1607

PN-ACH-357
104410

January 98 Version

Facilitators' Guide

Africa Regional Environmental Assessment Training Course

USAID

Praia, Cape Verde March 3-7, 1998

ACDI VOCA

EPIQ

authors
Charlotte Bingham, USAID/REDSO/ESA
Wes Fisher, EPIQ/Tellus Institute
Michael Lazarus, EPIQ/Tellus Institute
Idrissa Samba, USAID/REDSO/WCA

/

A. About the Course

Course Description and Objectives

The Africa Regional Environmental Assessment Training course has been developed to promote the timely incorporation of sound environmental management principles into the design and implementation of activities, projects and programs sponsored by the U S Agency for International Development (USAID) The primary target audiences for this course are the Private Voluntary Organizations (PVOs), Non-Governmental Organizations (NGOs), and their host country collaborators that are increasingly responsible for implementation of USAID activities in Africa

The course is designed to increase the ability of these PVOs and NGOs to design and implement environmentally sound and sustainable activities, and to follow USAID environmental assessment and review procedures in doing so In addition to USAID procedures, the course covers topics of general interest to a wider audience, such as host government personnel, local environmental organizations and experts, and local USAID mission staff These topics include the principles and practice of environmental assessment, environmentally-sound design, review of local and global environmental issues, mitigation strategies, and environmental monitoring and evaluation methods

The course is designed to be an interactive learning experience, with an emphasis on local case studies and participant working groups and presentations Participants are encouraged to share their own experiences and insights and to ask a lot of questions throughout the week While the course will be organized around a set of specific case studies, participants are encouraged to bring their own case studies, and there are scheduled opportunities for these experiences to be presented and discussed

Background

USAID funds development activities throughout Sub-Saharan Africa In recent years, collaboration between USAID and PVOs/NGOs has grown substantially Presently, a sizable proportion of USAID programs consists of grants or agreements with PVOs, since PVOs/NGOs are increasingly supporting effective relief, rehabilitation and development activities at the local level, often under extremely trying conditions The increase in USAID funding to PVO and NGO programs, projects and activities has recently prompted the need to ensure that these organizations also comply with USAID environmental regulations

All USAID activities must adhere to the environmental procedures that are defined in Regulation 216 (22 CFR Part 216, commonly referred to as "Reg 216") These procedures define the analysis and documentation needed for approval of project activities Required analyses can range from simpler Environmental Reviews and Initial Environmental Examinations (IEEs) to more complete Environmental Assessments (EAs) and, in special or unusual circumstances, Environmental Impact Statements (EISs)[3] In contrast, some activities, such as education or disaster relief, are excluded or exempted from environmental analysis requirements

---

[3] An EIS is conducted in cases where there are reasonably foreseeable environmental impacts on the global environment on areas outside any nation s jurisdiction or on the US

2

To comply with USAID environmental procedures -- indeed to design and implement environmentally-sound activities generally -- project implementers require familiarity not only with the procedures themselves, but with the broader principles and practices of environmental assessment and project design They must be capable of anticipating "reasonably foreseeable impacts" and of designing alternative actions, companion projects, mitigation measures, monitoring plans, or other steps to ensure that these impacts are minimized

Inadequate familiarity and experience with these procedures and principles frequently result in significant delays in project design and implementation This problem is particularly evident in the case of PVO/NGO umbrella" projects, which are approved before many of the specific ' sub-project" activities are well-defined Once defined, each sub-project activity may be subject to environmental review prior to implementation, should incorporate practical and effective environmental design considerations, and should be monitored to ensure that mitigation steps are followed and environmental damage does not occur This course is specifically designed to assist project implementers in completing these tasks

Course Objectives

The Africa Regional Environmental Assessment Training has four primary objectives, assisting PVOs, NGOs, USAID Missions, contractors, host governments and other entities to

1) Design and implement environmentally-sound activities This is the overriding goal of the course, as well as of the environmental methods and procedures that will be taught The course will help participants develop deeper understanding and awareness of how environmental concerns can affect the sustainability of development programs, projects and activities, and thus to appreciate the role for environmental assessment, monitoring and evaluation

2) Identify and assess reasonably foreseeable environmental impacts The course will familiarize participants with the basic principles and practice of environmental assessment, and provide them with practical experience in the application of simple assessment tools and approaches

3) Mitigate, monitor, and thereby avoid unnecessary adverse environmental impacts USAID's *Environmental Guidelines for Small Scale Activities in Africa Environmentally Sound Design for Planning Implementing Humanitarian and Development* and other reference materials will be introduced to participants for use in identifying options to minimize negative environmental impacts

4) Follow USAID procedures in the context of evolving local policies and needs, using local expertise where possible to do so, and thereby avoiding unnecessary delays in activity approval and implementation

The bulk of USAID activities in Africa require only an Initial Environmental Examination, with follow-up reviews and monitoring arrangements, rather than more sophisticated Environmental Impact Assessments and detailed Environmental Mitigation, Evaluation, and Monitoring Plans For some larger USAID "umbrella projects", it is likely that an "umbrella-type IEE" will have already been prepared In such cases, specific grants or sub-grants will not require a full IEE, but rather a more brief environmental review or screening of the specific, proposed activities

Therefore, the course focuses on developing participants' capability to a) prepare an environmental review and relevant supporting material, and b) designing a monitoring and evaluation process for project components with potential negative impacts While participants will gain knowledge of the other procedural requirements of Reg 216 and the logical progression of required documentation and analysis, less emphasis isplaced on more complex environmental procedures and documents The course relies heavily on case studies and participant working group exercises to achieve these objectives

History of the Course

As of December 1997, the course has been given at (or is planned for) the following venue(s)

- **Kadoma, Zimbabwe, July 31 - August 4, 1995** The initial course was for a group of over 40 participants, all associated with the CAMPFIRE project (a community-based natural resources management project)

- **Beira, Mozambique, March 13-17, 1996** This course was held at the Hotel Embaixador in Beira for over 20 PVO/NGO participants under USAID/Mozambique's new PVO Support II Project Kabale, Uganda, July 21-27, 1996 For PVO/NGO's under USAID/Uganda's Action Program for Environment (APE) Project

- **Kabale, Uganda, July 21-27, 1996** This course was held at the White Horse Inn in Kabale for PVO/NGOs and Government representatives under USAID/Uganda s Action Program for the Environment (APE) Project

- **Morogoro, Tanzania, September 9-13, 1996** For PVOs/NGOs and government staff to be stakeholders in USAID/Tanzania's Participatory Environmental Resources Management (PERM) activity

- **Fianarantsoa, Madagascar, October 14-19, 1996** Conducted for USAID/Madagascar's Sustainable Approaches to Viable Environmental Management Project and others

- **Thies, Senegal, January 6-10, 1997** For USAID/Senegal Partners

- **Mekelle, Ethiopia, February 24-28, 1997** Held for PVO/NGOs involved in PL 480 Title II Food Aid as Cooperating Sponsors

- **Segou, Mali, September 23-27, 1997** Presented for USAID/Mali partners

- **Naro Moru, Kenya, November 10-15, 1997** Provided for the Kenya Wildlife Service and USAId/Kenya s COBRA and Micro-Ped projects

- **Tamale, Ghana, December 8-12, 1997** This course was for PL 480 Title II Cooperating Sponsors coming into compliance with Regulation 216 for the first time Participants were primarily from the African region, but also included representatives from Bangledesh and Peru

KEY POINTS ABOUT THE COURSE

- The course emphasizes active participation, working group, and case studies exercises Lectures are important for conveying essential material (such as USAID procedures) and lessons learned, but should not dominate the course

