Training Guidelines
These training guidelines will form Chapter 6 of the forthcoming Themis Network Action Toolkit, which will also cover organisational planning and management; enforcement and compliance management; nature conservation and the challenges of implementing EU nature protection legislation; and cross-cutting issues in the EU environmental acquis. The complete toolkit is due to be published in spring 2017.
Introduction

The Themis Network Action Toolkit is based on the capacity development activities organised for beneficiary countries in the framework of the Themis project. The chapter on training draws on the three Themis regional training programmes developed by the REC and financed by Austrian Development Cooperation. The aim of the regional trainings was to enhance the capacity of state actors and strengthen state institutions in relation to enforcement strategies for environmental governance.

The present chapter provides a clear structure for developing, delivering and evaluating training programmes, and is targeted at enforcement practitioners and government officials in the Themis beneficiary countries. The chapter promotes the sharing of knowledge and information among stakeholders who are working towards the common goal of environmental protection. It contains a collection of tools and resources, from which the developers of training programmes can select the most appropriate for the needs of their organisation. The materials are designed to be used and adapted by each institution according to its specific requirements. The overarching goals are to improve professional environmental management and to contribute to sustainable development.

A framework for effective training programmes

Effective training programmes are vital to the long-term success of enforcement strategies for environmental governance. Training programmes can provide multiple benefits for employees, organisations and beneficiary countries — but only if they are carefully planned and properly implemented. A clear understanding of policies, jurisdictions, legislation, functions and goals leads to greater motivation, morale and productivity among employees, and more effective environmental protection. The training you provide is a means to an end: keeping the goals in mind during the development and implementation stages will there-
fore contribute to the clear definition and effective implementation of the programme.

The framework for an effective training course comprises:

- a training needs assessment;
- programme design (including target audience, content and methodology);
- training delivery; and
- debriefing and evaluation of organisational impact.

**Training needs assessment**

A needs assessment is a way of determining whether a need for training in fact exists — and, if it does, what kind of training is required to fill the gap. The aim of the assessment is to accurately identify current skill/capability levels. The gap between the current and desired levels may indicate specific problems that can be translated into a training need.

Training can reduce, if not eliminate, the gap between the current and desired status by building participants’ knowledge and skills and encouraging them to enhance their capabilities. An exploration of the current situation is an essential part of the evaluation, as it provides the baseline data.

The needs assessment is also a process of collecting information about an expressed or implied organisational need that could be met by carrying out a training. The assessment can identify performance that does not meet current standards, or emerging organisational needs.

The assessment process helps both the trainer and the person requesting training to specify their needs and any deficiency in performance.

Assessments may be either formal (using survey and interview techniques) or informal (via conversations with those involved).

**FIGURE 2** DETERMINING TRAINING NEEDS

Mission, goals, skills + Desired performance → Training needs

GAP
OBJECTIVES OF THE TRAINING NEEDS ASSESSMENT

The assessment should be used to:
- identify the gap between current and required levels of knowledge, skills and abilities;
- define the general content of the training;
- form the basis of the training plan;
- provide a baseline for the evaluation of the training plan;
- ensure that appropriate and relevant training is delivered;
- maximise the use of scarce resources; and
- ensure that the training is clearly linked to the defined outputs.

THEMIS IN PRACTICE

To ensure that the Themis trainings reflected the needs and priorities of participating administrations, the Themis Secretariat carried out a training needs assessment in 2014 to map the capacity development priorities of beneficiary countries. The results of the online questionnaire and discussions were used to identify the main topics to include in the Themis Network regional training programmes.

TOP TIPS

STEPS IN THE TRAINING NEEDS ASSESSMENT

- Identify problem, gaps and needs
  - Identify the organisation’s policies, goals, roles and responsibilities
  - Carry out a gap analysis
  - Set objectives

- Determine design
  - Identify target groups, interviewees, methods and schedule
  - Designate leader or leaders for the assessment

- Collect data
  - Conduct interviews
  - Administer surveys and questionnaires
  - Inventory existing trainings

- Analyse data
  - Conduct an analysis
  - Identify findings, draw conclusions and draft recommendations
  - Prepare a report

- Feedback
  - Communicate findings and recommendations
  - Outline next steps for training programme development

“The results of the needs assessment allow the trainer to set the objectives of the training...”
METHODS FOR ASSESSING TRAINING NEEDS

- **Immersion:** Work with employees to gain an understanding of the challenges and opportunities they face on a daily basis.
- **Literature research:** Analyse budget documents, quality control documents, goal statements, evaluation reports, scheduling and staffing reports or other documents to identify existing problems.
- **Interviews:** Talk to supervisors, managers, subject-matter experts and employees who perform the tasks.
- **Observations:** Watch the job, process or task being performed.
- **Surveys:** Send out written questionnaires.
- **Group discussions:** Lead a discussion among employees and their managers.

