

4. AFTER THE PREPLANNING VISIT: KEY IMPLEMENTATION AND FOLLOW-THRU TASKS

The preplanning report (along with the checklist) is the action plan for the team that will deliver the course. Implementation and follow-thru on this plan is critical for successful course delivery.

This section provides guidance on SOME of the key tasks that must be completed during the period between the preplanning exercise and arrival of the principal trainer.

Responsibility and timelines for each task in this section should be clearly established in the preplanning report.

4.1. FIRST, REVIEW THE CHECKLIST AGAIN

The checklists in Annex C provide as complete an itemization as possible of course planning & preparation tasks. Review these checklists AGAIN, as well as the preplanning report.

4.2. CONTRACT, CONTRACTS, CONTRACTS

Delays in the USAID mission's contracting process are the most common cause of delays in course delivery and of logistics problems that adversely affect training quality.³ (The USAID mission must issue the "prime" contract for the course. If the Mission is functioning as the prime contractor, it must issue separate contracts for the principle trainer, logistics coordinator, venue, etc. See Chapter 1 regarding contracting mechanisms.)

Responsibilities and next steps for advancing the contracting process MUST be identified and agreed to before the conclusion of the preplanning visit. Also the parties involved must be committed to follow-thru.

A "deadman date" should be established and agreed by all: if no prime contract is in place by this date, then the course is postponed.

³ The first casualty of a contracting delay is often a delay in the down-payment to the venue. Without a firm venue agreement, course invitations must be delayed. Often, the final identification of case sites and preparation of case site briefings must also be delayed. Ultimately, this can be detrimental to overall course effectiveness and quality.

4.3. ISSUING INVITATIONS; TRACKING RSVPS

Course invitations should (ideally) be prepared and sent out two months in advance of the course. Prior to this, mission staff should have informal expressions of interest from USAID partners expected to attend. The invitations should include:

- A preliminary course agenda.
- An RSVP form.
- Logistical details (arrival and departure times, arrival procedures, costs).
- A short list of ideas that participants should be prepared to discuss (e.g., experience with environmental regulations or procedures, thoughts on key/sensitive natural resource issues, national environmental policy or, national response(s) to priority environmental issues, examples of sound or unsound design).
- A request to bring relevant information and documents—project documents, environmental assessments or reviews, photos or slides—to place course emphasis on real-life examples, to tap the knowledge base of the participants, and to encourage active and lively discussions.
- Contact information (both the logistics coordinator and the contact at the USAID mission).

RSVPs must be tracked as they are received. The venue manager(s) must be regularly updated on the expected numbers of participants/room requirements.

Appendix D provides a sample “invitation package” (invitation letter, course information sheet, and RSVP form.)

4.4. DETAILED DESIGN OF COURSE PROGRAM

Before drafting the detailed course agenda, the principal trainer should review the skeleton sourcebook and desired special topics identified during the preplanning process.

The agenda for each course is different, as special topics (and the availability of those who present them), venue requirements, special activities and speakers, etc. vary between courses. *However, the order of the core modules should not be changed as content in these modules is progressive (that is, later modules build on earlier ones).*

The table below presents a generic agenda for a “typical course.” Note that:

- Core modules are indicated in *bold italics*.
- The table suggests module durations, but not start or end times or scheduling of meals or tea breaks. These are scheduled to meet venue requirements and local customs.
- It is standard practice to reserve the first 10-15 minutes of each day for a participant recorder to review the previous day’s material presented. The generic agenda below does not include these daily reviews.

