advanced training on IPA II Monitoring, reporting and evaluation framework*	NIPAC Secretariat NAO CFCU	1st half of December 2106	25
3	*Workshop for practical training on Action Documents preparation*	NIPAC Secretariat NAO CFCU	2017	15
4	*Advanced training on performance monitoring*	*NAO*	*2017*	*25*
5	*Advanced training on Irregularities*	NAO	2017	25
6	*Workshop for practical training on on-the-spot checks*	NAO	2017	20
7	*General Introductory training on IPA II*	Lead Institutions Beneficiary institutions of Annual OS Multi-annual OS	2nd half of October 2016	35
8	*Advanced training on IPA II Programming and Selection*	Lead Institutions Beneficiary institutions of Annual OS Multi-annual OS	2nd half of October 2016	35
9	*Advanced training on IPA II Implementation*	Lead Institutions Beneficiary institutions of Annual OS Multi-annual OS	2017	35
10	*Advanced training on IPA II Monitoring and reporting framework*	Lead Institutions Beneficiary institutions of Annual OS Multi-annual OS	2017	35
11	*Advanced training on IPA II Evaluation*	Lead Institutions Beneficiary institutions of Annual OS Multi-annual OS	2017	35
12	*Introductory training on PRAG FIDIC tendering and contracting*	NIPAC Secretariat MEUA Sector Directorates NAO CFCU Lead Institutions Beneficiary institutions of Annual OS Multi-annual OS	November 2016	35
13	*Workshops on Project Budgeting Action Preparation*	Lead Institutions Beneficiary institutions of Annual OS	2017	20
14	*Seminars on IPA II*	High Level Government Officials	June 2017	20
15	*ToT training module*	ToT candidates selected from Target Groups 1, 2 and 3	September 2017	15
			TOTAL	400

3.2 Training delivery schedule

N	Title of training action	Target Groups	Duration	Schedule
1	Advanced training on IPA II environment and implementation - Part 1	NIPAC Secretariat, MEUA Sector Directorates, **NAO**, CFCU, Ministry of Development	2 days	Oct 2016
1	Advanced training on IPA II environment and implementation - Part 2	NIPAC Secretariat, **NAO**, CFCU	3 days	Oct 2016
2	Advanced training on IPA II Monitoring, reporting and evaluation framework	NIPAC Secretariat, **NAO**, CFCU	5 days	Dec 2016
3	3 Workshops for practical training on Action Documents preparation	NIPAC Secretariat, **NAO**, CFCU	3 days	2017
4	Advanced training on performance monitoring	**NAO**	2 days	2017
5	Advanced training on Irregularities	**NAO**	2 days	2017
6	Workshop for practical training on on-the-spot checks	**NAO**	1 day	2017
7	General Introductory training on IPA II	Lead Institutions, Beneficiary institutions of Annual OS, Multi-annual OS	2 days	Oct 2016
8	Advanced training on IPA II Programming and Selection	Lead Institutions, Beneficiary institutions of Annual OS, Multi-annual OS	3 days	Oct 2016
9	Advanced training on IPA II Implementation	Lead Institutions, Beneficiary institutions of Annual OS, Multi-annual OS	3 days	2017
10	Advanced training on IPA II Monitoring and reporting framework	Lead Institutions, Beneficiary institutions of Annual OS, Multi-annual OS	3 days	2017
11	Advanced training on IPA II Evaluation	Lead Institutions, Beneficiary institutions of Annual OS, Multi-annual OS	3 days	2017
12	Introductory training on PRAG FIDIC tendering and contracting[1]	NIPAC Secretariat, MEUA Sector Directorates, **NAO**, CFCU, Lead Institutions, Beneficiary institutions of Annual OS, Multi-annual OS	5 days	Nov 2016 / 2017
13	Workshops on Project Budgeting Action Preparation	Lead Institutions, Beneficiary institutions of Annual OS	2 days	2017
14	Seminars on IPA II	High Level Government Officials	2 days	Jun 2017
15	ToT training module	ToT candidates selected from all Target Groups	5 days	Sep 2017

4. ANNEXES

4.1. Advanced training on IPA II environment and implementation - Parts 1 and 2[1]

4.1.A Advanced training on IPA II environment and implementation **-** Part **1**

4.1.A.1 General information

Title	Advanced training on IPA II environment and implementation - Part 1
Delivery level	Advanced
Training goal	To improve the understanding of the IPA II framework and to increase the implementation effectiveness and fund absorption capacity
Duration	2
Number of trainees	25
Target groups	NIPAC Secretariat MEUA Sector Directorates NAO CFCU Ministry of Development
Number of trainers	1
Risks	The nature of learning objectives and related topics allows little room for interactive delivery to the detriment of the effectiveness of the learning process. Difficulties in fine tuning training delivery due to heterogeneous audience including staff from institutions with different roles in IPA implementationas well as to their different positioning on the learning curve require a special effort by the trainer to develop suitable approach and agenda.
Links with other training modules	The training provides broad perspective to IPA II environment and implementation and contributes to the learning objectives of the other trainings on different subjects.

4.1.A.2. Trainee profile

Position	<insert the position>
Qualifications	► University degree
Required background knowledge or experience	► At least 1 year of experience with IPA / EU funds ► Basic knowledge on IPA II environment and implementation framework ► Commitment to work in IPA environment for at least one year from the date of training delivery.

4.1.A.3. Trainer profile

Trainer - IPA II Framework Training Expert	
Qualifications and skills	► Bachelor's Degree in fields relevant to the assignment, or equivalent ► Very good command of English ► Advanced presentation and training skills
General criteria	► Minimum 7 years of general professional experience, including, 5 years of experience in EU funds management
Specific criteria	► Experience in working within IPA (I or II) institutional and legal framework (as advisor, consultant or civil servant) ► Experience in designing and delivering training in the field of EU funds programming and/or implementation ► Experience in designing and delivering trainings in the area of IPA I/II legal and institutional framework ► Knowledge of the IPA II sector based approach

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[1]See TNA Report, page 100, first General Capacity Related Conclusion and Recommendations. For analysis of perceived training needs please see: for NIPAC Secretariat page 60; for MEUA Sector Directorates page 62; for NAO page 63; for Ministry of Development page 89.

4.1.A.4. Learning Objectives and Contents

Learning objectives	Indicative training topic	Training techniques
1. Understand and comply with the IPA II legal framework	Establishment foundations of IPA II Changes in the IPA II legal framework compared to the IPA I framework Terminology and the use of key terms in programming, implementation and monitoring of IPA II Key policy documents and priority areas in annual and multi-annual programming	Lectures Q&A session Case studies
2. Understand and operate effectively within the IPA II institutional framework	IPA II institutional framework in Turkey New roles and responsibilities of the IPA II actors and related structures Processes and compliance requirements for preparing, implementing and monitoring of IPA II	Lectures Q&A session Case studies Group exercises/discussion
3. Apply Sector Based Approach during the implementation of IPA II	Political reforms and policy areas of IPA II Policy documents and alignment with the IPA II policy areas Institutional framework with regards to the policy areas and sectors	Lectures Q&A session Case studies Group exercises/discussion

4.1.A.4. Learning Objectives and Contents

Learning objectives	Indicative training topic	Training techniques

4.1.B Advanced training on IPA II environment and implementation - Part 2

4.1.B.1. General information

Title	Advanced training on IPA II environment and implementation - Part 2
Delivery level	Advanced
Training goal	To improve the understanding of the IPA II framework and to increase the implementation effectiveness and fund absorption capacity
Duration	3
Number of trainees	25
Target groups	NIPAC Secretariat NAO CFCU
Number of trainers	1
Risks	Critical combination of tight timing, topics' complexity and dense training programme negatively affects the learning process Trainer / trainees ratio (1:25) leads to privilege theoretical sessions rather than interactive activities. Difficulties in fine tuning training delivery to trainees level of knowledge due to their heterogeneous background (years of experience / understanding of IPA)
Links with other training modules	Advanced training on IPA II environment and implementation - Part 1

4.1.B.2. Trainee profile

Position	Any position relevant to IPA
Qualifications	▶ University degree ▶ Experience in IPA II programming or implementation
Required background knowledge or experience	▶ At least 1 year of experience with IPA / EU funds ▶ Basic knowledge on IPA II environment and implementation framework ▶ Commitment to work in IPA environment for at least three years from the date of training delivery.