- The course is designed for an ideal size of 20 to 40 participants

- This course is not designed for scientists, engineers, and planners who desire specialized instruction in techniques of impact assessment, analysis or evaluation

- The course should have 2-3 facilitators, and 2 or more local presenters (who may also be the facilitators)

- A local set of case studies, with a one-day field trip for observation and assessment, is an important element of the course If the course is run without a field trip, case study material should be assembled by the participants prior to the course Use of non-local case studies is possible, but not recommended

- This Facilitator's Guide is designed for instructors who have a thorough understanding of the environmental assessment process and prior experience in facilitated training

- This manual contains the key points and general guidance for facilitating the training course It intentionally does not provide step-by-step instructions The facilitators should tailor the modules to local needs and the lectures to their own style and expertise The essential information and themes that usually need to be transferred are indicated in the module guides

- Considerable effort must be expended on logistical items in order to present the course in a professional manner These logistical items may include document preparation, translation, and procurement of a training site, among others

The Course Materials

Facilitators' Guide

This manual provides guidance for the facilitators who will be leading the course It contains the general course description, information on advance preparations, roles and responsibilities of course participants and instructors, and for each course module, where applicable

- **A module guide** The guide contains a description of module objectives, sample discussion questions, a list of relevant background and supplementary readings, and any additional guidance notes for facilitators
- **A set of sample overheads** In general, the overheads are closely linked to the module backgrounders, which are included in the participant sourcebooks Presenters should be very familiar with the content of the backgrounders and other background readings, since the overheads often contain a limited number of key words that require explanation during the presentation Course presenters can use some or all of these overheads or supplement them with their own material
- **Computer disks** containing all course material, with the exception of hand-copied materials, are available as word processor files (Word Perfect 6 and also as WP5 1 with more limited formatting and graphics) Facilitators should feel free to adapt the course contents and revise the material as needed to suit local needs A list of files and filenames is included at the end of the Facilitators' Guide

The Facilitators' Guide does not repeat important material contained in the Participants' Sourcebook Therefore, **facilitators need to read and use the Sourcebook concurrently** In particular, facilitators should be familiar with the module description/objectives and readings found in the Sourcebook only

Participants' Sourcebook

This document contains the course description and program, a listing of suggested roles and responsibilities for participants in general sessions and working groups, and for each course module, where applicable

- **Module descriptions** These are abbreviated forms of the module guides, excluding facilitator notes and sample discussion questions
- **Module backgrounders** These have been prepared for most lecture-oriented sessions to outline the major points that should be covered They vary in length, depending on the subject and availability of appropriate other background readings
- **Other background readings** These include the most relevant and succinct documents, which participants should read or review during the course
- **A copy of Regulation 216** and **list of references** as an appendix

Organizer's Notes

This short (30pp) document contains course pre-planning checklists, and draft scopes of work for course planning activities and hiring local presenters, and notes for field trip preparations and venue selection It designed as a resource for the principal course organizers in the country

Supplementary Background Documents

Useful documents available for distribution to course participants at low cost will be provided during the course Such documents are listed under "Additional References for Facilitators" in the Facilitators' Guide and in the References appendix of the Sourcebook The facilitators should select the most appropriate background documents to bring to the course, based on the audience and availability of copies

1

B. Preparing for the Course

Selecting the Course Venue

The course venue should be selected based on a number of important criteria, including

- proximity to a useful field case study site,
- good workshop facilities,
- ease of transport of participants to the venue,
- availability of nearby local experts, and,
- attractiveness of venue as a desirable destination

See the course *Organizer's Notes* for a list of criteria for venue selection

Identifying Course Participants

Each training venue may differ in terms of its emphasis and target audience In general, participants should

- represent institutions involved in the delivery of USAID funded assistance, or
- work for environmentally-related government agencies or local authorities, or
- be knowledgeable resource persons and experts in environmental assessment within the host country that can be tapped for future IEE and EA preparation,
- be proficient in English or French, depending on the venue, and,
- hold mid- to upper-level professional positions, with some expertise in project design or evaluation

Each participant should be requested to bring relevant information -- project documents, environmental assessments or reviews, photos or slides -- to place course material emphasis on real-life examples, to tap the knowledge base of the participants, and to encourage active and lively discussions

Logistical and Other Advance Arrangements

The success of the course (and sanity of course facilitators) depends critically on effective advance planning The *Organizer's Notes* contains a series of planning checklists of key items that course organizers should prepare for well in advance of the course These checklists are intended to be comprehensive and suggest items that might easily be overlooked, not all items will be relevant for all training courses, and some items such as sending second invitations to participants will only make sense where there is sufficient time and resources Decisions will need to be made about whether, and if so, where (course venue, main city, etc) to rent or purchase equipment such as projectors and flip charts

Who Should Attend? Participants, Facilitators, and Course Size

Each working group requires a facilitator with Environmental Review/IEE/EA experience, therefore, courses should seek to ensure the presence of approximately one qualified facilitator for every eight participants The initial Kadoma course benefited from the presence of five experienced AID staff, in addition to the two contracted facilitators, and three local resource persons, but had to cope with a class size

9

of 40-45 participants, which proved too large for group discussion For a preferable course size of 25-30 participants, 3-4 capable facilitators would be needed

Additional MEOs in the region should be encouraged to attend, particularly from countries that are potential hosts of future EA trainings The MEO can contribute as facilitator and participant, can bring home knowledge and experiences gained, and, hopefully, initiate a similar EA course Not only will they learn about the content of the course, but they will return with an understanding of the logistics that must be handled for successful course delivery This should, in turn, greatly improve the efficiency and reduce the costs of advance preparations

Advance Visits to the Host Country

Advance visits are needed by the USAID Regional Environmental Advisor or other course facilitator in order to coordinate in-country support and logistics The number of visits will depend on local infrastructure, the capacity and familiarity of in-country AID personnel with the course format and requirements, and the length of visits In the case of the Kadoma course, two visits were made the first 6 months in advance to determine venue, participants, and local resource persons and line up mission support, the second to arrange field trips and finalize various arrangements

Two advance visits of 3-5 days duration should be viewed as a minimum, and the various objectives of these visits are described below In many cases, three visits, or perhaps four, will be needed, particularly where local infrastructure or familiarity with the course material is weak Ideally these should overlap with travel plans of contractors or REAs in order to minimize costs

Visit 1

- discuss overall planning requirements with AID mission,
- determine audience and participants and meet with the respective organizations (NGOs and PVOs),
- evaluate venue options and set tentative date,
- meet with and line-up local resource persons, obtain CVs, and fee histories,
- list of prospective field trip sites,
- discuss modifications to the generic course agenda, and,
- discuss host government involvement and need for official opening/closing

Visit 2

- finalize logistical arrangements with the AID mission and local resource persons (agree on presentations, facilitation duties, etc),
- collect slides, maps, and other visuals for use in the course (particularly important is a large country map to put on the conference room wall),
- draft invitations, if not done during Visit 1,
- negotiate honoraria,
- meet again with NGO and PVOs to discuss agenda,
- visit prospective field trip sites and venue to evaluate appropriateness and facilities, take photographs to develop as slides for use in the course, and,
- establish format and signature(s) for course completion certificates

Choice of Local Resource Persons and Presenters

Local presenters can and should play an integral role in the course The course is about capacity building and the choice of resource persons -- individuals chosen to give presentations on Day 1 and assist the course in subsequent days -- should reflect this goal They should ideally be selected from universities or NGOs where they a) have experience presenting important issues in natural resource management and/or environmental assessment b) can afterwards transfer the lessons learned during the course to a broader audience, and c) will remain available to assist in subsequent training activities Suggested topics and issues to cover are described in the Module Guide below, but it should be emphasized that relevant natural resource issues should be defined generally by the presenters If EA expertise is weak in the host country, local presenters should focus on sensitive environmental issues