TABLE 8: GENERIC COURSE AGENDA

MIN	MODULE NAME AND NUMBER	NOTES
DAY 0: ARRIVAL & REGISTRATION (if early arrival is required)		Day-before arrival is necessary when participants have long travel times to reach the venue.
	TRAINING TEAM MEETING	This first training team meeting is essential. Schedule at least 2-3 hours to thoroughly review the agenda, review responsibilities and guidelines for working group facilitation, etc. Trainers may need to visit the field sites prior to leading their own field visit team.
	“icebreaker” social event	
DAY 1: BASIC CONCEPTS		
30	Official opening	Conduct according to local protocol. Arrange for speaker/official well in advance.
60	<i>1. Agenda, Introductions, Expectations</i>	Day 1 contains the largest number presentations or lectures; subsequent days place greater emphasis on working group exercises and participant presentations. <ul style="list-style-type: none"> ▪ Group goals and objectives for the course (Module 1) should be recorded on flip chart paper and posted prominently. ▪ Modules 2 & 3 are the most critical “core concept” modules in the course & must be carefully prepared. As a result of module 2, participants should clearly understand not only the ESDM concept, but how and why EIA is a tool to achieve ESDM. ▪ Participants need to connect ESDM to their own experience. Trainers should solicit participant experiences in Module 2 and show how they relates to the course. ▪ USAID’s environmental review requirements are taught as a specific implementation of the general EIA process. Thus, module 3 MUST precede module 4. Again, either the IEE or sub-project review option is chosen. Both options feature an important SCREENING PRACTICE exercise.
90	<i>2. Introduction to Environmentally Sound Design & Management</i>	
45	<i>3. Basic Concepts for Assessing Environmental Impacts</i>	
90	<i>4. USAID EIA Procedures</i> <i>OPTION A: “IEE Procedures”</i> <i>OPTION B: “Sub-project review procedures”</i>	
90	<i>6. Host Country Social and Ecological Context</i>	
	TRAINING TEAM MEETING	
DAY 2: TOOLS AND METHODS		
60	<i>5. Information requirements and tools for screening and preliminary</i>	Day 2 begins by focusing on the tools and methods used to conduct preliminary assessments (environmental review reports

	<i>assessment</i>	or IEEs). Actual preliminary assessments and/or environmental reviews are reviewed and critiqued.
45	7 Host country national EIA requirements	<p>Prior to the close of Day 2, mitigation, monitoring, and evaluation approaches are introduced, so that participants are aware of their importance during the field trip.</p> <p>Participants are then assigned to field trip groups, provided with instructions on their roles and responsibilities as members of case study field site teams, and given background information on the sites they will be visiting.</p> <p>One trainer is assigned to each group, and will work with this group during field visit preparation, the field visit itself, and the exercises on day 4.</p>
60	8 <i>Introduction to Mitigation and Monitoring</i>	
90	9 <i>Writing the preliminary assessment</i> <i>OPTION A: Writing the IEE</i> <i>OPTION B: Writing the Environmental Review Report</i>	
15	Introduction to the Small-Scale Guidelines—a resource for the field exercises	
120	Field Visit Preparation	
60	OPTIONAL: USAID EIA Procedures (Choose the type not covered previously; i.e. either Reg. 216 or sub-project review procedures.)	For participants with a need to know about the variation of USAID procedures not covered previously, an optional session in late afternoon or evening should be scheduled.
DAY 3: FIELD VISITS		
All day	10 <i>Field visits</i>	See section in Chapter 3 on Field Visit logistics.
DAY 4: DEVELOP PRELIMINARY ASSESSMENTS FROM FIELD VISITS		
180	<i>Writing preliminary assessments, part 1 —working groups</i>	<p>In working groups, develop detailed preliminary assessment outlines (IEEs or environmental reviews) based on the field visits. The exercise is divided into 2 parts, as detailed at left. Results are presented in plenary after each half.</p>
60	Plenary presentations	
120	<i>Writing preliminary assessments, part 2 (Mitigation & Monitoring Plans/EMPs)</i>	
60	Plenary presentations	
DAY 5: ADVANCED & SPECIAL TOPICS		
45	12 Beyond preliminary assessment	
60	13 Pesticides & USAID Pesticide Procedures	
TB D	14 Other special topics	
60	15 Course synthesis, evaluation & proposed follow-up	
30	Official closing	

4.5. THE SOURCEBOOK: COURSE MATERIALS REPRODUCTION AND ASSEMBLY

Assembly and reproduction of course materials requires significant effort. *Quality materials are important for successful course delivery.*

PARTICIPANT SOURCEBOOK: FINALIZING THE CONTENTS

The **principal trainer**, with support from the ENCAP home office, has responsibility for finalizing the sourcebook. S/he must:

- Review the sourcebook “skeleton file” which contains the objectives, exercises and instructions for core modules. The principal trainer should modify the skeleton as required for the course, and the skeleton file must be updated with course-specific information.
- Review the core presentations (PowerPoints) for the course & modify as appropriate.
- Review/finalize the presentations developed and materials provided by the host country/regional experts .
- Secure/finalize presentations and materials for special topics.
- Review the existing resource materials and add or subtract as appropriate.