4.1.B.3. Trainer profile

Trainer - IPA II Implementation Training Expert	
Qualifications and skills	▶ Bachelor's Degree in fields relevant to the assignment, or equivalent ▶ Very good command of English ▶ Advanced presentation and training skills
General criteria	▶ Minimum 7 years of general professional experience, including, 5 years of experience in EU funds management
Specific criteria	▶ Experience in implementation of IPA I and/or IPA II financed programmes and projects ▶ Experience in designing and delivering trainings in the area of EU programmes and project implementation, and/or contract management, and/or control environment ▶ Experience in NIPAC Secretariat under IPA II would be considered as an advantage ▶ Knowledge of the IPA II sector based approach

4.1.B.4. Learning Objectives and Contents

Learning objectives	Indicative training topic	Training techniques
1. Understand the management, control, supervision and audit system set up	▶ Institutional structures and authorities (NIPAC, NIPAC Secretariat, NAO, Management Structure, OSs/LIs, complementary structures)	Lectures Q&A session

2. Coordinate effectively with relevant the IPA II actors and related structures	▶ Institutional coordination
	  o Coordination and DIS
	  o The coordination, programming, monitoring roles of the NIPAC
		Lectures
		Q&A session
		Case studies
		Group exercises/discussion

		o The roles of NAO and CFCU and other IPA II structures
		► Intra-sectoral coordination
		    o IPA II monitoring committee
		► Inter-sectoral coordination
		    o Sectoral monitoring committees	

3.	Implement procurement processes effectively in line with the annual and multi-annual plans	► Phases of procurement process ► General rules and principles for implementation ► Rules on procurement and awards of grants (in PRAG)	Lectures Q&A session Case studies Group exercises/discussion
4.	Execute well-controlled procedures under IPA II	► Ethics and integrity for the control environment ► Internal control framework ► Risk management procedures and tools under DIS ► Risk mitigation measures	Lectures Q&A session Case studies Group exercises/discussion
5.	Take into account and mainstream cross cutting issues in programming, implementation, monitoring and control functions	► Overview of cross-cutting issues in development assistance (environment and climate change, civil society, equal opportunities/mainstreaming) ► Mainstreaming cross-cutting issues within the overall programming cycle	Lectures Q&A session Case studies Group exercises/discussion
6.	Harmonize the donor coordination	► Donor coordination in national context ► Existing coordination structures for programming, implementation and monitoring	Lectures Q&A session Case studies Group exercises/discussion

4.2. Advanced training on IPA II Monitoring, Reporting and Evaluation Framework[2]

4.2.1. General information

Title	*Advanced training on IPA II Monitoring, Reporting and Evaluation Framework*
Delivery level	*Advanced*
Training goal	To strengthen capacity of target institutions to soundly manage and coordinate IPA II monitoring and evaluation
Duration	*5*
Number of trainees	*25*
Target groups	*NIPAC Secretariat, NAO, CFCU*
Number of trainers	*2*
Risks	Difficulties in fine tuning training delivery to trainees level of knowledge due to their heterogeneous background (years of experience / understanding of IPA) A significant share of selected trainees lacks basic notions on monitoring and evaluation affecting the learning process Low trainer / trainees ratio leads to privilege theoretical sessions rather than interactive activities (unless trainers are both present in training room during practical work)
Links with other training modules	Due to partial overlapping of learning objectives and training topics, it is advisable that trainees taking part in this training do not take part in 4. Advanced training on performance monitoring, too

4.2.2. Trainee profile

Position	*Staff from Departments in charge with Monitoring and Programming tasks*
Qualifications	► *University degree* ► *Participation to basic training on monitoring and/or evaluation of donors' assistance is an asset*
Required background knowledge or experience	► *Basic knowledge of EU Regulation and/or Framework Agreement provisions for IPA II* ► *At least 1 year of work experience in monitoring / management or implementation of IPA support* ► *Commitment to maintain current position for three years from the date of training delivery.*

4.2.3. Trainer profile

Qualifications and Skills	► Bachelor's Degree in fields relevant to the assignment, or equivalent ► Very good command of English ► Advanced presentation and training skills
General criteria	► Minimum 7 years of general professional experience, including, 5 years of experience in EU funds management
Trainer 1 - Monitoring Training Expert	
Specific criteria	► Experience in monitoring and reporting related to EU funds ► Experience in designing and delivering training in the area of monitoring of EU funds, preferably IPA ► Experience in Result Oriented Monitoring ► Knowledge of the IPA II sector based approach
Trainer 2 - Evaluation Training Expert	
Specific criteria	► Experience in interim/ex-post evaluation of EU Funds/IPA assistance ► Experience evaluations at sector programmes level ► Experience in designing and delivering training in the area of EU Funds Evaluation ► Knowledge of the IPA II sector based approach

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[2]See TNA Report - on NIPAC training needs pages 52 – 53 and 62; on NAO training needs pages 54 – 55.

4.2.4. Learning Objectives and Contents

	Learning objectives	Indicative training topic	Training techniques
1	Apply Result-Oriented Monitoring methodology	Monitoring, evaluation and audit. Key features of Result-Oriented Monitoring. Result-Oriented Monitoring cycle and its steps. Internal and external monitoring.	Lectures Q&A session
2	Describe IPA monitoring systems in Turkey	Legal provisions concerning monitoring in IPA II Roles and responsibilities of IPA II actors and Monitoring Committees Data collection and monitoring flows.	Lectures Q&A session Group exercise/discussion
3	Understand and apply evaluation criteria	Evaluation criteria: relevance, efficiency, effectiveness, impact, sustainability. Intervention logic and evaluation criteria	Lectures Q&A session Case studies Group exercise/discussion
4	Design good quality indicator framework	Definition and purpose of performance indicators Link between input-output-outcome(result) Types (levels) of indicators and reference Documents Practical steps to identify, quantify and validate indicators Indicators for soft-type interventions / horizontal priorities and gender equality Indicators relevant for DG NEAR. Revision of indicators.	Lectures Q&A session Group exercises/discussion
5	Plan and implement monitoring activities	Project / programme operational monitoring. Monitoring physical and financial progress. Monitoring sustainability, financial viability, efficiency, effectiveness. Overall sector strategic monitoring System monitoring. Risk-based approach and preparation of monitoring Plans Performing monitoring visits: desk preparation and visit implementation. Use of checklists.	Lectures Q&A session Case studies Group exercises/discussion
6	Write quality reports	How writing clear and concise report. Preparation of Monitoring Reports: drafting findings, conclusions and recommendations. Writing Annual Reports.	Lectures Q&A session Case studies Group exercises/discussion
7	Plan independent evaluations	The evaluation cycle. Principles of evaluation of IPA II assistance Links between monitoring and evaluation Drafting Evaluation Plan Types of evaluation: project/programme evaluation; sector evaluations; strategic evaluations; thematic evaluations. Approaches to evaluation.	Lectures Q&A session Case studies Group exercises/discussion
8	Use ex-ante evaluation	Ex-ante evaluation purpose. Role of ex-ante evaluation in the programming process Ex-ante evaluation questions.	Lectures Q&A session Case studies Demonstration Group exercises/discussion
9	Use interim evaluation	Interim evaluation purpose. Role of interim evaluation in the programming process Drafting interim evaluation questions.	Lectures Q&A session Case studies Group exercises/discussion
10	Launch and manage the evaluation process	Drafting Terms of reference Supervision and collaboration with evaluators. Quality assessment of evaluation reports Follow up to evaluators recommendations.	Lectures Q&A session Case studies Group exercises/discussion

4.3 Workshop for Practical Training on Action Documents Preparation[3]

4.3.1. General information

Title	Workshop for practical training on Action Documents preparation
Delivery level	Advanced
Training goal	To improve the oversight capacities of the coordinating IPA II institutions to increase the quality of programming documents
Duration	3
Number of trainees	15
Target groups	NIPAC Secretariat NAO CFCU
Number of trainers	1
Risks	Difficulties in fine tuning training delivery to trainees' level of knowledge due to their heterogeneous background (years of experience / understanding of IPA.
Links with other training modules	==

4.3.2. Trainee profile

Position	Expert of the NIPAC, NAO and CFCU taking part in the review of programming documents (action documents)
Qualifications	► University degree
Required background knowledge or experience	► Basic knowledge of EU Regulation and/or Framework Agreement provisions for IPA II ► At least 1 year of work experience in IPA programming, evaluation, monitoring, implementation ► *Commitment to maintain current position for three years from the date of training delivery.*

4.3.3. Trainer profile

Trainer - IPA Programming Training Expert	
Qualifications and skills	► Bachelor's Degree in fields relevant to the assignment, or equivalent ► Very good command of English ► Advanced presentation and training skills
General criteria	► Minimum 7 years of general professional experience, including, 5 years of experience in EU funds management
Specific criteria	► Experience in strategic planning/programming and/or coordination of the programming process for IPA assistance ► Experience in analysis, drafting and/or project selection with respect to programming documents preparation under IPA ► Experience in designing and delivering trainings in the area of IPA programming including indicator setting ► Knowledge of the IPA II sector based approach

4.3.4. Learning Objectives and Contents

Learning objectives	Indicative training topic	Training techniques
1. Implement the rules of project cycle management	Phases of project cycle management Problem and objective analysis Stakeholder analysis Logical framework matrix Assumptions and risks Indicator setting Activity scheduling Resource planning and budgeting	Lectures Q&A session Case studies Group exercises/discussion

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[3]See TNA Report - on NIPAC training needs pages 50-51 and 60; on NAO training needs pages 52-53.