Lecture outlines or sets of transparencies should be requested from the local resource persons, ideally at least one month prior to the course (this point should be included in their contracts) Facilitators can then provide any needed suggestions to ensure full coverage of topical issues, either in the local presentations or by other presenters during the course

Local resource persons should also be contracted to serve as course evaluators, reviewing and commenting on presentations, materials, working group design, and other elements of the course design

See the *Organizer's Notes* for generic Scopes of Work and letters for local presenters and resource persons

Field Trip Preparations

Although surrogate written materials or oral presentation can be used if absolutely necessary, field trips to project sites where the tools of the course can be applied are an essential element of the course Therefore, choice of field sites and advance preparations are critical

As noted earlier, advance visit(s) to the field sites will be required to determine whether the content of the projects underway are sufficiently rich and stimulating to serve as course material Some key questions that should be addressed include

- Does the project (proposed or under implementation) present the potential for non-trivial environmental or natural resource degradation?
- Is the site within a maximum of 3-4 hours of the course venue, and can transport be arranged? Alternatively, can participants spend the night at the field site, thereby extending the course duration by one day?
- Are villagers prepared to openly discuss their perceptions (through translators if necessary) of the project costs and benefits?
- Are there alternative projects or mitigation strategies for the course participants to conceptualize or investigate?
- Can sufficient written documentation be generated for course participants to review the basic elements of the project design and its context in advance of the visit?

Ideally answers to all of the above questions should be positive In advance of the course, each field site will require

- brief site and project description, including a map (ideally showing important human settlements, land uses, and natural resources),
- community representatives and villagers prepared to meet the participants, and,
- one or more course participants familiar with the project who can describe the project verbally in advance of the field trips

Based on Kadoma experience, careful attention will need to be paid to vehicle arrangements, especially their reliability and suitability, and ensuring that distribution of box lunches (if needed) is arranged in advance

Sites need not to be USAID-funded projects, nor need they be well-developed project proposals ready for implementation They can also include projects already implemented, as long as participants can "step back" from the present and assess the project as they might have when it was at the project proposal stage

See the *Organizer's Notes* for a field trip reconnaisance form and guidelines for preparers of field site case study descriptions

Invitations

Course invitations should be prepared and sent out ideally 2 months in advance of the course date Prior to this, mission staff should have informal expressions of interest from the PVO/NGOs expected to attend The invitations should include

- a preliminary course agenda,
- logistical details, particularly when to arrive and expect to depart, where to go upon arrival, and details on the "icebreaker" social function, and,
- a short list of ideas that participants should be prepared to discuss (e g experience with environmental regulations or procedures, thoughts are on national environmental policy or key/sensitive natural resources, examples of sound or unsound design)

Sourcebook Reproduction and Assembly

Reproduction and provision of the course sourcebook is a significant undertaking, as upwards of 5000-10,000 pages of material will need to be duplicated and assembled The sourcebook original is available on 8½ x 11 (American letter size) paper, single-sided, marked for section breaks (which should ideally be numbered tabs), and slip-sheeted for easy double-sided copying Blank pages should be marked "deliberately left blank" to assist in reproduction and handling It should be assembled in a loose-leaf binder, and due to its size should be double-sided to minimize bulk and leave room for additional local materials

Sourcebook copies can be produced either in the US or in the host countries, with distinct advantages to each The mission should get an estimate for loose-leaf binders and reproduction of specified number of pages and specified number of books in advance This cost should be contrasted with cost of US reproduction and excess accompanied baggage If materials are to be reproduced locally, the local Mission must have confidence that a local firm will be able to do double-sided xeroxing, and at least one to two

11

weeks lead time for reproduction and assembly will be needed Any inconsistencies due to A4 vs US letter sizes for paper and notebooks should be addressed in advance

Student Assistant(s)

If possible, a student interested in environmental assessment should be recruited to perform ' gopher" services, which can be distractions to already busy facilitators (posting the daily agenda, handing out materials, running to the copiers, etc) A student might be quite willing to exchange these services for an expense-free opportunity to observe the course (assuming resources permit)

D. During the Course

Assigning Responsibilities, Presenters, and Synthesis Group

The course facilitators and organizers should select resource persons and presenters well in advance of the course Ideally, some of the participants with relevant expertise would be selected as presenters and session chairs Resource persons should be briefed in advance about expectations and responsibilities In addition, the facilitators should select the synthesis group (see Module 22) by Day 1 or 2 of the course Members of the synthesis group can be hand-picked or nominated by the participants, assuming they are familiar with each other s capabilities

Setting up Working Groups

The initial working group is designed as an opportunity for participants to get to know each other, therefore, it is not important who joins which group The composition of the remaining working groups should be set prior to the initial IEE working group, which will usually take place in the middle of Day 2, and in most cases, the working group assignments should remain the same for all subsequent sessions The composition of the groups should thus be tentatively set by the evening of Day 1, they can be based on common sectoral interests and each one might include a diversity of institutional affiliations, professions, and geographical locations For the field trip, participants can be given the opportunity to change groups in order to visit the field site most appropriate to their own regular duties This can be done at the end of Day 2 Thereafter, working group composition should not change

To keep the presentations and interactions manageable, a maximum of six working groups is suggested, with 5-10 participants each Working group chairs and rapporteurs can be designated by the course facilitators, or this decision-making can be left to the groups themselves, since they will stay together throughout the course

(Notes on Working Groups are found in the Sourcebook, Introductory Session)

Definition of Roles

Facilitators are the individuals responsible for running the course The facilitators' principal responsibilities include

- selecting presenters and coordinating with course organizers and sponsors in advance of the course,
- appointing chairs and working groups,
- introducing and closing each day of the course, and if appropriate, each module, and,
- meeting and coordinating with presenters, rapporteurs, and chairs prior to their sessions

When not presenting or chairing themselves, facilitators should closely monitor each session and intervene where necessary to provoke useful discussions or get a session back on track in terms of timing or substance

Presenters or Speakers are the individuals appointed to deliver the lectures or working group presentations Presenters can include facilitators, participants, or invited guests

__Chairs__ should preside over each plenary session or working group, and ensure flowing and provocative discussions, encourage even participation, and maintain the time schedule The role of chairs is very similar to that of facilitators, for the purposes of this course, facilitators are defined as the individuals responsible for the entire course, while chairs are responsible for an individual sessions For a given session, a chair could be either a participant, facilitator, or resource person Working group chairs may be selected in advance or appointed by the groups themselves

__Resource Persons__ are typically local specialists invited to chair, present, or advise during the course

__Rapporteurs__ are those individuals appointed to keep notes, and if appropriate, report the discussions of working groups and plenary sessions (optional) (Roles of rapporteurs are described in the Sourcebook, Introductory Session)

Notes for Facilitators and Chairs

Facilitated training is founded on the belief that education is best done by participation and involvement Facilitators and chairs should not preach or dictate an answer, but rather encourage participants to think about how they would approach the problem by asking questions and stimulating discussion They should have good skills in, and knowledge of both facilitated training concepts and of the subject matters they are teaching They should work as a team and communicate decisions well In addition, it is recommended that a Facilitator Wrap-up session be held at the end of each day to review the progress of the course and to make any minor adjustments necessary

The role of the facilitators and chairs is not only to clarify, but also 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 The facilitator should try to foster full participation by each member of the class

__Before presentations__

- Meet with speakers to ensure that they understand their assignments and the session objectives Discuss how speakers will be introduced, how time limits will be maintained, and how questions and comments will be handled You may wish to ask speakers to write down a paragraph describing themselves that they would like you to use Ask speakers to be present at least 15 minutes before session starts
- Check with speakers to determine any equipment needs and make sure needed equipment is available, correctly placed, and functional