GUIDELINES FOR BUILDING A TRAINING NEEDS ASSESSMENT

- **Don’t write a book:** Keep it brief. Limit yourself strictly to only the most important questions.
- **Avoid two-part questions:** Include only one topic at a time in a question. Split a complex question into two separate questions if necessary.
- **Stay concise:** To keep participants’ attention, make the questions as short as possible. Long sentences risk causing confusion.
- **Provide clear, pertinent instructions:** Do not assume that the person filling out the survey knows what you are looking for.
- **Vary your approach:** Use a variety of question formats throughout the survey. You might, for example, ask participants to rate a topic on a scale of 1 to 5, with 1 being the least likely and 5 the most likely; mark all answers that apply; or choose one answer from a list. Asking open-ended questions allows participants to express their ideas in their own words.
- **Reach your audience conveniently:** Depending on your target group you might choose to distribute hard copies; send an email with an attachment; or use an online tool such as Survey Monkey (www.surveymonkey.com) or Google Forms (https://www.google.com/forms).
- **Respect confidentiality:** Emphasise to participants that the survey is confidential and that the data obtained will be used exclusively for the purpose stated.

TRAINING NEEDS ASSESSMENT REPORT

The results of the needs assessment allow the training provider to set the objectives of the training by supplying answers to two basic questions: What needs to be done? And why is it not being done now? It is then possible to accurately identify who, if anyone, needs training, and what kind of training is needed. Training may not always be the best solution, and it is virtually never the only solution. Some performance gaps can be reduced or eliminated through other management solutions, such as communicating expectations, providing a supportive work environment, and checking job fit. These interventions are also needed if the training is to result in the sustained new behaviour needed to achieve better performance levels for individuals — or for the entire organisation.

THEMIS IN PRACTICE

The training needs assessment report should describe:

- the purpose of the needs assessment;
- the methods used to collect data and information (surveys, interviews, focus groups);
- the target group;
- the key findings; and
- recommendations for programme planning.

Programme design and development

TARGET AUDIENCE

A training programme must be designed to meet the needs of both the organisation and the participants. What do the participants already know? What do they need to know in order to do their jobs and fulfil the mission of their organisation? What are the participants’ expectations from the training? How will they learn most effectively?

Adult education differs from the traditional educational approach, where a subject-matter expert lectures students. Adults learn better when they are partners in the process. When designing a training programme for adults, the "20-40-80" rule is key. Adults typically remember 20 percent of what they hear, 40 percent of what they hear and see, and 80 percent of what they hear, see and do.

THEMIS IN PRACTICE

The Themis Network training programmes targeted officials from the national authorities responsible for environment, in particular for forestry, nature protection, law enforcement and the judiciary, with involvement from decentralised administrative levels, both regional and local.

Adult learning principles

- **Respect** — Adults must feel that their knowledge and achievements are valued.
- **Experience** — Adults learn best by drawing on their own knowledge and experience.
- **Relevance** — Learning must be task centered, practical and relevant to the job.
- **Dialogue** — Teaching and learning must go both ways: participants should be part of a dialogue with the instructor.
- **Engagement** — Adults should engage with the material through dialogue, discussion, and learning from peers.

FIGURE 3 DESIGNING A TRAINING PROGRAMME

- Needs
- Target audience
- Learning outcomes
- Content
- Methods
- Logistics
Types of learning outcomes

- **Attitudinal learning** — Outcomes that aim to change or enhance a learner’s attitude or motivation about a subject.
- **Cognitive learning** — Outcomes that aim to contribute to a learner’s body of knowledge about a topic.
- **Skill learning** — Outcomes that aim to help a learner perform a job-related task.

**TRAINING CONTENT**

The following questions can help when developing content, learning experiences and materials for a training programme:

- What content should be developed to enable participants to achieve the stated learning outcomes?
- What learning experiences can be incorporated in order to teach this content to participants?
- What supplementary materials are needed?

The training programme should include:

- primary content supplied by experts;
- sufficient information and learning experiences to enable participants to achieve the learning outcomes;
- a balance of interactive, independent and instructor-led learning experiences;
- enough detail and substance to allow the trainer to use the content outline to teach the training programme; and
- logistical details such as allotted time, instructions and resources.

**THEMIS IN PRACTICE**

The following learning outcomes were defined for the Themis Network regional training programme:

- Enhanced understanding of tools and techniques to enable the sustainable management, conservation and protection of the natural resources of the participant’s country.
- Practical exchange of experience between participants and representatives of EU member states regarding management strategies; enforcement and inspection techniques; the protection of natural resources and the preservation of agricultural biodiversity; environmental impact assessment, strategic environmental assessment and appropriate assessment (EIA/SEA/AA); and public participation and access to information.
- A strong network of enforcement practitioners and environmental officials in Themis Network countries.

Learning outcomes

Learning outcomes should be:

- results oriented;
- measurable;
- focused exclusively on major job-related tasks;
- expressed in behavioural statements (e.g. participants must demonstrate that they know and understand what they have learned);

- specific and precise about what participants should be able to do; and
- clearly stated, with no clutter.

For further reading on designing a training programme, see page 46.
Training programmes are built on a series of carefully designed learning experiences. The following guidelines should be considered:

- Develop learning experiences based on a specific learning outcome.
- Make the learning experience appropriate for accomplishing the learning outcome.
- Ensure that the learning experience is appropriate for adult learners.
- Use a variety of learning experiences.
- Allow for questions and peer interactions in each learning experience.
- Facilitate each learning experience rather than delivering lectures.