Learning objectives	Indicative training topic	Training techniques
	Monitoring and evaluation tools	
2. Improve the assessment of the quality and relevance of the action documents	Project compliance with the policy framework, strategic planning and programming Linkages between the national level strategies and EU strategic planning documents Internal coherence / logical chain of intervention / intervention logic of the overall objective, expected results, outcomes and activities (intervention logic) Quality of monitoring and evaluation Indicators Preparing Budget estimates	Lectures Q&A session Case studies Group exercises/discussion
3. Employ methods for the selection of actions based on the identified priorities and constraints	Analytical hierarchy between project objective, programme objectives and higher level policies Approaches to project screening and selection Analysis of options in return of allocated resources Sustainability of actions Sustainability vs durability – two different concepts Links and synergies with other actions	Lectures Q&A session Case studies Group exercises/discussion

4.4. Advanced training on Performance Monitoring[4]

4.4.1. General information

Title	Advanced training on Performance Monitoring
Delivery level	Advanced
Training goal	To strengthen NAO capacity to effectively perform monitoring activities (as per Protocol signed with NIPAC)
Duration	2
Number of trainees	25
Target groups	NAO
Number of trainers	1
Risks	Training delivery is not at a sufficiently advanced level, causing trainees' interest to progressively decrease Inaccurate trainer selection leads to training design and delivery not up to expectations and to possible trainees' dissatisfaction Trainer / trainees ratio (1:25) leads to privilege theoretical sessions rather than interactive activities
Links with other training modules	The workshop design logically follows Training Module 4 on Performance Monitoring. However, the attendance to Module 4 is not a precondition to attend Module 6. Due to partial overlapping of learning objectives and training topics, it is advisable that trainees taking part in this training do not take part in 2. Advanced training on IPA II Monitoring, Reporting and Evaluation Framework, too.

4.4.2. Trainee profile

Position	Monitoring Officers
Qualifications	· University degree · Participation to basic training on monitoring and/or evaluation of donors' assistance is an asset
Required background knowledge or experience	· Basic knowledge of EU Regulation and/or Framework Agreement provisions for IPA II · At least 1 year of work experience in monitoring / management or implementation of IPA support · Commitment to maintain current position for three years from the date of training delivery.

4.4.3. Trainer profile

Trainer - EU Internal Control Expert	
Qualifications and Skills	► Bachelor's Degree in fields relevant to the assignment, or equivalent ► Very good command of English ► Advanced presentation and training skills
General criteria	► Minimum 7 years of general professional experience, including, 5 years of experience in EU funds management
Specific criteria	► Experience in setting the internal control framework and applying internal control standards for IPA ► Experience in setting the IPA system performance monitoring ► Experience in on the spot controls and reporting

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[4]See TNA Report pages 52 and 53.

► Experience in designing and delivering training on internal control including on the spot controls and system performance measurement

4.4.4. Learning Objectives and Contents

	Learning objectives	Indicative training topic	Training techniques
1	Apply Result-Oriented Monitoring methodology to IPA II environment	Monitoring, evaluation and audit. Key features of Result-Oriented Monitoring. Result-Oriented Monitoring cycle and its steps. Legal provisions concerning monitoring in IPA II NAO and NIPAC: roles and responsibilities in monitoring; IPA / Sectoral Monitoring Committees: roles and responsibilities	Lectures Q&A session
2	Design good quality indicator framework	Definition and purpose of performance indicators Link between input-output-outcome(result) Types (levels) of indicators and reference documents Practical steps to identify quantify and validate indicators. Overview of evaluation principles: focus on efficiency, effectiveness and sustainability.	Lectures Q&A session Case studies Group exercises/discussion
3	Contribute to IPA II Operational and System Monitoring	Project / programme operational monitoring. System (procedural) monitoring Indicators to monitor performance of management and control systems Overall sector Strategic Monitoring	Lectures Q&A session Case studies Group discussion
4	Plan and implement monitoring activities during project / programme implementation	Monitoring physical and financial progress. Risk-based approach. Preparation of Monitoring Plans Performing monitoring visits: desk preparation and visit implementation. Development and use of ad-hoc checklists.	Lectures Q&A session Case studies Group exercises/discussion Simulation
5	Plan and implement monitoring activities after the end of project / programme implementation	Project / programme operational monitoring. Monitoring sustainability and/or financial viability; efficiency; effectiveness. Risk-based approach. Preparation of monitoring Plans Performing monitoring visits: desk preparation and visit implementation. Development and use of ad-hoc checklists.	Lectures Q&A session Case studies Group exercises/discussion Simulation
6	Write quality monitoring reports	How writing clear and concise report. Preparation of Monitoring Reports: drafting findings, conclusions and recommendations.	Lectures Q&A session Case studies Group exercises/discussion

4.5. Advanced training on Irregularities[5]

4.5.1. General information

Title	*Advanced training on Irregularities*
Delivery level	*Advanced*
Training goal	*To strengthen NAO capacity to prevent, promptly detect and correct irregularities, including fraud*
Duration	*2*
Number of trainees	*25*
Target groups	*NAO and possibly* CFCU
Number of trainers	*1*
Risks	Inappropriate trainer selected leads to training design and delivery not up to expectations and to possible trainees' dissatisfaction Failure to connect theoretical concepts with real situations may turn into a partial understanding of the most complex issues by trainees. Trainer / trainees ratio (1:25) leads to privilege theoretical sessions rather than interactive activities
Links with other training modules	Due to partial overlapping of learning objectives and training topics, it is advisable that trainees taking part in this training do not take part in 2. Advanced training on IPA II Monitoring, Reporting and Evaluation Framework, too.

4.5.2. Trainee profile

Position	*Staff from NAO Department in charge with checking legality and regularity of expenditure*
Qualifications	· *University degree*
Required background knowledge or experience	· *Basic knowledge of EU Regulation and/or Framework Agreement provisions for IPA II* · *Basic knowledge of EU and national legislation relevant to irregularity management* · *At least 1 year in performing desk and/or on-the-spot checks prior to submitting annual financial reports and annual management declarations.*

4.5.3. Trainer profile

Trainer – Irregularity Management Expert	
Qualifications and Skills	► Bachelor's Degree in fields relevant to the assignment, or equivalent ► Very good command of English ► Advanced presentation and training skills
General criteria	► Minimum 7 years of general professional experience, including, 5 years of experience in EU funds management
Specific criteria	► Experience in Irregularity Detection, Management and Investigation Experience ► Experience in Irregularity Reporting ► Experience in designing and delivering training on irregularity management ► Knowledge of Internal Control Framework ► *Commitment to work in IPA environment for three years from the date of training delivery.*

4.5.4. Learning Objectives and Contents

	Learning objectives	*Indicative training topic*	*Training techniques*
1	Understanding and applying rules and procedures to manage irregularities	Definition of irregularity EU and national legal basis. Roles and responsibilities in irregularity management in IPA II EU bodies in fight to fraud	Lectures Q&A session

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[5]See TNA report page 65.

