5. COURSE DELIVERY & FINAL REPORTING

5.1. FACILITATION TEAM MEETINGS: CRITICAL TO COURSE DELIVERY

Meetings of the course facilitation team (all trainers and the logistics coordinator) are critical to a smooth-running, successful training. Meetings are usually scheduled each evening, starting the evening *before* the course begins. During the working group sessions on Day 4, a lunch meeting should be scheduled.

SUNDAY EVENING: THE FIRST TEAM MEETING

The first team meeting is held *before* the first course session, usually Sunday evening. Key agenda items for this meeting are:

- Review the agenda and the structure/logic of the course,

  Note: if the host country/regional experts have not read the sourcebook "skeleton" (that is the module descriptions and instructions) from front to back, they must do so before the first course session. The principal trainer and co-trainer must be familiar with all materials well before they arrive in-country.

- Agree on the division of responsibilities.
- Review the role of the trainer (see box).
- Status of logistics arrangements—the whole team is expected to help with last-minute tasks as needed.

SUBSEQUENT TEAM MEETINGS

Subsequent team meetings (each evening, and also during lunch on Day 4) should assess the day, identify any difficulties with participant comprehension or enthusiasm and formulate strategies for addressing them. The next day's modules should be reviewed. It is particularly critical for the facilitation team to discuss each of the case site itineraries in advance and come to a common understanding of how to facilitate the site visits.

The trainer-as-facilitator

While the word "trainer" is used throughout this guide, a better word is facilitator: As facilitators, trainers must fully understand the subject matter and be able to apply it in practice. However, they should not preach or dictate answers, but rather encourage participants to think about how they would approach the problem by asking questions and stimulating discussion.

The role of facilitators is not only to clarify, but also to challenge the group if necessary. Facilitators may find themselves on different sides of the issues from moment to moment. Part of their job is to stimulate discussion, raise ideas, and take the role of the less accepted view. Facilitators should try to foster full participation by each member of the class.

5.2. REGISTRATION LOGISTICS

For the participants, the course begins not with the first session, but with registration. Make sure that their first experience with the training and the facilitation team is efficient and well-organized.

- Arrange for and assign staff to a registration table.
- Use the registration sign-up sheet in Annex G
- Provide name tags
- If hotel registration is done concurrently, make sure the hotel is ready to register participants and provide their room keys.

5.3. GETTING STARTED: NOTES FOR THE FIRST SESSION

The module objectives, instructions, and key questions for each module should provide sufficient guidance for the training team to prepare for and run each course session.

However, special notes for the first module ("Course objectives") are presented here. This module is extremely important to a successful course—it is always difficult to recover from a badly organized beginning.

SUGGESTED ORDER OF EVENTS

1. **Opening Statements** (Speaker(s)
2. **Trainers' Welcome**
   facilitators should provide a brief description of their background and experience
3. **Objectives of the course; course agenda**
   See note, below
4. **Participant Introductions**
   Request each participant to comment very briefly on their personal and institutional experience with environmental assessment and USAID environmental regulations (name, title, institution, then experience). Suggest a time limit of 1-2 minutes per participant if the group is large.

Depending on the characteristics of the group, you may wish to use a variation on the typical introduction session. For example, to help" break the ice" and encourage mixing among participants, you might ask participants to pair up and introduce themselves to a new acquaintance, and then the pair introduces each other to the full group. There are several variations on the usual introductions, and you can use whatever form is most acceptable and effective for the specific group.

5. **Solicitation of Group Goals**
   After introductions are complete, ask the group what they want to accomplish by taking the course. Post these on flip chart paper for future reference as the course progresses

NOTES ON PRESENTING THE OBJECTIVES AND AGENDA

- Discuss the rationale for the course and the principal objectives to be achieved;
- Note that all of the topics introduced in the course may not be applicable to all of the participants' situations but they should provide a framework of the basic principles, which will likely be important for all those taking the course; and
- Discuss the target audience: the course is designed for project managers, M & E staff, and environmental professionals from government, academia, public life, and environment and development NGOs and PVOs.

Review agenda

- Explain how the course will proceed;
- Briefly review the course agenda. Point out where participants might have an opportunity to discuss additional topics of their choice;
- Describe the general flow of the course day, including starting times, breaks, and meals;
- Describe the special nature of the field trip; and
- Note the importance of participants sharing their experiences for discussion and analysis.

Explain course materials

- Hold up the sourcebook and explain how it is organized;
- Walk through each chapter, giving a brief summary of the chapter's contents; and
- Note that additional inserts may be provided as the course proceeds.

Explain trainers', speakers' and participants' roles (see above)

- Remind participants to raise hands or otherwise intervene, if points are not well understood or acronyms and jargon are unexplained.

Identify key personnel and have them introduce any important logistical points

- Introduce administrative/clerical staff and have them make additional announcements and explain who will be responsible for any important logistical aspects (e.g. duplication, supplies, per diems, etc., as appropriate); and,
- Explain or have someone else describe the layout of the course facilities and where important items can be found (Secretariat, working group rooms, copiers, facility staff, etc.)

5.4. AFTER THE COURSE

SEND FORMAL NOTES OF THANKS

Send thank you letters to chairs, speakers, resources persons, other program officials, and the management of the facility and to others who helped with supplies, equipment, and arrangements.

DRAFT AND TRANSMIT FINAL REPORT

A final report template is provided in Appendix G.

TRANSMIT EVALUATION RESULTS AND PARTICIPANT LISTS TO ENCAP

Evaluation results and participant information for all ENCAP courses are entered into ENCAP's course results database. Use the forms provided in Annex G to transmit this information. (Contact information is provided.)

Note that the Excel spreadsheet provided for participant information (Annex G) MUST be used. This allows participant information to be easily transferred to the database,