**METHODODOLOGY**

The train-the-trainer approach not only builds and develops participants’ subject-matter competencies and skills, but also enhances their leadership abilities. The approach is used to develop the facilitation skills of a pool of experts, enabling them to present the materials to their peers after adapting and designing an educational programme based on the specific needs of their own organisation. Trainers are trained using a combination of presentations, discussions, role-plays, group exercises, and individual work. The train-the-trainer approach is effective in transferring knowledge to a large number of learners in a short period of time. It also encourages the development of a shared understanding and commitment to the training objectives. The trainee is also encouraged to share their experiences and knowledge with their peers, which maximizes the learning process. The trainee is also encouraged to share their experiences and knowledge with their peers, which maximizes the learning process. The trainee is also encouraged to share their experiences and knowledge with their peers, which maximizes the learning process. The trainee is also encouraged to share their experiences and knowledge with their peers, which maximizes the learning process.

**THEMIS IN PRACTICE**

The topics for the Themis training programmes were based on the needs assessment and the capacity development activities performed during the Themis project implementation towards the beneficiary countries. The training content was aligned with the specific objectives identified in the needs assessment process and was designed in order to be used and adapted by each institution according to their individual requirements.

**TRAINING GUIDELINES**

1. Share learning with participants rather than imparting knowledge to them.
2. Be creative — and encourage participants to be creative.
3. Supplement presentations with suitable illustrations and stories.
4. Use a variety of visuals, such as pictures, videos and models, to retain participants’ interest.
5. Maximise two-way communication by inviting comments from participants.
6. Monitor the extent to which participants are receptive, responsive and reinforced by the information shared with them.
7. Equip yourself with knowledge of recent developments in the subject matter, and in materials and training methods.
8. Develop new tools and techniques to enrich the training.
9. Be flexible enough to make changes in order to maximise participants’ interest and engagement.
10. Prepare, prepare, prepare.
A competency-based — or learning by doing — approach that focuses more on performance and the demonstration of knowledge, skills and attitudes than on the simple acquisition of knowledge.

A range of methods can be used during the programme to engage participants, ensure effective learning experiences and inspire greater collaboration. These methods include:

- presentations;
- lectures;
- group discussions;
- case studies;
- panel discussions;
- role-play exercises;
- workshops;
- small group exercises;
- self-assessments; and
- field trips.

**Delivery**

**FACILITATION**

The facilitator presents information by interacting with the whole group, sometimes using visuals such as slides, posters, pictures or a flipchart. Facilitator presentations are a traditional teaching and training method. While presentations work well for introducing new information, they should be kept short and accompanied by visuals, discussion and class participation.

The following guidelines can be followed when delivering a facilitative presentation:

- Organise the presentation so that it is clear and easy to follow.
- Check all equipment (laptop, projector, flipchart) in advance to make sure it is working properly.
- Keep the presentation short: between 5 and 15 minutes if possible.
- Use simple, clear language that participants will understand.
- Use questions during the presentation to engage participants in the material being presented.
- Use open body language and a friendly, clear tone of voice.
- Watch participants during the presentation. If they look confused or bored, ask questions, adjust the tempo, move along more quickly or stop and repeat sections if necessary.
- Move around the room as you present (if possible).
- Face participants when explaining a visual. Never face the visual.
- To wrap up the presentation, summarise and repeat the main points.

One of the challenges when using facilitator presentations is that they are not as dynamic or engaging as small group exercises, role play, or other participatory activities. Participants sometimes stop paying attention. If the facilitator is not well organised and prepared, the learning experience will be affected and the facilitator may lose control of the class.

**THEMIS IN PRACTICE**

The train-the-trainer model was used in the Themis training sessions. At each training session, subject-matter experts and speakers provided materials and used a mixture of training methods to facilitate a substantive learning experience.
ENGAGING PARTICIPANTS

Use the following suggestions to retain participants’ interest and motivation:

- Ask participants what they want to learn from the training and display the responses on a flipchart or post on the wall.
- Ask open-ended, probing questions.
- Encourage the real-world application of the material by providing examples, referring to job-based problems, and asking participants how they might apply what they are learning.
- Provide feedback in a non-threatening way.
- Start by asking questions rather than talking “at” participants.
- Pose thought-provoking questions and offer alternative scenarios to encourage participants to critique and move beyond the obvious.
- Start with what participants know: this will both empower them and clarify what you have to build on.
- Use both visual and auditory learning modes.
- Use organisering techniques to help participants track where they are and what they’ve learned.
- Use stories to enhance content.

ICEBREAKERS

Icebreakers can be an effective way of beginning a training session. By getting to know each other, meeting the facilitators, and finding out about the training objectives, participants are likely to be more engaged in the training and contribute more effectively towards a successful outcome. Icebreakers or games can also be used to raise the energy level of a group of adults not accustomed to sitting for long periods in a classroom.

For further reading on icebreakers, see page 47.
A well-designed icebreaker can also:

- create a positive group atmosphere;
- help people to relax;
- break down social barriers;
- energise and motivate;
- help people to “think outside the box”; and
- help people to get to know each other.

As a facilitator, the secret of a successful icebreaking session is to keep it simple: design the session with specific objectives in mind and make sure that the session is appropriate and comfortable for everyone involved.

Some examples of simple icebreakers that can easily be used to introduce participants to each other and to facilitate conversation among them are given below:

1. **The little-known fact** — Ask participants to tell everyone their name; their role in the organisation or the department they work in; how long they have been with the organisation; and one little-known fact about themselves. This little-known fact is a humanising element that can help break down differences, such as grade/status, during future interactions.