	Learning objectives	*Indicative training topic*	*Training techniques*
2	Detecting irregularities	From suspected irregularity to irregularity Concept of minor (clerical) errors and non-'remediable errors' Documenting and reporting suspected irregularities. Legal opinions on irregularities. Irregularity management panels: features, composition and functioning. Reporting obligations; drafting irregularity reports.	Lectures Q&A session Case studies Group exercises/discussion
3	Implementing preventive measures	Types of detected irregularities: an overview of available statistics Design of preventive measures (Information, training provision of guidance and standard documents; ex-ante procurement checks, etc.)	Lectures Q&A session Case studies Group exercises/discussion
4	Implementing corrective measures	Financial corrections to restore legality and regularity of expenditure: definition and legal basis Principles for financial corrections application Overview of EU guidance and practice on calculation of financial corrections Systemic irregularity and flat-rate financial corrections. Recovery of unduly paid amounts.	Lectures Q&A session Case studies Group exercises/discussion Simulation
5	Detecting suspected fraud	Definition and features of fraud. Detecting suspected fraud. From suspected fraud to fraud. Overview of EU good practice	Lectures Q&A session Case studies Group discussion
6	Drafting anti-fraud strategy.	National anti-fraud strategy. Analysing state of play; fraud risk assessment and detection; strategy design, implementation, evaluation.	Lectures Q&A session Case studies Group exercises/discussion

4.6. Workshop for practical training on on-the-spot checks[6]

4.6.1. General information

Title	Workshop for practical training on on-the-spot checks
Delivery level	Advanced
Training goal	To strengthen NAO capacity to effectively perform 'second-level' on-the-spot checks to verify legality and regularity of expenditures as well as the functioning of internal control systems[7]
Duration	1
Number of trainees	20
Target groups	NAO
Number of trainers	1
Risks	Restricted access to NAO procedures and, particularly, check lists used to perform on-the-spot checks due to confidentiality issues may limit the effectiveness of this workshop that is meant to have a practical tailor-made approach and therefore should be based on tools and methods that are used by NAO employees in performing their everyday tasks.
Links with other training modules	The workshop design logically follows Training Module 4 on Performance Monitoring. However, the attendance to Module 4 is not a precondition to attend Module 6.

4.6.2. Trainee profile

Position	Monitoring Officers
Qualifications	· University degree
Required background knowledge or experience	· Knowledge of EU Regulation and Framework Agreement provisions for IPA II · Knowledge of NAO procedures to perform desk and on-the-spot checks to ensure legality of expenditure and the functioning on internal control systems · At least 1 year of work experience in monitoring / management or implementation of IPA support · Experience in performing desk and on-the-spot checks to ensure on EU funded contracts (during and after implementation) · Commitment to maintain current position for three years from the date of training delivery.

4.6.3. Trainer profile

Trainer - EU Internal Control Expert

Qualifications and Skills	► Bachelor's Degree in fields relevant to the assignment, or equivalent ► Very good command of English ► Advanced presentation and training skills
General criteria	► Minimum 7 years of general professional experience, including, 5 years of experience in EU funds management ►
Specific criteria	► Experience in setting the internal control framework and applying internal control standards for IPA ► Experience in setting the IPA system performance monitoring ► Experience in on the spot controls and reporting ► Experience in designing and delivering training on internal control including on the spot controls and system performance measurement

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[6]See TNA Report page 63.
[7]Due to the variety of checks to be performed both at system level and at project level, the training will focus more on methodological issues rather than on the detailed analytical description of all checks to be performed, that would require more than 1 day.

4.6.4. Learning Objectives and Contents

Explanatory note. Workshop on on-the-spot checks focuses on a complex topic that is at the very core of NAO activity. Prior to submitting a statement of expenditure to EC the NAO has to satisfy itself on legality and regularity of expenditure included in the statement itself. NAO therefore performs checks – including on-the-spot checks – to gain reasonable assurance that expenditure is legal – namely, that all legal provisions were respected - and regular - namely that all rules and procedures approved as per EBIT were complied with, and an adequate internal control framework is in place. To this purpose (desk and) on-the-spot checks include:

- *System level checks by OSs / LIs and CFCU to verify that their internal management and control systems are duly functioning;*
- *Project-level checks on a sample basis. These checks focus on a sample of payment requests by projects, referring to amounts that were included in the statement of expenditure, and have the two-fold purpose to check that the amounts included in the statement of expenditure are correct, and to confirm that the bodies in charge with (1st level) checks, are able to accurate verify and validate expenditure prior to payments. Thus from checks on a sample basis it can be inferred whether all declared expenditure is regular and legal.*

It goes without saying that the variety of checks NAO performs varies in function of checked institutions as well as of entrusted tasks (e.g. OSs vs LIs+CFCU) as well as a function of the process checked (e.g. tender evaluation vs appraisal and selection of grant applications). The table below proposes 4 learning objectives, and for each a list of topics. The proposal is to include the topics mentioned per each objective in a formal lecture, to be then complemented by an interactive exercise, that should be ideally focused on a critical analysis of one or more selected checklists currently used by NAO to perform their control tasks, as well as by the joint formulation of proposals for their improvement / discussion on their application.

	Learning objectives	Indicative training topic	Training techniques
1	Prepare an on-the-spot mission	Typologies of on-the-spot missions Desk preparation for checking management and control systems. Desk preparation for sample missions at project level. Checklists as fundamental tools for effective and comprehensive on-the-spot checks	Lecture Group exercises/discussion Q&A session
2	Gaining reasonable assurance on the effective functioning of internal control systems by performing system-level checks	Preparation and use of tools to verify MCS functioning: adapting checklists to different institutions. Checking effective functioning of internal control systems (as per ANNEX B to FA) in performing key implementation processes: · Tendering / project appraisal and selection · Contracting · Verification and validation of expenditures · Payments, accounting and reconciliation. Checking compliance with archiving procedures; continuity of operations; publicity rules. Complementarities between desk and on-the-spot checks.	Lecture Q&A session Case studies Group exercise/discussion
3	Gaining reasonable assurance on the effective functioning of internal control systems by performing project-level checks.	Preparation and use of tools to check legality and regularity of expenditure through project-level checks. Performing ex-post sample checks on payment requests included in the statement of expenditure submitted to the Commission. Overview of administrative, financial, technical and physical checks. The concept of necessity and Complementarities between desk and on-the-spot checks.	Lectures Q&A session Case studies Group exercise/discussion
4	Writing quality reports on on-the-spot checks	Overview of on-the-spot repot template Formulation of evidence-based findings and conclusions. Formulation of recommendations.	Lectures Q&A session Case studies Discussion

4.7. General Introductory Training on IPA II[8]

4.7.1. General information

Title	General Introductory training on IPA II
Delivery level	Advanced
Training goal	To improve the implementation capacity of target institutions under the IPA II framework
Duration	2 days
Number of trainees	35
Target groups	Lead Institutions Beneficiary institutions of Annual OS Multi-annual OS
Number of trainers	1
Risks	Due to the nature of learning objectives and related topics this part of the training module may allow little room for interactive delivery, and thus may require a special effort by the trainer to develop suitable approach and agenda. Trainer / trainees ratio (1:35) leads to privilege theoretical sessions rather than interactive activities Difficulties in fine tuning training delivery to trainees level of knowledge due to their heterogeneous background (years of experience / understanding of IPA)
Links with other training modules	This module is specifically designed for staff with little or no IPA experience – therefore it can be seen as entry module, and an introduction to any other module of this training programme.

4.7.2. Trainee profile

Position	Newly joined or relatively less experienced staff of the target groups
Qualifications	University degree
Required background knowledge or experience	Lead institutions, beneficiary institutions of Annual OS Multi-annual OS *Commitment to work in IPA environment for at les one year from the date of training delivery.*

4.7.3. Trainer profile

Trainer - IPA II Framework Training Expert	
Qualifications and skills	► Bachelor's Degree in fields relevant to the assignment, or equivalent ► Very good command of English ► Advanced presentation and training skills
General criteria	► Minimum 7 years of general professional experience, including, 5 years of experience in EU funds management
Specific criteria	► Experience in working within IPA (I or II) institutional and legal framework (as advisor, consultant or civil servant) ► Experience in designing and delivering training in the field of EU funds programming and/or implementation ► Experience in designing and delivering trainings in the area of IPA I/II legal and institutional framework ► Knowledge of the IPA II sector based approach

4.7.4. Learning Objectives and Contents

Learning objectives	*Indicative training topic*	*Training techniques*
1. Understand the funding mechanisms and financing priorities of EU	Assistance under IPA and other mechanisms Indicative allocations for Turkey IPA II priority areas for Turkey	Lectures Q&A session

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[8]See TNA Report page 100, first General Capacity Related Conclusion and related Reccomendation.