__During a session__

- Open the session Introduce yourself Identify the topic to be discussed and link it to previous or upcoming sessions Introduce the speakers Set the ground rules Keep these remarks brief-not more than two or three minutes
- Manage the time (If you wish, ask someone in the audience to assist) Intervene to stop the speaker, if necessary
- After the presentations, open the session for discussion and questions from the floor Assist in directing questions to different speakers Repeat the question Keep discussion focused on the objective of the session Point out areas of consensus Note unresolved questions,

information needed or assumptions made Encourage broad participation (limit overactive participation) and keep discussion moving Again, manage the time Announce when you have time for one last question

- Record lessons learned and future actions needed
- Close the session by making a brief summary statement Thank the speakers Make announcements regarding the next session-where, when, what For breakout sessions, clarify room assignments Announce the time the next session is to begin

During a Session (Non-Chairing Facilitators)

- Record important notes, quotes and issues raised to be followed up in subsequent sessions
- Serve as resource persons on course procedures
- Ensure that speakers, chairs, and rapporteurs understand their individual assignments and the session objectives
- Brief any chairs who might be introducing other presenters
- Monitor the sessions Make periodic interventions, as necessary, to keep things moving and resolve difficulties
- Ensure that discussions are recorded and, if necessary, chart key points

During Working Groups (Facilitators)

- Rotate among groups to ensure that the task is clear and discussions are proceeding in accordance with appropriate participatory dynamics and time frame If necessary, assist the group

In General (Facilitators)

- Provide guidance and feedback to course organizers, steering committee and planning committee As the course proceeds, ensure that the work is on track, difficulties are resolved, and objectives are met Assist the chair in all sessions
- Receive and maintain flipcharts recording class discussions and working group results
- Collect any speakers' papers that are part of course records and make sure the Steering Committee has all of them
- Contribute to follow on sessions, as requested

Helpful Hints

- Pay attention to both the substance (words) and process/non-verbal cues
- Intervene only if needed Do not direct or dominate If group dynamics click, a facilitator may need to do little more than monitor time and seek clarity of statements If you see someone overly advocating his/her position or telling war stories, individuals off on tangents, or less aggressive members trying to say something but being cut off, intervene
- Get the group talking to each other, not to the chair or the rapporteur If you are asked a direct question perhaps you could pass it to someone else to respond to, e g , "What do you think, Philip?"
- The use of questions, rather than statements, is key to good facilitation Here are some questions you can ask

TO GET DISCUSSION STARTED

"What do you think about this problem?"
"What has been your experience with this type of problem?"
"Has anyone experienced a similar success?"

ENCOURAGE MORE PARTICIPATION
"How does what we have been saying so far sound to the rest of you?"
"What other aspects of the problem have we missed?"

LIMIT OVERACTIVE PARTICIPATION
"You've made several interesting observations Does anyone else want to add to them?"

ORIENT THE DISCUSSION
"Where do we stand now in relation to our objective?"

KEEP THE DISCUSSION MOVING
"Do you think we have spent enough time on his phase of the problem? Can we move on to another part of it?"

PRESS FOR CLARITY
"What is the sequence of events?" "What resources are required?
"Who has what responsibilities? What groups are involved?"
"What was the outcome? What was the impact?"

PRESS FOR A DECISION
"Have we reached consensus on this point?"

Notes for Presenters

The course is organized so that technical sessions are interspersed with working group sessions The purpose is to have each inform the other Presenters are advised to listen carefully to work group reports to see if they can relate some of their comments to issues raised in the groups

Before Presenting

- Prepare your presentation Decide what you want to say and what you **can** say in the time available Arrange points in a sequence that assists the audience in understanding the topic Know how much time you have (check with moderator)
- Structure your presentation
  A Introduction Tell them what you are going to say
  B Body Say it Use examples to illustrate your points
  C Conclusion Tell them what you said
- Review overheads and lecture notes provided in course materials Modify or add to these as needed Use non-text visual aids like diagrams, pictures, and graphs, to the extent possible

- Provide copies of your presentation and any handouts to the course organizers or facilitators, so that copies can be made in advance of your session
- Make sure equipment is available in the room where you will be presenting and that it works Make sure visuals are in order and visible throughout the room Put key words only on overheads
- Practice your planned presentation with another persons before the session, if possible or needed Run through the presentation and ask for feedback Make adjustments to fit the time allocated

While Presenting

- Relax Be yourself Express your own personality Establish a pace and tone that is comfortable for you Keep in touch with the audience Maintain eye contact
- Refer to your own practical experiences as much as possible
- Speak slowly and clearly, particularly if the course language is not your primary language Minimize use of jargon and acronyms, and explain those that you do use
- Use stories or humor to the extent possible, but check the sensitivities of the group to avoid offending anyone
- Remember your time limit, the chair will enforce it Stick to your prepared points Avoid over-elaboration and going off on tangents If you exceed your time limit, quit gracefully If you can finish early, do so

After Presenting

- Give succinct responses to questions and comments First, make sure that you understand the question Then, respond with information, not emotion (Facts may be more helpful than opinions) Offer sources of additional information Stay after the session to discuss issues further with interested participants
- Give feedback to chair and facilitator

July 96 Version

Organizer's Notes

Africa Regional Environmental Assessment Training Course

The Environmental and Natural Resources Policy and Training Project

Winrock International Environmental Alliance
Rich Tobin Project Coordinator

Course Developers
Charlotte Bingham USAID/REDSO/ESA
Wes Fisher, Tropical Research & Development
Michael Lazarus Tellus Institute
Idrissa Samba USAID/REDSO/WCA

INTRODUCTION

The Organizer's Notes consist of checklists, forms, criteria and draft documents that can assist in successful planning and delivery of the Africa Regional Environmental Assessment Training Course These notes can be used in conjunction with other course documents, particularly the Facilitators' Guide, to guide Mission and other field staff in the steps needed to make the course a productive and valuable event

We recommend that you begin by scanning the checklists at the beginning to get a flavor of the overall effort needed Some items are obvious, like drafting course invitations others reflect the experiences gained from past trainings, such as the criteria for venue selection Other items are "templates' such as draft Scopes of Work for local presenters and the activity as a whole which you can adapt to "jump start" the process These templates are all found in a single Wordperfect 5 1 file entitled "NOTES*** [m/yr]" (e g NOTES 696) that can be obtained through the Africa Bureau or REDSO/ESA Overall we have sought to be exhaustive to make the job of course planning an easier task

Items included in these notes

I EA TRAINING COURSE PLANNING CHECKLISTS
II SCOPE OF WORK FOR COURSE PRE-PLANNING
III CRITERIA FOR SELECTING A VENUE
IV FIELD TRIP SITE RECONNAISSANCE REPORT FORM
V GUIDELINES FOR PREPARERS OF FIELD SITE CASE STUDY DESCRIPTIONS
VI LETTER AND SCOPE OF WORK FOR LOCAL PRESENTERS AND RESOURCE PERSONS

I EA TRAINING COURSE PLANNING CHECKLISTS

1 Assign Coordination & Overall Responsibilities

ROLE	PERSON RESPONSIBLE
Mission Approval Secured	
Mission Coordinator responsible for Overall Coordination	
Other coordination tasks, if different	
- Field site assessment and management	
- Identifying and communicating with local presenters	
- Invitations and communicating with participating groups	
- Accounting and per-diem payments	
- Evaluation	
GMU Coordinator	
REDSO and/or Africa Bureau Responsible Person	
Contractor	
Course Secretariat Logistical Functions (GMU or Mission Admin Assistant?) Tracking for purchase orders, reservations, hotel booking transport, invitations, and everything on this list)	