2. **True or false** — Ask participants to introduce themselves and make three or four statements about themselves, one of which is false. Then get the rest of the group to vote on which of the facts is false. As well as getting to know each other as individuals, this exercise helps to start interaction within the group.

3. **Interviews** — Ask participants to form pairs. Each person then interviews their partner for a set time. When the group reconvenes, each person introduces their interviewee to the rest of the group.

4. **Problem solvers** — Ask participants to work in small groups. Create a simple problem scenario for them to work on in a short time. Once the groups have analysed the problem and prepared their feedback, ask each of the groups in turn to present their analysis and solutions to the wider group.

**MATERIALS**

The training materials you use should:

- be easy to understand;
- be economical to produce;
- be relevant to one or more learning outcomes;
- represent a secondary source of information;
- complement the learning experiences;
- include as much practical and direct job-based information as possible;
- describe process-oriented tasks in a step-by-step format, free of extraneous detail; and
- include illustrative examples that support text-based information.

**THEMIS IN PRACTICE**

At the end of each of the Themis Network training programmes, participants were given electronic copies of the presentations, assessments, tools and other resources to share with colleagues in their organisations.

For links to freely downloadable Themis Network training materials, see Tool 8 on pages 41–44.
LOGISTICS

As part of your preparations for the training programme, you will need to:

- establish the date of the training;
- book a training venue and audio-visual equipment;
- identify target participants;
- arrange transportation, food and accommodation;
- contact speakers and make travel arrangements; and
- gather supplies such as notebooks, photocopies, flipcharts, markers etc.

On the day of the training, make sure that you:

- arrange the tables and chairs appropriately;
- organise the materials as required;
- welcome participants as they arrive;
- are aware of the location of bathrooms, water and other logistics.

During the training, it is important to:

- uphold the principles of adult learning;
- manage the available time and pace activities accordingly;
- schedule breaks and provide drinks and food;
- write neatly and big enough for everyone to read;
- position visuals so that everyone can see them;
- give instructions clearly and repeat them as needed;
- vary your facilitation methods and use energisers and breaks to raise participants' energy levels;
- summarise the main points at the end of each activity; and
- acknowledge and thank participants for their ideas and contributions.

At the end of the training:

- thank participants for their contributions and efforts;
- distribute an evaluation form to be completed before participants leave;
- leave at least 15 to 20 minutes at the end of the training for participants to complete the evaluations; and
- make sure that participants have copies of all the training materials to take away with them.

After the training:

- with co-presenters/organisers identify what worked well during the training, what did not work well, and what should be revised in future trainings;
- identify any challenges that arose during the training that need to be addressed; and
- analyse the completed evaluations.

“For a sample logistics planning template, see Tool 6 on pages 37–38.”

“Well-designed icebreakers create a positive atmosphere, help people to relax, energise and motivate, and help people to think outside the box.”
Debriefing and evaluation

OVERVIEW
Training evaluation is "an objective summary of quantitative and qualitative data gathered about the effectiveness of training. The primary purpose of evaluation is to make good decisions about use of organizational resources. Training evaluation data helps the organization to determine whether training and subsequent reinforcement is accomplishing its goals and contributing to the agency mission." (U.S. Office of Personnel Management Training Evaluation Field Guide, 2011)

THE FOUR LEVELS OF EVALUATION

1 Reaction
   - Are participants happy with what they are experiencing?
   - Is the material relevant?
   - Is the material applicable to real-world situations?
   - Is the training design appropriate?
   - How effective is the presentation?

2 Learning
   - Measure skills, knowledge and abilities before and after the training: Did the materials and methods teach the concepts?

3 Behaviour
   - Allow time, then survey participants, supervisors and subordinates:
     - Have participants changed their behaviour based on what they learned?
     - Are they using the information back on the job?

4 Results
   - Measure effectiveness before and after training:
     - Is new behaviour having a positive effect on the organisation?
     - What evidence is there of positive impact?

“Evaluation involves asking participants whether they will change their behaviour based on what they have learned...”
EVALUATION METHODS
There are various methods of measuring the effectiveness of a completed training experience. These include:
● in-class evaluation questionnaires;
● post-training questionnaires;
● post-training debriefing;
● interviews with participants, supervisors, colleagues and subordinates;
● journals; and
● observations.

EVALUATION RESULTS
Evaluation data can be used for a variety of purposes:
● Planning — To assess needs, set priorities, allocate resources and guide policy.
● Analysis of course/programme effectiveness or quality — To determine whether objectives were achieved, identify the strengths and weaknesses of a programme/course, determine its cost-effectiveness, and assess the reasons for success or failure.
● Decision making — To improve the effectiveness of the programme/course, identify and facilitate required changes, and continue, expand or terminate the programme/course.
● Accountability — To maintain accountability towards stakeholders, funding sources and the general public.