Learning objectives	Indicative training topic	Training techniques
2. Operate in compliance with the legal framework of IPA II	IPA II legal framework in Turkey (IPA II regulations, financing regulation, IPA II framework agreements, financing agreements, multi-annual action programmes, Prime Minister's Circular for implementing IPA II)	Lectures Q&A session Case studies
3. Coordinate effectively with the IPA II institutions and structures	IPA II Policy areas, sectors and operating structures Fund and information flows between IPA II structures in Turkey The roles and responsibilities of IPA II structures (NIPAC, NAO, CFCU, OS, LIs, BIs, AFCOS, Audit Authority, coordination, cooperation and monitoring committees)	Lectures Q&A session Case studies Group exercises/discussion
4. Adopt sector based approach for the programming, implementation and monitoring of IPA II actions	Sector coordination structures Budgeting of sector policies Midterm perspective reviews Performance monitoring systems	Lectures Q&A session Case studies Group exercises/discussion

4.8. Advanced training on IPA II Programming and Selection[9]

4.8.1. General information

Title	*Advanced training on IPA II Programming and Selection*
Delivery level	*Advanced*
Training goal	*To further consolidate target institutions' capacity to correctly drive the IPA II programming process – including programmes review and amendments – as well as to correctly supervise and implement project preparation and or selection.*
Duration	*3*
Number of trainees	*35*
Target groups	*Lead Institutions, Beneficiary Institutions of Annual OSs, Multi-annual OSs*
Number of trainers	*1*
Risks	*As number of envisaged learning objectives is high vis-à-vis of timing available, a preliminary prioritization of topics might be appropriate to ensure an advanced-level delivery, as well as to allow sufficient time for interactive approach that is by definition more time consuming than traditional lecturing.*
	Difficulties in fine tuning training delivery to trainees level of knowledge due to their heterogeneous background (years of experience / understanding of IPA)
	Trainer / trainees ratio (1:35) leads to privilege theoretical sessions rather than interactive activities
Links with other training modules	*==*

4.8.2. Trainee profile

Position	*OS/LI CFCU Staff from Departments in charge with programming, assistance to Beneficiary institutions in project preparation, project appraisal and selection, quality assurance; audit*
	Beneficiary Institutions' staff in charge with programming and project preparation
Qualifications	· *University degree*
Required background knowledge or experience	· *Basic knowledge of EU Regulation and/or Framework Agreement provisions for IPA II*
	· *At least 1 year of work experience in IPA programming, monitoring or implementation*
	· *Commitment to maintain current position for three years from the date of training delivery.*

4.8.3. Trainer profile

Trainer - IPA Programming Training Expert

Qualifications and Skills	► Bachelor's Degree in fields relevant to the assignment, or equivalent
	► Very good command of English
	► Advanced presentation and training skills
General criteria	► Minimum 7 years of general professional experience, including, 5 years of experience in EU funds management
Specific criteria	► Experience in strategic planning/programming and/or coordination of the programming process for IPA assistance
	► Experience in analysis, drafting and/or project selection with respect to programming documents preparation under IPA
	► Experience in designing and delivering trainings in the area of IPA programming including indicator setting
	► Knowledge of the IPA II sector based approach

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[9]See TNA – for Lead Institutions page 54-55; for Multiannual Oss page 55; for beneficiary Institutions page 57.

4.8.4. Learning Objectives and Contents

	Learning objectives	Indicative training topic	Training techniques
1	Understand, and contribute to, the strategic planning process in their sector	Sector approach purpose and characteristics Strategic planning and programming: Common Strategic Framework and Multi-country/ Country Strategy Papers (CSP) Role of NIPAC in stakeholders and donor's coordination Sector Logical chain: Objectives, Results, indicative Actions and Indicators. Contribution to preparation / review of Country Strategy Papers Logical links between EU strategic planning and national sector policies and strategies	Lectures Q&A session
2	Draft and/or review of programming documents	Strategic planning, programming and implementation. Sector assessment criteria, their meaning and application. Sector Support Programmes and Action Programmes. Overview of IPA II programming framework and cycle: programme preparation and amendments. Programme preparation: context analysis and SWOT analysis. Strategy design and preparation of objectives tree.	Lectures Q&A session Group exercise/discussion
3	Promote and facilitate stakeholders' and donors' coordination.	Performing stakeholder analysis. Assessment and improvement of donor coordination mechanisms. Good practices in coordination of donors' support. Assessment of governmental / NG stakeholders' coordination mechanisms. Stakeholder consultation throughout the programming process.	Lectures Q&A session Group exercises/discussion
4	Design monitoring indicators in the programming process	Main concepts on indicator framework Country Strategy Paper sector indicators Levels of IPA II indicators: strategic indicators, operational indicators, intervention indicators. Macro-level indicators (including on negotiation process) and sector-level indicators. Designing Indicators for Action Programmes: reconstructing programme logic, selecting indicators; identifying sources, baseline values and timing; quantifying and validating indicators, designing data collection system.	Lectures Q&A session Case studies Group exercises/discussion
5	Consider and integrate horizontal issues in IPA II programming, monitoring and project selection	Horizontal issues under IPA II: equal opportunities and gender equality; environment, climate change and disaster resilience; involvement of minorities and vulnerable groups; engagement with civil society and other non-state actors Concept on neutrality to / contribution to horizontal issues. Mainstreaming the issues in the programme. Horizontal issues in programming, monitoring and programme evaluation. Overview of indicators to measure gender equality.	Lectures Q&A session Case studies Group exercises/discussion
6	Understanding and applying methods and tools for action (project) preparation	Project identification and project conceptualization: situation analysis, problem analysis and stakeholders identification. Tools for project design: logical framework matrix to define objectives, results activities, indicators. Assessing risks and assumptions. Essential on preparation of investment projects: demand analysis and cost-benefit analysis. Sensitivity analysis. Overview of environmental issues – basics about EIA. Partnership involvement in action preparation.	Lectures Q&A session Case studies Group exercises/discussion
7	Transparently select projects by understanding and correctly applying project selection criteria	Overview of project selection criteria and their application Relevance and consistency of action design Effectiveness and feasibility Budget and cost-effectiveness Sustainability: financial, institutional, environmental and policy sustainability. Assessing the financial and technical capacity of the applicant.	Lectures Q&A session Group exercises/discussion

	Learning objectives	Indicative training topic	Training techniques
		Appraising cost-effectiveness in soft projects and in infrastructure investment projects. Filling in an evaluation grid. Dos and don'ts in the selection process.	
8	Applying rules on information, publicity and visibility during IPA II programming	Rules on visibility during programming and project award procedures. Obligations on publication of selected recipients Visibility rules for promoting transparency and accountability in the use of funds.	Lectures Q&A session Case studies Group exercises/discussion

4.9. Advanced training on IPA II Implementation[10]

4.9.1. General information

Title	*Advanced training on IPA II Implementation*
Delivery level	*Advanced*
Training goal	*To further consolidate target institutions' capacity to soundly implement IPA II assistance*
Duration	*3*
Number of trainees	*35*
Target groups	*Lead Institutions, Beneficiary Institutions of Annual OSs, Multi-annual OSs*
Number of trainers	*1*
Risks	*Adequately covering topics such as management verifications – i.e. project level monitoring and control – is challenging due to the variety of target institutions that are expected to come from all sectors and subsectors and from both beneficiary institutions and programme bodies, as well as due to the variety of applied project implementation modalities[11]* *Trainer / trainees ratio (1:35) leads to privilege theoretical sessions rather than interactive activities*
Links with other training modules	*==*

4.9.2. Trainee profile

Position	*OS/LI CFCU Staff from Departments in charge with performing management verifications (project-level monitoring and control), financial management and accounting, quality assurance; audit* *Beneficiary Institutions' staff in charge with project implementation and monitoring*
Qualifications	· *University degree*
Required background knowledge or experience	· *Basic knowledge of EU Regulation and/or Framework Agreement provisions for IPA II* · *At least 1 year of work experience in IPA programming, monitoring or implementation* · *Commitment to maintain current position for three years from the date of training delivery.*

4.9.3. Trainer profile

Trainer - IPA II Implementation Training Expert

Qualifications and Skills	► Bachelor's Degree in fields relevant to the assignment, or equivalent ► Very good command of English ► Advanced presentation and training skills
General criteria	► Minimum 7 years of general professional experience, including, 5 years of experience in EU funds management
Specific criteria	► Experience in implementation of IPA I and/or IPA II financed programmes and projects ► Experience in designing and delivering trainings in the area of EU programmes and project implementation, and/or contract management, and/or control environment ► Experience in NIPAC Secretariat under IPA II would be considered as an advantage ► Knowledge of the IPA II sector based approach

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[10]See TNA – for Lead Institutions page 54-55; for Multiannual Oss page 55; for beneficiary Institutions page 57.
[11]In some cases beneficiaries directly manage grants, in other cases they are only responsible of day-to-day technical management and monitoring, while all other functions (e.g. tendering) are performed externally. Rather obviously different implementation modalities imply a different scope of monitoring and control at programme level.

