Unitar Online Catalogue

Training of Trainer Workshop on Results-Based Training Approach for Public Finance Trainers

Planet

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□□ :	Workshop
□□ :	Kep, Cambodia
□□ :	26 □□ 2026 to 27 □□ 2026
□□ :	2 Days
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Since 2004, Cambodia has implemented the Public Financial Management Reform Program (PFMRP), now in its final stage, focusing on performance accountability and greater financial management ownership by line ministries. To support this transition, the Economics and Finance Institute (EFI) is mandated to train 2,000

public officials in 2026 across key PFM areas. UNITAR supported EFI to deliver a two-day Training of Trainers (ToT) on Results-Based Training for 30 selected trainers from EFI and the Ministry of Economy and Finance. Based on a Training Needs Assessment and UNITAR’s Results-Based Training framework, the programme strengthens participants’ instructional design, facilitation and learner-centred training skills to promote effective and sustainable capacity development across Cambodia’s public finance sector.

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The overall objective was to strengthen the capacity of 30 selected trainers from the Economics and Finance Institute (EFI) and the Ministry of Economy and Finance (MEF) in results-based training. The programme aimed to enhance their instructional design, facilitation and learner-centred training skills, enabling them to deliver effective, relevant and sustainable capacity development across key public financial management areas. Ultimately, it sought to support EFI in fulfilling its mandate to train 2,000 public officials in 2026 and contribute to Cambodia’s ongoing Public Financial Management Reform Program.

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- Identify key steps and components of systematic instructional design approaches, including the ADDIE model and outcome-based education.
- Explain how to formulate clear and measurable learning objectives and outcomes based on identified training needs.
- Apply adult learning principles to select learner-centered training strategies and activities appropriate to the learning objectives, learners, content, and context.
- Identify appropriate teaching, learning, assessment, and innovative training methods aligned with the intended learning outcomes.
- Describe how gender equality and social inclusion can be incorporated into training design, materials, facilitation, participation, and assessment.
- Use appropriate communication, questioning, and learner-engagement techniques to facilitate participatory training sessions.
- Use appropriate methods to assess learning achievement and training effectiveness.

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The training delivered the UNITAR Results-Based Training (RBT) approach comprising seven core modules covering the full training cycle and equipping trainers with the knowledge, skills and tools to design, deliver and evaluate effective, learner-centred and results-oriented training programmes:

1. **Learning Principles:** Adult learning principles, the role of the trainer and the creation of effective learning environments.
2. **Analysis:** Results-Based Training frameworks, training needs assessments, task analysis and target audience profiling.
3. **Design:** SMART learning objectives, training strategies, delivery methods, agenda development and session planning.
4. **Development:** Preparation of effective training materials, visual aids, presentations and integration of educational technologies.
5. **Implementation:** Facilitation skills, communication, group management, learner engagement, feedback and co-facilitation.
6. **Evaluation:** Assessment of training effectiveness and learning outcomes, based on Levels I and II of the Kirkpatrick model.
7. **Inclusivity & Gender:** Inclusive and gender-responsive training design, intersectionality, addressing biases and discrimination, and inclusive evaluation approaches.

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The methodology adopted an integrated, participatory and results-based approach, combining the UNITAR Results-Based Training (RBT) framework with findings from a pre-training Training Needs Assessment (TNA). The two-day Training of Trainers (ToT) was structured around seven core modules covering the full training cycle, from learning principles and needs analysis to instructional design, material development, implementation, evaluation, and inclusivity and gender. The approach combined theoretical inputs with practical exercises, interactive discussions, peer learning and experiential activities to strengthen participants' competencies in instructional design, facilitation and learner-centred training. Particular emphasis was placed on the practical application of acquired knowledge and skills to participants' professional contexts, enabling them to design and deliver effective, inclusive and results-oriented training programmes in public financial management.

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The target audience consisted of 30 selected trainers from the Economics and Finance Institute (EFI) and the General Departments of Cambodia’s Ministry of Economy and Finance (MEF). These participants were responsible for delivering capacity-development activities in key public financial management areas, including public budgeting, financial accounting, public procurement, state property management, internal audit and public investment management. The programme aimed to strengthen their pedagogical and technical training competencies to support the effective transfer of knowledge and skills to public sector officials across Cambodia.