THEMIS IN PRACTICE
Participants in the Themis Network regional training programmes were asked to evaluate each of the training sessions. The aim was to assess the quality and effectiveness of the training.
On the evaluation form, participants were asked to:
● evaluate the event (in general) – from mediocre to excellent;
● evaluate the quality and adequacy of the curriculum and materials – from mediocre to excellent;
● evaluate the logistics – from mediocre to excellent;
● identify the three main outputs of the training, from a personal point of view; and
● provide other comments or suggestions (e.g. topics to include/exclude, changes in methodology or format).
In addition, the Themis Network Secretariat sent out an electronic follow-up questionnaire two weeks after the training to assess the post-training impact. Recipients were asked to:
● estimate how many people were given access to the training outputs in their organisation; and
● provide links to articles or any other information posted about the training in their country and organisation.
### Sample training needs assessment for employees

#### TOOLS

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<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>Sample training needs assessment for employees</td>
</tr>
<tr>
<td>2</td>
<td>Sample training needs assessment for programmes</td>
</tr>
<tr>
<td>3</td>
<td>Sample training design outline</td>
</tr>
<tr>
<td>4</td>
<td>Sample training design template</td>
</tr>
<tr>
<td>5</td>
<td>Sample training format</td>
</tr>
<tr>
<td>6</td>
<td>Sample logistics planning template</td>
</tr>
<tr>
<td>7</td>
<td>Sample training evaluation and learning self-assessment</td>
</tr>
<tr>
<td>8</td>
<td>Sample training materials:</td>
</tr>
<tr>
<td></td>
<td>- Summary of the Themis Network regional training programmes.</td>
</tr>
<tr>
<td></td>
<td>- Corresponding training support documents, comprising a mix of presentations and case studies, freely accessible online at the links provided. The material can be directly used in any training context, adapted to specific needs and target groups, and expanded to fit into individually designed workshops. The content is free to reuse, as long as the source is acknowledged.</td>
</tr>
</tbody>
</table>

#### Training Guidelines

<table>
<thead>
<tr>
<th>NAME OF EMPLOYEE</th>
<th>POSITION</th>
<th>TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Main tasks</td>
<td>Training/skills development required?</td>
</tr>
<tr>
<td></td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>
1. In which of the areas listed below would you like to see additional training programmes? (Select three)

- Environmental crimes
- Biodiversity
- Nature protection
- Communication skills
- Ethics and anti-corruption
- Sectoral enforcement strategies
- Rural development
- Water enforcement
- Pollution control
- EIA and SEA
- Transboundary issues
- Liability
- Multilateral environmental agreements
- Other (please specify below)

2. Which of the following would influence your decision to register for a training programme?

- Programme objective
- Location
- Length of programme
- Price
- Continued education credit offered

3. Which training method do you feel would be most effective?

<table>
<thead>
<tr>
<th>Method</th>
<th>Not very effective</th>
<th>Somewhat effective</th>
<th>Very effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video/Internet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field visit</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Would your department be willing to pay a fee to hire an external trainer?

- Yes
- No

If yes, please state the amount your department would be willing to pay per person.

5. Have you been to conferences or workshops that you would recommend to others?

- Yes
- No

6. At what level do you work?

- Regional
- National
- Local
- Other

7. Please indicate your job status:

- Inspector
- Compliance official
- Supervisor
- Director
### Sample training design outline

#### Course description
- Provide an outline of the subject: state what the subject is and is not

#### Learning objectives
- Identify the performance or behaviour that will be different after the training

#### Opening
- Welcome the participants
- Introduce the instructors/facilitators

#### Icebreaker
- Facilitate participants’ self-introductions
- Organise a group activity or game to break down barriers

#### Overview
- Review the agenda
- Set the ground rules

#### Linking activity
- Link participants to what they are there to learn
- Link what they already know to what they are going to learn
- Record participants’ expectations of the course: the list can be reviewed at the end of the training to identify topics covered or not covered

### Topics
- Learning objective or desired outcome
- Subject matter
- Methodology
- Materials
- Timing

### Summary
- Give an overview of the day’s sessions
- Review expectations and learning objectives
- Ask how participants will apply this training on the job

### Evaluation
- Distribute and collect evaluation forms
### Sample Training Design Template

**Course Title • Location • Date**

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why?</strong></td>
<td><strong>Presentation</strong></td>
</tr>
<tr>
<td>Why should/does the participant care about this topic?</td>
<td>Discussion</td>
</tr>
<tr>
<td>Why is this topic relevant to the successful performance of their job?</td>
<td>Group exercises</td>
</tr>
<tr>
<td></td>
<td>Videos</td>
</tr>
<tr>
<td></td>
<td>Case studies</td>
</tr>
<tr>
<td></td>
<td>Games/activities</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td><strong>What?</strong></td>
<td><strong>Presentation</strong></td>
</tr>
<tr>
<td>What are you going to teach?</td>
<td>Discussion</td>
</tr>
<tr>
<td>What do you need to cover to achieve the learning objectives?</td>
<td>Group exercises</td>
</tr>
<tr>
<td></td>
<td>Videos</td>
</tr>
<tr>
<td></td>
<td>Case studies</td>
</tr>
<tr>
<td></td>
<td>Games/activities</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td><strong>How?</strong></td>
<td><strong>Presentation</strong></td>
</tr>
<tr>
<td>How can this topic best be presented to adult learners?</td>
<td>Discussion</td>
</tr>
<tr>
<td>How can this topic or process be applied in the real world?</td>
<td>Group exercises</td>
</tr>
<tr>
<td>What are some best practices and lessons learned?</td>
<td>Videos</td>
</tr>
<tr>
<td></td>
<td>Case studies</td>
</tr>
<tr>
<td></td>
<td>Games/activities</td>
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<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td><strong>What if?</strong></td>
<td><strong>Presentation</strong></td>
</tr>
<tr>
<td>What if something were different?</td>
<td>Discussion</td>
</tr>
<tr>
<td>What if something were to go wrong?</td>
<td>Group exercises</td>
</tr>
<tr>
<td>How could this learning apply in a different situation?</td>
<td>Videos</td>
</tr>
<tr>
<td></td>
<td>Case studies</td>
</tr>
<tr>
<td></td>
<td>Games/activities</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td><strong>Discussion</strong></td>
</tr>
<tr>
<td>What are the main points?</td>
<td></td>
</tr>
<tr>
<td>What are the opportunities for application on the job?</td>
<td></td>
</tr>
<tr>
<td>Were the learning objectives met?</td>
<td></td>
</tr>
<tr>
<td>Are there any questions?</td>
<td></td>
</tr>
</tbody>
</table>