4.9.4. Learning Objectives and Contents

	Learning objectives	Indicative training topic	Training techniques
1	Ensure quality reporting at project level	Checking daily project process: technical monitoring at project level – inputs and outputs; financial monitoring at project level Presenting contract progress and implementation Reporting on risk assessment and description of preventive and mitigation measures How writing clear and concise reports. Criteria for checking reports quality	Lectures Q&A session
2	Planning on-the-spot visits to financed projects	Definition and purpose of management verifications Monitoring and control, differences and synergies Risk-based approach to project monitoring and control: outlining criteria and scoring methodology(ies) Planning monitoring on-the-spot visits / control on-the-spot visits Announcing on-the-spot visits to beneficiaries	Lectures Q&A session Group exercise/discussion
3	Perform on-the-spot visits for project level monitoring and checks prior to payments	Preparation of monitoring visits: tasks of programme authorities; tasks by beneficiary institutions How preparing / reviewing checklists for on-the-spot monitoring visits Preparation of on-the-spot checks prior to payments. Desk analysis of invoices / requests for payments Performing on-the-spot checks prior to payment: how preparing / reviewing checklists Drafting on-the-spot visit report.	Lectures Q&A session Group exercises/discussion
4	Irregularities	Definition of irregularity From suspected irregularity to irregularity. Concept of systemic irregularity. Concept of minor (clerical) errors and non-'remediable errors' Suspected fraud and its investigation Preventive and remedial measures for irregularities and fraud	Lectures Q&A session Case studies Group exercises/discussion
5	Financial corrections and funds recovery	Financial corrections to restore legality and regularity of expenditure: definition and legal basis Principles for financial corrections application Overview of EU guidance and practice on calculation of financial corrections Systemic irregularity and flat-rate financial corrections. Recovery of unduly paid amounts.	Lectures Q&A session Case studies Group exercises/discussion
6	Formulate and propose amendments to the contract	Amendments to the contracts: types, roles, responsibilities. Procedures for administrative orders and addenda as per PRAG. Legal validity of contract modification	Lectures Q&A session Case studies Group exercises/discussion
7	Ensuring sound financial management and reporting of IPA II funds under each programme	Flow of IPA II and national funds at programme level Flow of IPA II and national funds at project level Financial forecasting of funding needs: tools and methods Financial reporting of paid and recovered amounts	Lectures Q&A session Case studies Group exercises/discussion
8	Correctly recording, aggregating and reconciling transaction from individual payment / transfer to programme level	Accounting classifications of IPA II system Structure of accounting systems Analytical accounting: recording transactions and modifying records Issues related to exchange rate risk / fluctuations Preparation of financial statements Reconciliation of accounts between authorities making payments and NF Reconciliation between authorities making payments and contractors	Lectures Q&A session Case studies Group exercises/discussion

4.10. Advanced training on IPA II Monitoring and Reporting Framework[12]

4.10.1. General information

Title	Advanced training on IPA II Monitoring and Reporting Framework
Delivery level	Advanced
Training goal	To strengthen capacity of target institutions to soundly implement monitoring function and write effective progress reports on implementation of respective Operation Programmes / Action Documents
Duration	3
Number of trainees	35
Target groups	Lead Institutions, Beneficiary Institutions of Annual OSs, Multi-annual OSs
Number of trainers	1
Risks	In spite of careful selection, wide range of target institutions may lead to heterogeneous audience in terms of knowledge of training topics, making it difficult for the trainers to effectively meet their training needs. Trainer / trainees ratio (1:35) leads to privilege theoretical sessions rather than interactive activities
Links with other training modules	Considering logical links between monitoring and evaluation process this module may be a useful precursor to Module 11 – Advanced Training on IPA II Evaluation.

4.10.2. Trainee profile

Position	Staff from Programming Department; Staff from Monitoring / Monitoring and Evaluation Department
Qualifications	· University degree · Participation to basic training on monitoring and/or evaluation of donors' assistance is an asset
Required background knowledge or experience	· Basic knowledge of EU Regulation and/or Framework Agreement provisions for IPA II · At least 1 year of work experience in IPA programming, evaluation, monitoring, implementation · Commitment to maintain current position for three years from the date of training delivery.

4.10.3. Trainer profile

Trainer - Monitoring Training Expert	
Qualifications and Skills	► Bachelor's Degree in fields relevant to the assignment, or equivalent ► Very good command of English ► Advanced presentation and training skills
General criteria	► Minimum 7 years of general professional experience, including, 5 years of experience in EU funds management
Specific criteria	► Experience in monitoring and reporting related to EU funds ► Experience in designing and delivering training in the area of monitoring of EU funds, preferably IPA ► Experience in Result Oriented Monitoring ► Knowledge of the IPA II sector based approach

4.10.4. Learning Objectives and Contents

	Learning objectives	Indicative training topic	Training techniques
1	Apply Result-Oriented Monitoring methodology	Monitoring, evaluation and audit. Key features of Result-Oriented Monitoring. Result-Oriented Monitoring cycle and its steps. Internal and external monitoring.	Lectures Q&A session
2	Describe IPA monitoring systems in Turkey	Legal provisions concerning monitoring in IPA II Roles and responsibilities of IPA II actors and Monitoring Committees Data collection and monitoring flows.	Lectures Q&A session Group exercise/discussion

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[12]See TNA – for Lead Institutions page 54-55; for Multiannual Oss page 55; for beneficiary Institutions page 57.

		Learning objectives	*Indicative training topic*	*Training techniques*
3		Design good quality indicator framework	Definition and purpose of performance indicators Link between input-output-outcome(result) Types (levels) of indicators and reference Documents Practical steps to identify, quantify and validate indicators Indicators for soft-type interventions / horizontal priorities and gender equality Indicators relevant for DG NEAR. Revision of indicators.	Lectures Q&A session Group exercises/discussion
4		Plan and implement monitoring activities	Monitoring physical and financial progress. Monitoring sustainability, financial viability, efficiency, effectiveness. Overall sector strategic monitoring System monitoring. Risk-based approach and preparation of monitoring Plans Performing monitoring visits: desk preparation and visit implementation. Use of checklists.	Lectures Q&A session Case studies Group exercises/discussion
5		Effectively monitor project and programme / action document implementation	Project / programme operational monitoring. Desk and on-field project monitoring Tools to review beneficiary reports Tools to perform on-the-spot visits / interviews	Lectures Q&A session Case studies Group exercises/discussion
6		Write quality reports	How writing clear and concise report. Preparation of Regular Status Reports on Project Implementation Preparation of Regular Status Report on Action Implementation / Monitoring Reports and Annual Implementation Reports at OP level	Lectures Q&A session Case studies Group exercises/discussion

4.11. Advanced training on IPA II Evaluation[13]

4.11.1. General information

Title	Advanced training on IPA II Evaluation
Delivery level	Advanced
Training goal	To strengthen capacity of target institutions to launch, supervise and provide an adequate follow-up to IPA II evaluations
Duration	3
Number of trainees	35
Target groups	Lead Institutions, Beneficiary Institutions of Annual OSs, Multi-annual OSs
Number of trainers	1
Risks	In spite of careful selection, wide range of target institutions may lead to heterogeneous audience in terms of knowledge of training topics, making it difficult to effectively meet their training needs. Trainer / trainees ratio (1:35) leads to privilege theoretical sessions rather than interactive activities
Links with other training modules	Considering logical links between monitoring and evaluation process attendance to Module 10 – Advanced Training on IPA II Monitoring and Reporting Framework would be useful to get the most from Module 11. However, participation is not mandatory.

4.11.2. Trainee profile

Position	Staff from Programming Department; Staff from Monitoring and Evaluation Departments
Qualifications	· University degree · Participation to basic training on monitoring and/or evaluation of donors' assistance is an asset
Required background knowledge or experience	· Basic knowledge of EU Regulation and/or Framework Agreement provisions for IPA II · At least 1 year of work experience in IPA programming, evaluation, monitoring, implementation · Commitment to maintain current position for three years from the date of training delivery.

4.11.3. Trainer profile

Trainer - Evaluation Training Expert

Qualifications and Skills	► Bachelor's Degree in fields relevant to the assignment, or equivalent ► Very good command of English ► Advanced presentation and training skills
General criteria	► Minimum 7 years of general professional experience, including, 5 years of experience in EU funds management
Specific criteria	► Experience in interim/ex-post evaluation of EU Funds/IPA assistance ► Experience evaluations at sector programmes level ► Experience in designing and delivering training in the area of EU Funds Evaluation ► Knowledge of the IPA II sector based approach

4.11.4. Learning Objectives and Contents

	Learning objectives	Indicative training topic	Training techniques
1	Describe IPA II evaluation framework	Legal provisions and rules concerning evaluation in IPA II Principles of evaluation of IPA II assistance Roles and responsibilities of IPA II actors in evaluations. Evaluation and mid-term review. Links between monitoring and evaluation.	Lectures Q&A session

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[13]See TNA – for Lead Institutions page 54-55; for Multiannual Oss page 56; for beneficiary Institutions page 57, 84 and 87.