2 Draft and secure budget

COST ITEM	WHO PAYS?	APPR HOW MUCH?
Local facilitators		
Contracted facilitators, if needed		
Long-distance transport		
Local transport		
Reproduction and shipping of course materials		
Venue costs		
Per diems		
Supplies and equipment		
Additional labor and materials		

3 **Determine and Invite Participants**

ITEM	WHO DOES IT	DATE NEEDED	DONE
Identify target audience and project types			
Visit target groups to solicit interest, discuss training objectives and field trip sites			
Draft invitation			
Review draft invitation (REDSO, Mission Director?)			
Send out invitations 4-6 weeks before course date			
Solicit information via RSVPs (Names, origin/destinations, course contributions)			
Determine Transport to Venue and Field Sites			
Follow-up RSVPs (bookings, hotel room confirmation)			
Send follow-up letter with agenda, venue coordinates reception invitation, transport info, and reminder to bring examples slides, etc			

4 **Set Date and Venue**

ITEM	WHO DOES IT	DATE NEEDED	DON E
Set Course Date (availability of Venue and Invitees)			
Set Course Venue (see criteria) - Arrange for payment (lump sum, individual, etc) - Arrange for signs - Arrange for welcoming event and other social events			

5 Arrange for Local Presenters (and Student Helper)

ITEM	WHO DOES IT	DATE NEEDED	DONE
Establish completion date for contracts, SOWs, etc			
Identify and meet with candidates - brief them on what is expected of their presentations - assess who should attend entire course as co-facilitators - provide with copy of Facilitators Guide and relevant Sourcebook sections - determine availability and fees			
Prepare SOWs (see generic) - Finalize arrangements regarding forms of payment, acceptance of letter contract, etc			
Collect presenters' papers and readings in time for reproduction (below)			

6 Set up Field Trip Sites

ITEM	WHO DOES IT	DATE NEEDED	DONE
Identify candidate sites with participating groups			
Arrange reconnaissance visits to candidate sites (see reconnaissance report form)			
Arrange transport and lunch			
Arrange for field trip descriptions, facilitators, and short presentations (see guidelines)			

7 Develop the Course Program

ITEM	WHO DOES IT	DATE NEEDED	DONE
Draft a preliminary program, based on generic program, selected speakers and resource persons			
Select chairs and group discussion leaders for individual sessions			
Approve program and insert in Facilitators' Guide			

8 Reproduce Course Materials

ITEM	WHO DOES IT	DATE NEEDED	DONE
Determine contents of participants' packages (in addition to Facilitators' Guides and Participants' Sourcebooks)			
Insert local presenter papers agenda, etc , in Sourcebook			
Collect relevant technical documents and material			
Compile instructions and notes on arrangements such as transportation meals, use of telephone and name tags tentative list of participants, list of speakers person resources facilitator, special guests, pens, writing tablets			
Arrange for reproduction (Mission, GMU or Contractor?)			
Arrange for Course binders ("")			
Package materials and ship to venue			

9 Arrange Opening and Closing Addresses, Course Certificates

ITEM	WHO DOES IT	DATE NEEDED	DONE
Who should open course? (political decision)			
Officially close course? (Mission representative)			
Who writes the closing address?			
Identify someone (during course) to close on behalf of REDSO or Africa Bureau			
Identify someone (during course) to close on behalf of the participants			
Draft certificates of completion			
Approve certificates (Mission director)			
Supply certificates filled out in advance if possible (Mission Contractor or GMU?)			

10 Just Prior, During and After the Course

Just prior to the course
- Arrange for and assign staff to a registration table
- Arrange for registration sign-up sheet and instructions
- Prepare name tags
- Reconfirm transportation to avoid last minute problems

During the course
- Prepare daily announcements

After the course
- Draft an evaluation report and cable
- 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
- Appoint one or more persons to carry out the evaluation

11 Course Checklist What Do We Need to Transport to Venue, Rent or Borrow?

Some may be unnecessary Extra rows are at the end of the list for items not included here

A Few Very Important Points to Remember

- *Have extra cash supply on hand*
- *Assure vehicles particularly vans to move people to field trip sites and any special evening outings, will be ready*
- *Name tags -- get names in advance so this is not all a last minute item*

Item	Quantity	Source
Facilitators Books		
Participants Course Books		
PVO/NGO Guidelines Manual		
Final Agenda/Schedules		
Guidance Handouts (Hotel Charges not Covered, e g phone etc)		
Support/Background Documents		
Case Study/Field Trip Documents		
IEE Examples		
Money (Payments Due, Per Diem IE, Petrol and Extra)		

Item	Quantity	Source
Registration Cards/Sign-up Sheets/List		
First Aid Kit		
Patent Medicine (Aspirins, etc)		
Signs or Heavy Paper to Make Signs		
Computers		
Printer		
Diskettes		
Cartridge for Printer		
Easels/Flipchart Stands		
Easel Pads/Flipchart Paper		
Markers		
Masking Tape		
Sticky/Gummies		
Name tags		
Portable Blackboard/Erasable Board		
Chalk or Pens for Erasable Board		
Eraser/Rags for Erasable Board		
Pin-up message/cork board		
Pens		
Pencils		
Pads		
Xerox and Printer Paper		
Message/note paper		
Other paper		
Staplers		
Staples		
Scissors		
Hole punch		

Item	Quantity	Source
Paper clips		
Index cards/other office supplies		
Extra Overhead Acetates		
Pens for Acetates		
Overhead Projector		
Spare Overhead Projector when above breaks		
Slide Projector		
Screen		
Spare Bulbs for Slide/Overhead Projectors		
Extension Cords		
UPS		
Plug Adapters		
Transformers		
Surge Protectors		
Paper Cutter		
Flashlights		
Portable Lectern		
Microphone/Audio		

II SCOPE OF WORK FOR COURSE PRE-PLANNING

SCOPE OF WORK
PRE-PLANNING FOR
AFRICA REGIONAL ENVIRONMENTAL ASSESSMENT TRAINING COURSE
IN __________

BACKGROUND AND INTRODUCTION

Add paragraph regarding the project or program or Strategic Objective primarily being served

Under USAID's new re-engineered Operations System which promotes greater flexibility in programming Mission SO/RP teams will still be held accountable for environmentally sound implementation consistent with USAID's Environmental Procedures (22 CFR 216 or 'Reg 16') The Bureau Environmental Office (AFR/SD/PSGE), with the Regional Environmental Offices, has developed an initiative ENVCAP ("Building Multi-sectoral Environmental Management Capacity for NGOs, PVOs and Other Development Partners in Africa in Support of Re-engineering") which will in part provide for technical and strategic support to Missions during the transition period

ENVCAP is primarily intended to carry out tailored training in environmental review at selected interested Missions Bureau environmental and legal staff have worked out an approach to significantly enhance Missions' responsibility to carry out environmental review of their planned and on-going activities This approach is founded upon (1) building capacity for environmental review and monitoring among Missions, their implementing agents and other collaborators and partners and (2) developing programmatic environmental assessment approaches and a corresponding environmental screening and mitigation process for sub-activities

Relevant agency experience has shown that enhanced local review capacity can significantly facilitate field-level project/program design and implementation This approach is consistent with re-engineering principles of flexibility and is intended to allow teams to revise and develop new activities with significantly reduced need for review in Washington Overall legal responsibility still rests with the BEO

One important element of this environmental capacity building initiative is the **Africa Regional Environmental Assessment Training course**, developed by and for the Africa Bureau and Regional Environmental Offices This course has four primary objectives namely to assist PVOs NGOs, USAID Missions contractors host governments and other entities to