### Sample Training Format

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 minutes</td>
<td>Opening</td>
<td>Instruction</td>
</tr>
<tr>
<td></td>
<td>Welcome participants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduce instructors</td>
<td></td>
</tr>
<tr>
<td>3 minutes</td>
<td>Introduction to the programme</td>
<td>PowerPoint</td>
</tr>
<tr>
<td></td>
<td>What is the course objective?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What will be covered?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why is it important?</td>
<td></td>
</tr>
<tr>
<td>20 minutes</td>
<td>Participant introductions</td>
<td>Class participation</td>
</tr>
<tr>
<td></td>
<td>Icebreaker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small group exercise</td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>Ground rules</td>
<td>PowerPoint or flipchart</td>
</tr>
<tr>
<td></td>
<td>Guidelines for learning</td>
<td></td>
</tr>
<tr>
<td>15 minutes</td>
<td>Introduction to the topic</td>
<td>PowerPoint</td>
</tr>
<tr>
<td></td>
<td>Relate topic to course objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relate topic to real-world needs of participants</td>
<td></td>
</tr>
<tr>
<td>45 minutes</td>
<td>Demonstrate understanding or grapple with the material. A typical activity involves:</td>
<td>Class participation</td>
</tr>
<tr>
<td></td>
<td>Explanation (5 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- provide written instructions whenever possible;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- allow time for questions and clarifications.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity (20 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Debriefing (10 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- talk about what was learned, challenges that came up, questions that arose, concerns they had, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary of learning (10 minutes)</td>
<td></td>
</tr>
<tr>
<td>15 minutes</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Description</td>
<td>Method</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>60 minutes</td>
<td>Topic</td>
<td>PowerPoint</td>
</tr>
<tr>
<td>60 minutes</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>60 minutes</td>
<td>Topic</td>
<td>PowerPoint</td>
</tr>
<tr>
<td>45 minutes</td>
<td>Small group exercise</td>
<td>Class participation</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>60 minutes</td>
<td>Topic</td>
<td>PowerPoint/video</td>
</tr>
<tr>
<td>60 minutes</td>
<td>Topic</td>
<td>PowerPoint</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Wrap-up</td>
<td>Instruction/discussion</td>
</tr>
</tbody>
</table>

---

### Sample logistics planning template

<table>
<thead>
<tr>
<th>Who</th>
<th>Deadline</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select the hotel, negotiate the price and make reservations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare the agenda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set up the registration system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare invitation letters, registration form, information note etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invite participants, send out invitation letters with the registration form, information note etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collect registrations and data for visa application letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book and purchase flight tickets for participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After booking, ensure you have written confirmation that the participant accepts the flight schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a list of participants as registrations arrive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a list of trainers and staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrange transfers from the airport to the hotel and from the hotel to the airport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrange catering on meeting days (coffee breaks and lunches)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find translators/interpreters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find a meeting room in case it is not part of the hotel package</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify technical requirements, such as screen, laptop, microphone system and Internet access, and request price offers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Who | Deadline | Status
---|---|---
Hire a bus for site visits
Obtain information on the price of a sight-seeing tour with a reputable tourist guide and bus (if needed)
Identify a restaurant for a welcome dinner
Collect background materials and prepare presentations for the meeting
Prepare a CD with the background documents or upload materials to a website
Make hard copies of the materials
Make subcontracting preparations: approvals, negotiations, signing of contracts
Organise per diems for participants
Prepare certificates for participants
Print nametags and table tents
Prepare evaluation forms
Prepare attendance sheet and registration papers for signing
Take minutes at the meeting
Take a group picture
Pay subcontractors
Post materials on the website

1. Please rate this training in terms of trainer’s expertise, clarity, cultural appropriateness, time management, and responsiveness to your educational needs. Provide any additional feedback in the comments section.

RATING SCALE: 1 = LOW  3 = MEDIUM  5 = HIGH

<table>
<thead>
<tr>
<th>Name of trainer</th>
<th>Expertise</th>
<th>Clarity</th>
<th>Culturally appropriate</th>
<th>Time management</th>
<th>Responsiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments

2. Review the list of knowledge and skills areas and assess what you knew prior to the training and what you learned during the training. Circle the number that best represents your knowledge and skills before and after the training.