	Learning objectives	Indicative training topic	Training techniques
2	Understand and apply evaluation criteria	Evaluation criteria. Relevance; efficiency; effectiveness; impact; sustainability. Coherence, EU added value; utility; complementarity; coordination; equity and acceptability. Links between intervention logic and evaluation criteria.	Lectures Q&A session Group exercise/discussion
3	Plan programme evaluations	Types of evaluation: project/programme evaluation; sector evaluations; strategic evaluations; thematic evaluations. Types of evaluation questions. Evaluation Plan structure and contents. Drafting and managing the Evaluation Plan.	Lectures Q&A session Case studies Group exercise/discussion
4	Design ex-ante evaluation framework	Purpose, timing and characteristics of ex-ante evaluation. Ex-ante evaluation within the programming process. Defining ex-ante evaluation questions.	Lectures Q&A session Group exercises/discussion
5	Design interim evaluation framework	Interim evaluation purpose. Interim evaluation as an input to implementation and Mid-term reviews. Defining interim evaluation questions.	Lectures Q&A session Case studies Group exercises/discussion
6	Design thematic evaluation framework	Thematic evaluation purpose and scope. Thematic evaluation as an input to implementation and Mid-term reviews. Defining thematic evaluation questions.	Lectures Q&A session Case studies Group exercises/discussion
7	Prepare and launch tenders to contract evaluation services	Evaluation approaches and methods. Types of evaluation questions. Logical links to evaluation criteria and evaluation types. Identifying evaluation questions. Drafting Terms of Reference.	Lectures Q&A session Case studies Group exercises/discussion
8	Evaluation management and supervision	Evaluation process and its phases: preparation, inception, implementation, dissemination. Managing and supervising evaluation process.	Lectures Q&A session Case studies Demonstration Group exercises/discussion

4.12. Introductory training on PRAG and FIDIC tendering and contracting

4.12.1. General information

Title	*Introductory training on PRAG and FIDIC tendering and contracting*
Delivery level	*Basic*
Training goal	*To consolidate the capacity to correctly tender services, supplies and works according to PRAG and to build a solid understanding of PRAG/FIDIC standard contracts as well as of the Twinning instrument*
Duration	*3*
Number of trainees	*35*
Target groups	*NIPAC Secretariat, MEUA Sectors Directorates, NAO, CFCU, Lead Institutions, Beneficiary Institutions of Annual OSs, Multi-annual OSs*
Number of trainers	*3*
Risks	*Impossibility of providing in-depth information on topics due to intense training schedule which may lead to participants' dissatisfaction if selected trainees are not absolute beginners in the topic.* *Limited possibility of applying interactive training techniques due to tight delivery times.*
Links with other training modules	*==*

4.12.2. Trainee profile

Position	·	*No specific position required*
	·	*Newly recruited staff assigned to tendering, contracting and contract monitoring / control tasks*
Qualifications	·	*University degree*
Required background knowledge or experience	·	*No specific background required*
	·	*No preliminary knowledge of PRAG required*
	·	*Commitment to work in IPA environmental least one year from the date of training delivery.*

4.12.3. Trainer profile

Qualifications and Skills	►	Bachelor's Degree in fields relevant to the assignment, or equivalent
	►	Very good command of English
	►	Advanced presentation and training skills
General criteria	►	Minimum 7 years of general professional experience, including, 5 years of experience in EU funds management

Trainer 1 – EU Tendering and Contracting Expert, Services and Suppliers

Specific criteria	►	Experience in tendering and contracting under PRAG
	►	Proven experience in tender dossiers preparation and evaluation for services, supplies and works contracts
	►	Experience in designing and delivering training in the area of PRAG for services and supplies,

Trainer 2- EU Tendering and Contracting Expert, Works

Specific criteria	►	Experience in tendering and contracting under PRAG and FIDIC
	►	Proven experience in tender dossiers preparation and evaluation for services, supplies and works contracts
	►	Experience in designing and delivering training in the area of PRAG and FIDIC for works

Trainer 3 – EU Twinning Training Expert

Specific criteria	►	Experience in tendering and contracting under PRAG
	►	Proven experience in tender dossiers preparation and evaluation for service contracts
	►	Experience in twinning fiche preparation
	►	Experience in designing and delivering training in the area of TWINNING

4.12.4. Learning Objectives and Contents

	Learning objectives	Indicative training topic	Training techniques
1	Understanding and applying procurement principles	Procurement principles - transparency, proportionality, equal treatment and non-discrimination Other basics about procurement: rules of nationality and origin; overview of exclusion criteria Publicity requirements	Lectures Q&A session Case studies
2	Understand and apply rules for procuring services	Introduction to service contracts: global price against fee-based. Procurement procedures to tender services Contents of the tender dossier Selection criteria for service tenders Structure of the selection process – shortlisting, technical and financial evaluation Award and contracting Highlights from service contracts	Lectures Q&A session Case studies Group exercises/discussion
3	Understand and apply rules for procuring supplies	Introduction to supply contracts Procurement procedures to tender supplies Contents of the tender dossier Selection criteria, and award criteria (with or without ancillary services) Selection process, award and contracting Highlights from supply contracts	Lectures Q&A session Case studies Group exercises/discussion
4	Understand and apply rules for procuring works	Introduction to works contracts Procurement procedures to tender works Contents of the tender dossier Selection criteria and award criteria Stages in the evaluation process Award and contracting.	Lectures Q&A session Case studies Group exercises/discussion
5	Applying the clauses as per PRAG Works contract templates	Works contract as per PRAG. Main body, Special Conditions, General Conditions and Annexes. Overview of key provisions.	Lectures Q&A session Case studies
6	Applying the clauses as per FIDIC Works contract templates	Overview of FIDIC contract forms General features of FIDIC contract and hierarchy of documents Highlights from Red Book and Yellow Book. PRAG and FIDIC contracts: a comparative analysis	Lectures Q&A session Case studies Group exercises/discussion
7	Drafting Twinning fiches	What is a Twinning? Structure and characteristics of Twinning projects Roles and procedures The twinning fiche: definition of objectives; mandatory results and activities. Use of logical framework matrix.	Lectures Q&A session Case studies Group exercises/discussion
8	Project monitoring	Desk and on-the-spot project monitoring Monitoring financial progress Monitoring technical progress: use of inputs and achievement of outputs / results	Lectures Q&A session Case studies Group exercises/discussion

4.13 Workshops on Project Budgeting and Action Preparation[14]

1.1. General information

Title	Workshops on Project Budgeting Action Preparation
Delivery level	Advanced
Training goal	practical training, focusing on budget preparation, and on identifying budget items that are relevant to a specific project as well as on making realistic cost estimates, market studies, etc.
Duration	2 days
Number of trainees	20
Target groups	Lead Institutions Beneficiary institutions of Annual OS
Number of trainers	1
Risks	n/a
Links with other training modules	Programming

1.2. Trainee profile

Position	Any position related to IPA projects preparation and implementation
Qualifications	University degree
Required background knowledge or experience	some experience with IPA project preparation and management *Commitment to work in IPA environment at least one year from the date of training delivery.*

1.3. Trainer profile

Trainer 1	
General criteria	Bachelor's Degree in fields of business management, economics or public finance Minimum 7 years of general professional experience, including, 5 years of experience in EU funds management
Specific criteria	► Experience in project preparation under IPA rules, including budget preparation ► Experience in quality assurance of programming documents and drafting and applying project selection criteria ► Experience in indicator setting under IPA programming rules ► Experience in designing in delivering training in project preparation under IPA rules ► Knowledge of the IPA II sector based approach

1.4. Learning Objectives and Contents

Learning objectives	Indicative training topic	Training techniques
1. Developing actions budgets in line with the logical framework matrix	Log frame approach/ Scoping of activities and related resources	Lectures Q&A session Case studies

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[14]See TNA Report – for Lead institutions page 54 and for Beneficiary Institutions page 57.

2.	Break down the budget according to the types of the actions	Division of the costs under Fee based contracts Fees – rules of fees Incidentals – rules for incidentals Expenditure verification	Lectures Q&A session Case studies
3.	Estimation of costs	Estimation of the value of the contract a) Estimation of human resource input b) Estimation of other inputs c) Verification	Lectures Q&A session Case studies
4.	Understand the decentralized management and co financing	Ensuring co financing Estimation of co-finansing	Lectures Q&A session Case studies
5.	Types of contracts and realted tendering procedures	The sizes of the action budgets Types of contracts due to the nature of the work PRAG rules on financing of each type of contact	Lectures Q&A session Case studies

4.14 Seminars on IPA II[15]

4.14.1. General information

Title	Seminars on IPA II
Delivery level	--
Training goal	To further refine IPA supervision, coordination and decision capacity of IPA II managers by strengthening their knowledge and understanding of IPA II framework and focusing on relevant soft skills
Duration	2
Number of trainees	20
Number of trainers	1
Risks	Attendance may be low due to high profile officials' especially busy agenda. Training might not meet expectations if the design is not especially tailored –in terms both of topics and delivery methodologies - to the needs and points of view of IPA top managers.
Links with other training modules	Due to its peculiar features this module is self-standing.