1) Design and implement environmentally-sound projects This is the overriding goal of the course as well as of the environmental methods and procedures that will be taught The course will help participants develop deeper understanding and awareness of how environmental concerns can affect the sustainability of development programs and projects and thus to appreciate the role for environmental assessment monitoring and evaluation

2) Identify and assess reasonably foreseeable environmental impacts The course will familiarize participants with the basic principles and practice of environmental assessment, and provide them with practical experience in the application of simple assessment tools and

27

approaches

3) Mitigate, monitor and thereby avoid unnecessary adverse environmental impacts USAID's *Environmental Guidelines for PVO/NGO Field Use in Africa* and other reference materials will be introduced to participants for use in identifying options to minimize negative environmental impacts

4) Follow USAID procedures in the context of evolving local policies and needs, using local expertise where possible to do so, and thereby avoiding unnecessary delays in project approval and implementation

STATEMENT OF WORK

________ is requested to make a pre-planning visit to ______ of ___days o/a _______ to (1) lay the groundwork for organizing the Environmental Assessment course, (2) to coordinate in-country support and logistics (3) to build the familiarity and commitment of USAID and host country counterparts with this course format and requirements

___ advance visit(s) of ____days duration should be viewed as a minimum to prepare this course

The ____ will utilize with the Mission and host country collaborators the *Facilitators' Guide* and *Participants' Sourcebook* for the course He will introduce and work with the Course Planning Checklist and the REDSO/ESA checklist (see separate checklist available from REDSO/ESA REA) to clarify logistical and other advance arrangements

Specifically, the _______will accomplish these tasks

1 **Overall Planning Requirements** Discuss these with the USAID mission and collaborators, obtain the necessary management commitments, identify the key contacts and administrative support arrangements

2 **Audience and Participants** Determine the audience and participants and meet with the respective organizations (NGOs, PVOs, community-based organizations, collaborators under the ______ and other results packages involved in sub-granting activities) Each training venue may differ in terms of its emphasis and target audience In general, participants should

- represent institutions involved in the delivery of USAID funded assistance or
- work for environmentally-related government agencies or local authorities, or
- be knowledgeable resource persons and experts in environmental assessment within the host country that can be tapped for future IEE and EA preparation
- be proficient in English or French, depending on the venue and,
- hold mid- to upper-level professional positions, with some expertise in project design or evaluation

3 **Venue** Evaluate venue options and set tentative dates, commitments on a single venue should be obtained if possible The course venue should be selected based on a number of important criteria

including

- proximity to useful field case study sites (number of sites determined by number of participants and facilitators i e , no more than 10 persons per site)
- good workshop facilities,
- ease of transport of participants to the venue,
- comfort of hotel for sleeping and eating,
- availability of PVO/NGO facilities or offices and,
- attractiveness of venue as a desirable destination

See separate information regarding venue criteria and recommendations available from REDSO/ESA REA

4 **Local Resource Persons** Meet with and line-up local resource persons, presenters facilitators Obtain CVs, and fee histories Choice of local resource persons and presenters is a key element of this process Local presenters should play an integral role in the course, to promote the objective of capacity building Commitments should be obtained from at least two local presenters to prepare papers and be present during the week to assist in various ways Follow-up visits will establish the contractual relationships

See separate generic scopes of work for local facilitators available from REDSO/ESA REA

5 **Field Trip Sites** Help develop a list of prospective field trip sites, based on criteria outlined in the Facilitators' Guide and in the REDSO/ESA criteria for field trip case study sites The_____ will lay out how, in advance of the course, each field site will have available

- brief site and project description including a map (ideally showing important human settlements, land uses, and natural resources)
- availability of vehicles to transport facilitators and participants from venue to several sites within a maximum of two and a half to three hours one way,
- community representatives and villagers prepared to meet the participants and
- one or more course participants familiar with the project who can describe the project verbally in advance of the field trips

Sites need not be USAID-funded projects nor need they be well-developed project proposals ready for implementation They can also include projects already implemented as long as participants can "step back from the present and assess the project as they might have when it was at the project proposal stage or can use the site as a learning opportunity to diagnose and solve problems

See separate case study information criteria and field reconnaissance forms available from REDSO/ESA REA

6 **Course modifications** Discuss modifications to the generic course agenda with all concerned parties

7 **Host Government and Mission Director Involvement** Discuss appropriate levels of involvement and need for official opening/closing Typically a government person opens the course and a Mission

Director or Deputy closes it and awards the certificates for course completion

8 **Roles and Responsibilities** Lay out clearly the roles and responsibilities of the various parties, including the cost sharing aspects (USAID/Mission, REDSO, Contractor, USAID/AFR/SD, NGOs, PVOs, host country officials, a GMU, etc) For example, Sourcebook reproduction and assembly is a significant undertaking (as upwards of 5000 pages of material will need to be duplicated and assembled) Typically the Mission is responsible for all participant costs, for course venue including conference room, working with REDSO to select field trip sites doing on-site logistics, reproduction of course materials (the bulk of this could be accomplished in the U S), provision of supplies, and the like

The Mission is not responsible for costs related to the REDSO or USAID/AFR/SD staff

9 **Translation** Identify local qualified translators to translate any additional materials for specific use for a particular course The *Facilitators' Guide* and *Participants' Sourcebook* and background documents will be available in French and would not need to be translated

10 **Invitations** Launch process of preparing invitations, ideally to be sent out 2 months in advance of the course date Prior to this, mission staff should have informal expressions of interest from the PVO/NGOs expected to attend The invitations should include

- the preliminary course agenda,
- logistical details, particularly when to arrive and expect to depart where to go upon arrival, and details on the "icebreaker" social function, and,
- a short list of ideas that participants should be prepared to discuss (e g experience with environmental regulations or procedures, thoughts are on national environmental policy or key/sensitive natural resources, examples of sound or unsound design)

See separate invitation letters used in other courses, available from REDSO/ESA REA

11 **Trip Report** Finally, the ____will prepare a report laying out the arrangements made, roles and responsibilities, and next steps, especially **preparing for the follow-up visit(s)** This report will be available_____ and shared with USAID/Mission, REDSO, BEO, and the GMU if one exists for the project to whom the training is directed The Mission will share it with appropriate host country counterparts

Note **Student Assistant** It may be desirable and possible at this stage to identify and recruit a student assistant(s) interested in environmental assessment, to perform "gopher services before and during the course

III CRITERIA FOR SELECTING A VENUE

Basics

Sleep Sufficient single rooms for participants and facilitators preferably with running water and hot water and in room toilet and bathing facilities If rooms are in short supply and participants will need to share it is a good idea to have them choose roommates if possible by indicating on the response to their invitation (Invitation needs to include sheet to be returned regarding roommates' selection and/or other information regarding smoking/non-smoking if the course organizers need to assign roommates) Sometimes two hotels might need to be used, in which case a shuttle service running on a fixed schedule needs to be put in place

Eat Dining facilities that can accommodate a large number of people taking meals at the same time In some cases the hotel needs to be told that they may need to hire extra servers have buffets or provide set meals If set meals with no choices are the option, it is important to determine if the participants are likely to include many vegetarians and/or those who do not eat pork (or beef) and so advise the catering manager Depending on the sophistication and experience of the hotel with serving large groups for a week at a time, it may be important to discuss what will be served each day If the hotel charges extra for breakfast (or for a full versus continental breakfast) it is useful to work out some arrangement so that everybody can have whatever they choose at no extra cost to avoid the hassle of "extra" charges that need to be paid on a daily basis