RATING SCALE: 1 = LOW  3 = MEDIUM  5 = HIGH

<table>
<thead>
<tr>
<th>Pre-training</th>
<th>Self-assessment of knowledge and skills related to:</th>
<th>Post-training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1. Applicable EU laws</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>2. Transboundary issues</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>3. Scope of the problem</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>4. Financial impact</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>5. Jurisdictions, roles, responsibilities</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>6. Compliance challenges</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>7. Strategic planning</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>8. Best practices</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>9. Local implementation challenges</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>10. Lessons learned</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
3. Your answers to the following questions are an important contribution to designing learning experiences to meet future needs.

1. What will you do differently as a result of this training?

2. What do you feel were the strengths of this programme?

3. What do you feel were the weaknesses of this programme?

4. What improvements can be made?

5. What additional training do you require?

4. Please rate the following statements using a 1 to 5 scale, where:

1 = disagree strongly

5 = agree strongly

☐ The difficulty level was about right.

☐ I can apply the information in my daily work.

☐ The training programme met my professional educational needs.

☐ The trainer actively involved me in the learning process.

☐ As a result of this training I feel more confident in my ability to fulfil the responsibilities of my position.
devoted to organisational and management tools and techniques to enable participants to better organise work within their institutions. The acquired knowledge and experience can be reproduced across departments, thus starting the creation of knowledge management systems.

Participants were given two self-assessment tools for use on their return to their own organisations. The first was the Self-Assessment for Leadership, which focuses on planning and alignment, recruitment, development, performance and communication. The other, the Self-Assessment of Environmental Compliance and Enforcement Programmes, was distributed to each participant to complete for their organisation and to compare with the INECE 1998 country findings.

The outcomes of the regional training were:

- experience exchange between participants and an EU member state regarding management strategies, enforcement and inspection techniques under limited financial conditions;
- a demonstration of the importance of the role of multi-agency cooperation in order to overcome practical constraints;
- a study tour that provided immediate experience of a real transboundary waste shipment control campaign involving two EU member states (Portugal and Spain);
- the identification of practical toolkits for enforcers, including the Portuguese implementation of risk assessment tools for inspection planning, complaints management and geographical information systems;
- discussions of the importance of departmental/organisational management for better law enforcement;
- case study analyses and SWOT assessment techniques that can be applied in the participants’ own organisations;
- an introduction to capacity self-assessment tools;
- the application of planning tools;
- basic change management skills;
- the development of collaboration and communication skills;
- the identification of strategies for conflict management and resolution;
- the development of draft hypothetical departmental management plans (with objectives, resources, target dates, etc.);
- the exchange of information on organisational strategic plans posted on the Internet;
- knowledge of IMPEL tools for inspectors related to work flow management and prioritisation;
- an introduction to voluntary compliance management systems and voluntary conflict management systems;
- a case study of multi-agency cooperation in Portugal and between the police and inspectorates of Portugal and Spain; and
- the establishment of a cohesive collaborative network of government officials from the region.


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The Nature Conservation Training Programme was the second regional training under the Themis Network Work Programme for 2014–2017. It focused on the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES) and European Union instruments for nature conservation: the Birds and Habitats Directives and the Wildlife Trade Regulations. The Nature Conservation Training Programme was hosted and supported by the Hungarian Ministry of Agriculture, through its Nature Conservation Department. Staff from the department collaborated closely with the Themis Secretariat in the preparation and delivery of the programme. The training attracted 29 participants working in the fields of forestry, nature protection and environmental inspection representing Albania, Bosnia and Herzegovina, Kosovo*, the former Yugoslav Republic of Macedonia, Moldova, Montenegro and Serbia. The selected speakers were experts with many years of experience related to CITES, the EU Wildlife Trade Regulations, the Birds and Habitats Directives, and Natura 2000. The trainers included representatives of the Ministry of Agriculture, Hungary; Bird Life, Hungary; the Hungarian National Food Chain Safety Office; the Macedonian Regional Fire Monitoring Center; the Organization for Security and Co-operation in Europe (OSCE); Austria; and the REC.

The main objectives of the training programme were to:

- identify the most common types of crimes under CITES and Council Regulation (EC) No. 338/97, as well as share best enforcement practices;
- identify bottlenecks in the implementation of the Birds and Habitats Directives, along with possible solutions;
- identify the most common issues related to Natura 2000 site designation, implementation and management (including interactions with spatial planning and rural development); and
- present examples of how to develop an efficient monitoring and enforcement system for nature conservation using the example of an EU member state (Hungary).

The Nature Conservation Training Programme provided an opportunity for the exchange of experience between participants and an EU member state (Hungary) regarding the protection of natural resources (Natura 2000, Common Agricultural Policy, nature reserves) and trade in species (CITES, EU Wildlife Trade Regulations). Recommendations were given on the implementation of the Birds and Habitats Directives, including Natura 2000 site designation, implementation and management, including a visit to a protected area in a dense urban environment (Szashegy in Budapest).

Further outcomes of the event were an inventory of means for preserving agricultural biodiversity, including financial schemes; and the identification of the most common types of crimes under CITES and Council Regulation (EC) No. 338/97. Concrete examples of cases of illegal trade in wildlife were also shared, with a description of smuggling methods, routes and detection, highlighting the importance of raising public awareness on illegal trade in species, of training customs officers, and of promoting cooperation between national management authorities for better enforcement.