4.14.2. Trainee profile

Position	High Level Government Officials of all IPA II management and coordinating structures
Qualifications	University degree
Required background knowledge or experience	==

4.14.3. Trainer profile

Trainer – IPA II Framework Training Expert	
Qualifications and Skills	► Bachelor's Degree in fields relevant to the assignment, or equivalent ► Very good command of English ► Advanced presentation and training skills
General criteria	► Minimum 7 years of general professional experience, including, 5 years of experience in EU funds management
Specific criteria	► Experience in working within IPA (I or II) institutional and legal framework (as advisor, consultant or civil servant) ► Experience in designing and delivering training in the field of EU funds programming and/or implementation ► Experience in designing and delivering trainings in the area of IPA I/II legal and institutional framework ► Knowledge of the IPA II sector based approach

4.14.4. Learning Objectives and Contents

	Learning objectives	Indicative training topic	Training techniques
1	Understand and efficiently support decision-making processes under IPA II framework	IPA II legal framework in Turkey (IPA II regulations, financing regulation, IPA II framework agreements, financing agreements, multi-annual action programmes, Prime Minister's Circular for implementing IPA II). Key differences between IPA I and IPA II. Overview of IPA management and control systems: roles and responsibilities of IPA II bodies (NIPAC, NAO, CFCU, OS, LIs, BIs, AFCOS, Audit Authority,	Lectures Case studies Q&A session

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[15]See TNA Report page 105.

	Learning objectives	*Indicative training topic*	*Training techniques*
		coordination, cooperation and monitoring committees) IPA II Policy areas, sectors and operating structures Fund and information flows between IPA II structures in Turkey Lines of responsibility and decision-making processes in IPA II	
2	Understand and soundly manage IPA II strategic planning and programming	Strategic planning cycle under IPA II: phases, steps and timing. Linkages between the national level strategies and EU strategic planning documents IPA II programming in support to sector development: links between IPA II Programming Documents and national / EU strategies Programme lifecycle: consultation, coordination and decision making in IPA II	Lectures Q&A session Case studies Group exercise/discussion
3	Understand and use operational, process and sector indicators to supervise programme documents implementation	Programme Intervention logic – interrelations among evidence from context analysis, needs prioritization, objectives, action and activities. Designing and using indicator framework to monitor outputs and results (outcomes). The concept of impact. Operational indicators, sector indicators, input and process indicators – differences in indicators typologies and where to use them. Monitoring as programme management function.	Lectures Q&A session Case studies Group exercise/discussion
4	Understand and use evaluations to enhance the effectiveness and efficiency of IPA funding	What is programme evaluation: key features and correlation / differences with monitoring Planning evaluation Ex-ante programme evaluation and its links with programming process Interim programme evaluation and thematic evaluation – timing, scope and purpose Using evaluation inputs to improve Action Programmes / Operational Programmes and their implementation systems Mid-term programme review.	Lectures Q&A session Case studies Group exercises/discussion
5	Develop negotiation skills to be applied to IPA programming and implementation	Negotiation in IPA programming and implementation, and its actors. Managing negotiations with EU, DEU and with national stakeholders. Understanding the interests, priorities, and goals of all parties How preparing negotiations to maximize opportunities Understanding and dealing with personal biases, cultural differences, irrational attitudes and challenging relationships Improving communication by listening and asking questions Transforming competition into cooperation: how making offers at the right time and in the right way Recognizing when to walk away from the table	Lectures Q&A session Case studies Group exercises/discussion
6	Boost work efficiency by applying time management techniques	What is time management and concept of time management quality Time management tools and their use Prioritization: the urgent/important principle; the action priority matrix	Lectures Q&A session Case studies Group exercises/discussion Brainstorming

Learning objectives	*Indicative training topic*	*Training techniques*
	Effective scheduling: planning activities effectively and at the right time of the day; managing conflicting priorities	
	Management challenges: effective management of meetings and concise conversation	
	Goal setting and enhancing self-motivation	

4.15. Training of Trainers[16]

4.15.1. General information

Title	Training of Trainers - ToT
Delivery level	--
Training goal	To enhance internal training capacity in target institutions by developing training skills and competencies.
Duration	5
Number of trainees	14[17]
Number of trainers	1
Risks	IPA structures of smaller dimensions (e.g. small LIs) do not feel the establishment of an internal training capacity as a priority and/or have difficulties to ensure their participation due to heavy workloads. Selection of inappropriate trainees by target institutions who are not motivated or do not hold the necessary personal skills
Links with other training modules	ToT has horizontal nature and is therefore logically connected to all other training actions, as it endows participants with necessary skills to effectively disseminate to their colleagues knowledge acquired in internal training actions.

4.15.2. Trainee profile

Position	No specific position is required
Qualifications	University degree
Required background knowledge or experience	At least 1 year of experience with IPA / EU funds Previous experience in training design and/or delivery an asset *Commitment to work in IPA environment five years from the date of training delivery.*

4.15.3. Trainer profile

Trainer – Trainer on Training Skills	
Qualifications and Skills	► Bachelor's Degree in fields relevant to the assignment, or equivalent ► Very good command of English ► Advanced presentation and training skills
General criteria	► Minimum 7 years of general professional experience, including, 5 years of experience in EU funds management
Specific criteria	► Experience in design, development and delivery of training actions ► Specific experience in design, development and delivery of Training for Trainers (ToT) Programmes. ► Knowledge of IPA institutional and legal framework and context would be an asset

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[16]See TNA Report page 14 and 101 (General Conclusion and Recommendation 9).

[17]1 participant per institution from Target Group 1 (1 employee from NIPAC); from Target Group 2 (1 employee from NAO); from Target Group 3 (6 employees from LIs; 4 employees from OS; 1 employee from CFCU; 1 employee from Ministry of Development).

4.15.4. Learning Objectives and Contents

	Learning objectives	Indicative training topic	Training techniques
1	Describe and apply the fundamentals on training cycle	The training cycle and its phases: training needs assessment, planning and preparation, delivery, evaluation.	Lectures Q&A session
2	Apply principles and methods for adult learning	Principles about Adult learning. Characteristics and learning styles Individual motivation and barriers to learning.	Lectures Q&A session Case studies Group exercise/discussion
3	Perform Training Needs Assessment	Training Needs Assessment purpose and methodology Training Needs Assessment tools and their use Gap analysis; Identification and prioritization of training needs	Lectures Q&A session Case studies Group exercise/discussion
4	Plan and design training activities	Training planning methodologies and tools. Designing effective training openings Formulating clear training goals and learning objectives Competency-based training approach	Lectures Q&A session Group exercises/discussion
5	Design training agenda	Identifying and developing training subjects Identifying training techniques Structuring training agenda: topics timing and sequencing	Lectures Q&A session Case studies Group exercises/discussion
6	Select and apply appropriate training techniques	Active and interactive training techniques in adult learning. Instructor-led training; interactive training; 'hands-on' training'; distance learning – pros and cons. Activity-Based learning. Use of case studies, interactive training methods, exercises and practical applications – pros and cons. The value of experiential learning in achieving learning outcomes. Using audio-visual aids to enhance training sessions	Lectures Q&A session Case studies Group exercises/discussion Brainstorming
7	Prepare training support materials	Designing and preparing the training package. Preparing effective presentations. Selecting and preparing case studies. Designing and preparing exercises and practical applications. Selecting of support readings and materials.	Lectures Q&A session Case studies Group exercises/discussion
8	Deliver of training actions	Principles and methods for effective communication. Body language, verbal and non-verbal communication. Fine tuning learning objectives with trainees: the training pact. Group dynamics and group management. Practical aspects of training delivery: facilitating individual and class work. Leading discussions and managing questions and objections. Dealing with "problem" participants. Conflict management tactics and methods.	Lectures Q&A session Case studies Demonstration Group exercises/discussion
9	Prepare evaluation questionnaires	Designing class assignments for checking acquired knowledge. Preparing entry and/or exit tests. Preparing questionnaires for assessing trainees' satisfaction.	Lectures Q&A session Case studies Group exercises/discussion

	Learning objectives	Indicative training topic	Training techniques
10	Report and give adequate follow-up to training action	Use constructive feedback to improve the future training activities. Use constructive feedback to develop own training style. The tools for self –evaluation of training quality. Drafting training report.	Lectures Q&A session Case studies Group exercises/discussion

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