Meet Sizable meeting room (one can takeover a hotel restaurant in some cases) with reliable electricity supply (UPSs will need to be brought to the site in most cases) several outlets and decent lighting (not too dark) but with curtains or shades for windows so that bright sun can be controlled so as not to interfere with visibility of overhead projection Room needs to accommodate the participants, facilitators tables and chairs for all tables for overhead projectors or slide projectors tables for materials and supplies easels extra flip chart paper and the like If the facility chosen is set up for conferences and has a blackboard or whiteboard, this is very useful but not essential Whoever checks out the venue should determine where the speakers's table is or could be located with respect to outlets and note distance in case extra long or more than two extension cords are needed If the meeting room is not furnished as such, it will be important to determine that sufficient tables and chairs are available to set the room up for meeting preferably with tables around the room in a rectangle or otherwise School-room type seating should be avoided

Breakout rooms or outdoor sitting areas (if weather permits) Typically four breakout rooms are desirable

A lockable room (could be one of the sleeping rooms or one could rent a suite for the person running the Secretariat) for the computer printer, supplies and other equipment

Air conditioning in the meeting room if needed during the time of year course is given

Case study sites (typically four) that are a maximum of two and a half to three hours one way travel time from the venue

Sufficient USAID or PVO vehicle capacity in the vicinity of the venue to ferry participants and facilitators to case study sites, alternatively, commercial rental vehicles available at the venue location or driven there

Nice to Have

Fax machine and working telephones available (In some cases a nearby PVO office may be able to offer these)

Xerox facilities for emergency on-site reproduction of materials

Places for participants to jog walk, exercise, play ping pong, darts or some form of diversion

Restaurants outside the hotel venue that will cater a special meal, if transport to such a location can be arranged easily in order to avoid some of the "cabin fever" that arises from eating three meals a day in the same place

Place for a welcome reception on the arrival day and place for a party on the final day, with dancing or music or some form of entertainment

Video equipment, if participants or facilitators have videos to be shown Alternatively, one could bring a few movies for entertainment

Lessons Learned

The willingness and motivation of the hotel staff to accommodate the needs of facilitators and participants are important factors in choosing a venue, if there are choices available

If the hotel is somewhat basic, advise participants and facilitators to bring their own towels, pillow case, soap or the like

If the hotel is so sophisticated that there are phones and mini-bars in each room, it will be important to advise participants that the course is not covering the costs of use of telephones and items from a mini-bar

IV FIELD TRIP SITE RECONNAISSANCE REPORT FORM

Date Jan 1996 Distance ___km from _____ (venue)

Time ___hours___min from_____ (venue)

Location ____

Landscape ____

Activities Proposed ____

Purpose/Rationale for Proposed Activities ____

Site Character ____

Stakeholders ____

Regional Area LU Issues ____

Sensitive Areas ____

SITE VALUABLE FOR THESE LESSONS

Construction Impacts

Operational Impacts

Induced/Indirect

Cumulative

Mitigati
on

Opportunities for Strategic Planning/Enhanced Benefits

Other Comments

34

V GUIDELINES FOR PREPARERS OF FIELD SITE CASE STUDY DESCRIPTIONS

AND FIELD TRIP FACILITATORS

1 Objective

The purpose of these guidelines is to inform you as authors of case study descriptions and those responsible for activities on the ground, who have been asked to assist in facilitating the field trips [1] We need your assistance to write case study descriptions, organize and line up contacts with whom participants can discuss the site or conduct interviews, provide a brief explanation of the activity and site prior to the trip and help during the day of the field trip

The field site case study plays an important role in the EA training course After course participants have been introduced to the basic principles of environmental impact assessment procedures for environmental screening of activities and topics in writing an environmental review, they will visit a field site to apply the knowledge they have learned The case study forms the basis of nearly two days of working group sessions following the site visit Participants will prepare a) an environmental review for the case study, and b) an environmental monitoring and mitigation plan appropriate to the type and level of impacts that might be anticipated

2 Approach

The case study description given to participants the evening before the field trip should provide sufficient information to permit a relatively comprehensive understanding of the activity or project being proposed, including why it is being done, how it will be done (planned, engineered constructed and operated) where it will be done who (several and various parties may be involved) will do it and the time frame as well as phasing of component parts

Information does not need to be excessively detailed Indeed part of the exercise is to make certain that participants will ask questions about project or activity characteristics and probe to find out information, not only about the environment but the dimensions of the activity For example if a haul road would need to be built or a minor road improved in order to implement a particular activity you might simply allude to the need to bring in materials and let participants determine whether there was an adequate existing road and what the impacts of building or improving one might be

Ideally a case study/field trip site for the purposes of the course is a proposed activity or at least, one that is not yet fully operational or at its full stage of development and where options or alternatives still remain Visits to a fully operational project tend to result in sightseeing rather than requiring observers to predict impacts or think about linkages between people and the environment and among physical and biological aspects of the environment that they cannot see before their eyes The existing situation of a full-blown operating activity can be instructive nevertheless when there are serious and real environmental problems that participants can diagnose If an activity or project is in an early conceptual stage there is frequently

---

[1] Grantees or subgrantees with projects or activities in the vicinity of the course venue are often requested to assist with preparation for and conduct of field trips and they are typically course participants also

too little concrete or specific information available and participants will need to make assumptions about specific elements (design the project) in order to assess it through an environmental review This situation can also be instructive, as long as some reasonable assumptions can be readily made, and can help participants to learn about environmentally sustainable design The exigencies and difficulties of field logistics travel time and the like often mean that there are no perfect field trip case study sites We work with what we think will be most instructive and ask you to help us in being flexible

In some cases large amounts of data are available, in others, there will be very little If data and/or background documents about the project or a resource survey or study are readily available advise the course organizer(s) so that one or two copies of each can be made for the working group assigned to the case study field site

It is extremely helpful and desirable to have representatives of the affected community and/or representatives of local or district technical agencies available on the day of the field trip so that participants can inquire about local conditions or ask about the proposed activity and its potential impacts on people and their use of resources For example, in a proposal to develop an ecotourism facility you might consider inviting representatives of the community who would benefit, a village committee if one has been formed, the tour operator if one has been identified, a representative of a technical agency with specific expertise in birds or wildlife as appropriate, and the like (The field trip should not be a surprise to the affected community, who should know about the proposal beforehand, nor should a hypothetical project with little chance of going forward be discussed)

Participants are sure to pose questions to you Do not be defensive or concerned if the answers are not known, indeed we urge you to look upon the exercise as helping in your preparation of an environmental review or a monitoring plan through gaining the perspectives of participants representing many disciplines (free consulting, as it were)

This is not a research project Keep in mind that in the time available for the workshops full and detailed answers to questions and analysis will not be possible For the purposes of the training course the critical issue is that participants develop the questions that need to be answered

3 Outline for Case Study Description

The following outline is illustrative Use it only if it is helpful in preparing the case study description Otherwise, adapt whatever information you may have so that the information provided generally covers the points listed Limit the case study description to two to three pages plus a map and if appropriate a site layout drawing or schematic Most if not all the information can usually be derived from a grant proposal or concept paper Please be specific and write in ordinary language (do not include logframes or write as if the audience were USAID) Your peers are your audience

- Purpose and Need of Project or Activity
- Brief Description of Activity
- Location (Attach map)

Site Characteristics Summarize what you know about the general setting and the specific site, including natural resource characteristics and trends, population characteristics, socio-cultural dimensions and economic activities

Activity Characteristics Provide quantitative or descriptive information, e g number of people the activity will serve or involve, kinds of resources to be used, list of required construction and its duration, how the activity will operate or function If a feasibility study has been prepared draw information from it Indicate if associations or other institutional structures will be developed or fostered

- Results Expected Indicate what is expected to happen because of the implementation of the project or activity e g , more land cultivated, less protected area subject to poaching more income generated game guards trained, improved cultivation practices potable water supplied microenterprises established, better access, etc Be specific rather than abstract