Cross-Sectoral Issues in the EU Environmental Acquis – Ljubljana, Slovenia, December 10 and 11, 2015

This capacity-building programme was the third and final regional-level training. It was hosted by the Slovenian Ministry of Environment and Spatial Planning and organised with the Regional Cooperation Council (RCC). The training attracted 28 participants from Albania, Bosnia and Herzegovina, Kosovo*, the former Yugoslav Republic of Macedonia, Moldova, Montenegro and Serbia. Participants came from multiple sectors, including environmental inspection, permitting, policy making, the judiciary, horizontal issues departments, spatial planning and rural development. Speakers represented the Ministry of Environment and Spatial Planning, Slovenia; ZaVita d.o.o. Slovenia; ELDH Consulting, Hungary; the United Nations Interregional Crime and Justice Research Institute (UNICRI), Italy; the region of Lower Austria; the General Directorate for Environmental Protection, Poland; the Ministry of Environmental and Nature Protection, Croatia; and the RCC.

The primary focus of the training was to pinpoint linkages between topics covered during the earlier regional trainings and horizontal issues, in particular environmental impact assessment (EIA), strategic environmental assessment (SEA), appropriate assessment (AA), access to information, public participation in decision making, and environmental liability.

The main outcome was the exchange of experience and best practices between participants and representatives of EU member states (Slovenia, Hungary and Austria), based on case studies in relation to EIA/SEA/AA, public participation, and access to environmental information. Among the case studies were city planning with SEA in Ljubljana (complemented by a visit to the city’s main problematic areas from an SEA perspective), and public participation in the framework of a nuclear waste site in Slovenia. In addition, experts from EU member states provided recommendations on the implementation of horizontal legislation, including EIA, SEA, public participation, access to information, and liability directives based on their countries’ past processes and lessons learned.

Participants also had an opportunity to become familiar with and discuss the South East Europe 2020 Strategy and its implementation process, connectivity, and the work of the Regional Cooperation Council. Finally, the European Network for the Implementation and Enforcement of Environmental Law (IMPEL) and the United Nations Interregional Crime and Justice Research Institute (UNICRI) showcased relevant activities and their horizontal issues toolkit.


* This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence.
Further reading (continued)

Strategic planning

Needs assessment

Designing a training programme
- International Training and Education Center: Building a Training Program. www.go2itech.org
- McKay, Matt: Developing an Effective Employee Training Program. http://smallbusiness.chron.com/developing-effective-employee-training-program

Train-the-trainer methodology
- Ittner, Penny L. and Alex F. Douds: Train-the-Trainer Workshop Course Book.

Icebreakers
- Classroom Icebreakers, free instructions. www.icebreakers.ws/classroom-icebreakers
- Free instructions for the best icebreakers www.icebreakers.ws/classroom-icebreakers
- Top 10 Ice Breakers – Ice Breaker Activities for Meetings, Training, and Team Building Sessions www.thebalance.com/top-ice-breakers-1918426
- 9 Easy & Engaging Icebreakers for Meetings. www.govloop.com/community/blog/9-easy-engaging-icebreakers-meetings/
Key terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability</td>
<td>The obligation of an individual, organisation or programme to account for activities and outcomes, accept responsibility, and disclose results in a transparent manner.</td>
</tr>
<tr>
<td>Action plans</td>
<td>Specific statements that explain how training goals will be accomplished and implemented.</td>
</tr>
<tr>
<td>Adult learning</td>
<td>The entire range of formal, non-formal and informal learning activities undertaken by adults and resulting in the acquisition of new knowledge and skills.</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>An informal way to generate topics for discussion or arrive at consensus.</td>
</tr>
<tr>
<td>Communication</td>
<td>A two-way information-sharing process that is a key to adult learning.</td>
</tr>
<tr>
<td>Facilitator</td>
<td>A person who plans, guides and manages a training to ensure that learning objectives are met effectively, with clear thinking, participation and full buy-in from everyone involved.</td>
</tr>
<tr>
<td>Games</td>
<td>Competitive activities to test and/or reinforce learnings.</td>
</tr>
<tr>
<td>Goal</td>
<td>An outcome that the organisation would like to achieve in order to reach its vision.</td>
</tr>
<tr>
<td>Instructor</td>
<td>A teacher, lecturer or educator who delivers information in training programmes.</td>
</tr>
<tr>
<td>Learning objectives</td>
<td>Brief statements that describe what participants will be expected to have learned by the end of the training sessions.</td>
</tr>
<tr>
<td>Mission</td>
<td>The purpose of the organisation.</td>
</tr>
<tr>
<td>Role play</td>
<td>A learning structure in which participants act out situations and issues to immediately apply content problems in a safe setting and develop skills.</td>
</tr>
<tr>
<td>Self-assessment tool</td>
<td>A process that evaluates the effectiveness of the performance of an individual or an organisation.</td>
</tr>
<tr>
<td>Small group exercises</td>
<td>Activities during which teams of four to six people discuss issues or solve problems.</td>
</tr>
<tr>
<td>Target audience</td>
<td>The specific group, with shared characteristics, for which the training programme is developed.</td>
</tr>
<tr>
<td>Train the trainer</td>
<td>A learning technique that teaches students to be teachers themselves.</td>
</tr>
<tr>
<td>Training needs assessment</td>
<td>An assessment that looks at employee and organisational knowledge, skills and abilities in order to identify gaps or areas of need.</td>
</tr>
<tr>
<td>Training plan</td>
<td>A map that outlines the design and content of the training programme.</td>
</tr>
</tbody>
</table>