To make the sourcebook manageable in size, resource materials provided in hardcopy should be limited to those that will be of direct material assistance to the field visits.

To reduce reproduction errors (and allow printing on either A4 or letter), the sourcebook should be assembled as a single PDF document.

WHERE TO ASSEMBLE & REPRODUCE: AT THE ENCAP HOME OFFICE OR LOCALLY?

ENCAP’s general policy is local procurement. However, with a few exceptions, ENCAP’s experience to date with local materials reproduction is *not good*. Problems with materials reproduction distract the principal trainer and logistics coordinator from other, critical pre-course preparation tasks.

Thus, materials should be reproduced locally only if the quality and reliability of a local print shop can be verified in advance. Otherwise, materials should be reproduced in the US with ENCAP home office support.

Bring hole punches for binders/box files!

When using local reproduction or assembly, have extra hole punches available to match the binders/box files being used.

(Two, three, or four-hole binders /box files are standard in different countries.)

This is a minor issue that can turn major at the last minute!

Reproduction of fully-assembled sourcebooks by the ENCAP home office incurs shipping costs (though pouch shipment can be used if materials can be readied *one month* in advance.)

IS A HARCOPY SOURCEBOOK REQUIRED?

In principle, providing the participant sourcebook only in an electronic version is an option. However, the course materials are intended to function as post-course references. Therefore, we strongly recommend hardcopy versions so that participants can annotate the presentations and materials with their own notes. In addition, a printed version stands out on a bookshelf, while a CD is more likely to be filed away and forgotten.

DOCUMENTS SOURCES AND REPRODUCTION FORMATS

Table 2 in Chapter 1 lists the materials given to participants and states their source and their reproduction formats.

COURSE MATERIALS: HOW MANY COPIES?

Make enough copies of the sourcebook so there is a copy for each participant, each facilitator, a file copy for the USAID mission, a file copy for ENCAP, and at least four extra copies (for unplanned participants, opening speakers, or organizations involved in the case site visits.)

For materials provided in electronic format, make sure there are at least as many copies of each CD as there are Participant Sourcebooks. Also, it is helpful to have a few hard copies of electronic materials available for reference during the course.

4.6. EQUIPMENT & SUPPLIES PROCUREMENT

Without the right equipment and the right services (e.g., case site transport) in place, the training cannot succeed.

WHAT IS PROCURED?

See Annex C for a list of goods and services frequently required for a successful course. *Not all items listed may be required for each course.* But before striking any items from the list, be clear *why* it will not be required.

WHO IS RESPONSIBLE FOR PROCUREMENT?

The preplanning process should establish the rough cost, source and responsibility for procurement or loan of significant items and services such as case site transport, course materials, LCD (PowerPoint) projector, etc.

The **logistics coordinator** (See Appendix A for sample SOW) is usually responsible for coordinating among the USAID mission, the principal trainer, and the venue to assure that all materials and equipment will be in place. In addition, the coordinator is usually responsible for local procurement.

4.7. SITE VISIT & VENUE FOLLOW-UP

In most cases, site visits identified during the preplanning visit must be confirmed with official correspondence. In some cases, local government and traditional authorities must also be notified. The required protocol/next steps for **each** site should be identified in the preplanning report.

Typically, venue contracts and arrangements must also be finalized during this period. This usually includes down payments, room reservations, catering schedules, etc. Ongoing liaison with the venue is required and usually is the responsibility of the logistics coordinator.

4.8. SECURE OPENING AND CLOSING SPEAKERS

Opening speakers help set the tone for the course. A highly-placed official who provides pertinent the remarks can help participants understand the value of the training and to take it seriously. High profile closing speakers validate the participants' hard work and help reinforce the desire to implement lessons learned. Also, the participation of a highly-placed government official as opening or closing speaker can reinforce the importance of EIA in the legal framework of the country, not only for USAID.

Speakers should be secured well in advance and must often be provided with talking points (in some cases their staff will prepare them). Protocol may require that invitations to government officials come from the USAID Mission Director.

The preplanning process should establish responsibilities and next steps for securing speakers.

4.9. PREPARE COURSE CERTIFICATES

Course certificates should be signed by the principal trainer, a USAID representative, and often a representative of the lead local partner.

To avoid embarrassment at the closing session, signatures must be obtained in **ADVANCE**. There must also be sufficient blank certificates to accommodate mis-spellings and late additions.

See Appendix E for a course certificate template