- List of Contacts List the names and titles of the contacts or names of groups with whom participants can hold discussions

Attachments Provide a location Map and/or site Map and if appropriate a schematic, drawing or plan of how infrastructure or other site development is expected to look

- List of Reports or Data Available Indicate which items, if any you think might be worth having the organizers photocopy

4 Review of Environmental and Social Impacts

On a separate sheet of paper you may wish to summarize what are believed to be key impacts associated with the activities under review and alternative means of addressing them Remember however that these are for the facilitators' use only, since the objective of the site visit is to have the participants generate their own environmental reviews and environmental monitoring evaluation and mitigation plans

Thanks for your help and cooperation

VI LETTER AND SCOPE OF WORK FOR LOCAL PRESENTERS AND RESOURCE PERSONS

GENERIC LETTER EXAMPLE September 29, 1996

Dear Mr /Ms

Thank you for taking the time to meet with _________ _____________ and _________ to discuss your participation as a local presenter for the forthcoming Africa Regional Environmental Assessment Training Course scheduled for ________ at the ________ in _____ This training is implemented by ________________ *(include USAID)*

Attached is a proposed Scope of Work and honorarium for your role as a local presenter and facilitator over the 5 day duration of the workshop We hope that you agree to the terms outlined below We would appreciate confirmation by fax, either directly from you, or through___________ of USAID's _________ Project For further guidance in preparation you may contact ______ , workshop coordinator, or myself through ___________ Additional guidance and coordination will be provided by (name)_______, (title) _______for the _____ Grant Management Unit (GMU) as well as by ______ Their contact addresses are provided in the Scope of Work outlined below

We look forward to your participation and believe your input will make a major contribution to the success of this training effort

Sincerely,

Scope of Work for Resource Presenter and Facilitator
Regional EA Training Course for USAID/_____

_____________ ,
Environmental_______ *(Biologist, Geographer etc)*and Impact Assessment Specialist

1 Background

USAID____and the Grants Management Unit (GMU) of the _____ will be sponsoring an Environmental Assessment (EA) Training Course for Private Voluntary Organization (PVO) and Non-governmental Organization (NGO) grantees, subgrantees and others who will need to prepare environmental reviews in accordance with USAID requirements, become knowledgeable about environmentally sound and sustainable development in the design, implementation and monitoring of grants, or otherwise become familiar with basic environmental processes and USAID procedures This course is one of a series being held in the Eastern and Southern Africa region with the assistance of the USAID Regional Economic Development Services Office for East and Southern Africa (REDSO) and the Africa Bureau's Office of Sustainable Development Additional information about the overall purpose, objectives and contents of the course can be found in Sections A and C (xerox copy already provided to you) of the Facilitators' Guide for the course

The course is proposed to be held in _______at the _____ during the week of _____ (with arrival on _______ and departure on ________)

2 Purpose and Objectives for this Scope of Work

You are expected to play an integral role in the course, both to make the course relevant and pertinent to environmental review and project development in _____ and to facilitate the transfer of principles and lessons from the course to other audiences and other training activities that may be held in the future, by USAID or others With the support and advice of the course organizers and sponsors, you will be helping to run the course and will be expected to assist as appropriate In particular, you will contribute your specialized expertise in natural resources and environmental impact assessment and your knowledge of resource issues and dilemmas in _____

3 Specific Tasks

In fulfillment of your role as a presenter, your prime responsibility is to prepare a paper and deliver a presentation (scheduled for__________) on _________________________ (usually a paragraph here) It is expected that you will draw upon the materials of the courses you have given previously *(use this phrase as appropriate)* as well as your other experience in environmental impact assessment You should assume that the audience has little or no training in _______ and will need an introductory level presentation Emphasis is to be placed on examples from protected areas, tourism development and community-based natural resources management in _____ The approximate length of the paper will be 15-25 pages, the presentation at the course will be on the order of 30-45 minutes *If appropriate add* Since this length of time may be insufficient to cover all the topics requested above, your presentation should be divided into two 30 minute segments, one on ______ and one on ______ We will inform you which of these of these segments (or portions thereof) will be used, once the final agenda has been formulated You are encouraged to incorporate other concepts and examples as appropriate and will indicate these in the outline of the paper (See Section 4)

You will also prepare an annotated list of sources and resources (documents, maps, agencies or institutions or institutes and individuals) for______-specific data concerning the __________ *(social, economic, natural resource, adapt as appropriate)* factors typically considered in an environmental impact assessment and indicating where data are available You will bring examples of such data or maps to the course to show to participants and share with them some practical examples of how to locate and obtain such data and how to use such data (This presentation may be shared with another presenter as part of a data sources presentation or may be incorporated within another presentation)

You will lead and/or contribute to and share delivery of presentations that have already been developed, based on the course agenda provided to you, and will indicate in advance to the course organizers those sessions to which you would like to contribute

As a facilitator, you will 1) work with the course organizers and sponsors in advance of the course, 2) chair sessions during the course, 3) facilitate or chair working groups, 4) facilitate or lead a field trip that forms the basis for a case study for which participants prepare environmental reviews and mitigation and monitoring plans, and 5) help to formulate and assist with a role playing exercise that is proposed for incorporation in the course (Additional information about this exercise will be provided when available)

Upon conclusion of the course, you will prepare a short (2-5 pages) evaluation and commentary on the course to be submitted within 15 days of its conclusion to________

4 Deliverables and Schedule

The deliverables itemized below will be due as follows

1 On or before_____ an outline of the primary presentation is to be submitted to _______of the GMU in______ and sent, faxed or e-mailed to _______*(could be Mission, REDSO or contractor)* concerning the contents of the primary presentation (Section 3, paragraph 1)

2 Identification in writing of those presentations which you would like to lead or to which you would like to contribute as a co-presenter to _____ of the GMU in____ and ________ *(same as above)* on or before_______, together with a description of the general nature of these contributions (Section 3, paragraph 3)

3 Submission of the primary presentation (Section 3, paragraph 1) in reproducible, typed format (preferably with accompanying electronic version) to_________ and ______ of GMU by no later than _______

4 Submission of the list of data sources (Section 3, paragraph 2) in reproducible, typed format (preferably with accompanying electronic version) to Mr Weston Fisher of EPAT and Mr Ray Victurine of APE by no later than July 1, 1996

5 Submission of text for overheads summarizing the primary presentation and the list of data sources to_______ and_______ by no later than _______, if you wish to have GMU *(*or Contractor)* produce overheads If you produce your own overheads, you will bring them with you to the course

6 Submission of a short (2-5 pages) evaluation and commentary on the course to _______ and _______ of GMU by not later than______

7 Contribution of ideas, examples and concepts, such as for role playing or other aspects of the course at any time prior to and during the course

8 Please notify ______and ______ if you intend to use slides in your presentation

5 Logistics and Coordination

Your primary points of contact will be

GMU will assist you in transmitting information by e-mail or fax as needed GMU will also supply you with blank acetate overheads and assist you in producing them electronically or in sending them to Mr Fisher for electronic reproduction A complete copy of the Facilitators' Guide will be sent to you by_____

Your transport to and from ____on ____ and ___will be furnished at no cost to you The costs of lodging and food as arranged for participants and other presenters and facilitators will be covered for the period of the course The GMU will contact you about specific arrangements

______ is prepared to pay you an honorarium of $___ for your support and participation for the full five (5) days of the workshop _______ will pay you for your services as specified above upon completion of the course, you will provide information to this individual in advance regarding the place of delivery of the check (to you or your bank account) Should you prefer an electronic cash transfer to your bank, this can also be arranged

If the terms outlined above are agreeable to you, please confirm by signing below and faxing a signed copy to me at_____________

Sincerely,

Concurrence _________________

____
Date