LAKE TANGANYIKA BIODIVERSITY PROJECT

BURUNDI, D. R. CONGO, TANZANIA, ZAMBIA

REPORT OF A TRAINING AND COMMUNICATIONS CONSULTANCY

20 January – 3 February, 1999

by

RACHEL J ROLAND and MONIQUE TRUDEL

ACKNOWLEDGEMENTS

Thanks are expressed to:

* all the participants for their good will and hard work towards building their roles as TCLOs;

* the Bujumbura LTBP Office for their logistical preparations, hospitality, and all the arrangements they made for the workshop;

* the PCU Office in Dar-es-Salaam for the updating of the LTBP, their time, patience and help in coordinating our final time;

ABBREVIATIONS

BIOSS	Biodiversity Special Study
CADIC	Centre d'Action pour le Développement Durable et Intégré dans les Communautés
CRDT	Centre for Rural Development and Training of the University of Wolverhampton
CRH	Centre de Recherche en Hydrobiologie, Uvira
EE	Éducation Environnementale/Environmental Education
GEF	Global Environmental Facility
INECN	Institut National de l'Environnement et de la Conservation de la Nature
LTBP	Lake Tanganyika Biodiversity Project
ECZ	Environmental Council of Zambia
NEEC	National Environmental Education Coordinator
NEMC	National Environmental Management Council (of Tanzania)
NRI	Natural Resources Institute
NSEC	National Socio Economic Coordinator
PBLT	Project sur la Biodiversite du Lac Tanganyika
PCU	Project Coordination Unit
PNUD	Programme des Nations Unies pour le Développement
SE	Socio Economic
SLO	Scientific Liaison Officer
SS	Special Studies
TCLO	Training and Communication Liaison Officer
TOR -	Terms of Reference
UNDP	United Nations Development Programme

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1 RECOMMENDATIONS

It is recommended that:

1.1 in order to capacity build in all four countries, people trained on the project should remain in their post until the end of the project and should be given every support in the execution of their duties . (Para. 5.8.1)

1.1 Afin d'assurer une continuité, les personnes formées au sein du projet devraient pouvoir rester en poste et recevoir l'appui nécessaire à l'exécution de leurs tâches (Para. 5.8.1);

1.2 DRCongo-Uvira has access to email . (Para. 5.8.2);

1.2 Si c'et possible d'avoira accès au courrier électroniqu a Uvira en RD du Congo e . (Para. 5.8.2);

1.3 a decision be made over the role of the Consultants and that the PCU be fully involved in the preparation of the Training & Communication Activities and budget . (Para. 5.8.3);

1.3 Qu'une décision soit faite afin que les Consultants et l'Unité de Coordination du Projet soient directement impliqués dans la préparation des activités et du budjet relatif aux activités de Formation et Communication . (Para. 5.8.3);

1.4 A letter from PCU to National SS Coordinators and the Facilitators shoud be URGENTLY sent, to:
* introduce TCLOs to ask them to get in touch with TCLOs over Training needs/issues;
* let TCLOs know what they are doing with training;
* identify where TCLOs will help. (Para. 5.8.4);

1.4 URGENT : une lettre de la part de UCP aux coordinateurs Nationaux des ES et Facilitateurs afin d'introduire les RFC et de
** leur demander de rentrer en contact avec RFC sur les enjeux et besoins de Formation;*
**informer les RFC sur leurs activités en cours pour la Formation;*
** identifier là où les RFC peuvent les aider. (Para 5.8.5);*

1.5. A French/English Dictionary for the TCLO team be sent to enable them to communicate on a daily basis with other team members (Para. 5.8.5)

1.5 Qu'un dictionnaire Français - Anglais soit mis à la disposition des RFC afin qu'ils puissent communiquer sur une base journalière avec les autres membres de l'équipe

1.6 a simultaneous translation format be used for future workshops, where the budget permits (Para 5.9.4);

2 INTRODUCTION

2.1 The Lake Tanganyika Biodiversity Project (LTBP) is a Global Environment Facility (GEF) - funded, United Nations Development Programme (UNDP)-facilitated project which started in December 1995 and has funding until August 2000. It encompasses the four countries surrounding Lake Tanganyika, namely Burundi, Democratic Republic of Congo, Tanzania and Zambia.

2.2 In May to July, 1998, in response to a recommendation made by the Second Regional Steering Committee meeting, the Consultants, Rachel Roland and Monique Trudel, undertook a Training Needs Analysis for the Project and constructed a Training Strategy, designed to:

> "..provide a framework for the identification, design, production, implementation and evaluation of training with reference to Project Goal and Objectives and agreed priorities. The Strategy aims to move towards the achievement of the Project Goal and Objectives by providing appropriate training for key stakeholders of the LTBP."
>
> (Roland and Trudel, 1998, p 19)

2.2 The present consultancy was carried out between January 20th, and February 3rd, 1999, with the purpose of initiating the Training Strategy. The Consultants' itinerary is given at Appendix 1.

2.3 Cross-References to LTBP documentation

In particular, this consultancy was designed to:

* start to implement Project Immediate Objective No. 3, to "establish a programme of environmental education and training for Lake Tanganyika and its basin";
* address the recommendation made by the Third Regional Steering Committee Meeting, in August, 1998 that:

  > "..Country Training Liaison Officers be drawn from existing project personel,
  >
  > (Minutes of the Third Meeting of the Regional Steering Committee, 1998, p2)

  following its recommendation (para 1.3) in the Training Strategy of Roland and Trudel (1998);
* clarify the Management of Training structure as set out in the Training Strategy (para 1.4) of Roland and Trudel (1998);
* initiate the interim Action Plan as recommended in the Training Strategy (Para 1.16) of Roland and Trudel (1998);
* establish a training records database, as recommended in the Training Strategy (Para 1.21) of Roland and Trudel (198).

3 TERMS OF REFERENCE

3.1 The consultants' terms of reference (TORs) covering the above recommendations, are given at Appendix 2.

4 BACKGROUND

4.1 A briefing meeting took place between Dr Andy Menz, the Project Coordinator, and the Consultants after their arrival in Nairobi to update them on the developments in the Project since the Training Needs Consultancy finished in July, 1998. Principle in these was the appointment of four Special Studies Facilitators for the Region. Two are in their stations, however two Facilitator posts are being readvertised. In addition, the LTBP has employed a translator for written materials and this has facilitated the translation to date of many project documents.

4.2 Another update was on the participants of the workshop. The recommendation in the Training Strategy that the National Environmental Education Coordinators (NEEC) also become the Training and Communications Liaison Officers (TCLO) necessitated the employment of both Burundi and Congolese officers. It was due to the interviews for these posts that the timing of this consultnacy had been put back from December, 1998, when it was originally proposed.

4.3 The Burundi NEEC is now Mme Cecile Gakima from Institut National de l'Environnement et de la Conservation de la Nature (INECN). However due to the security situation in The Democratic Republic of Congo, Dr Nshombo Muderhwa, Director of the Centre de Recherche en Hydrobiologie (CRH) and National Biodiversity Special Study (BIOSS) Coordinator, agreed to stand in until interviews for a permanent project employee could be held. It was reportedly possible that a representative from *Centre d'Action pour le developpement durable et Integre dan les Communautes (CADIC),* in Uvira, DRCongo, might be able to attend the workshop. There is a new NEEC for Zambia, Ms Kwali Mfuni, from the Environmental Council of Zambia (ECZ). Mr Tarimo remains the officer concerned from the National Environmental Management Council of Tanzania (NEMC). Ms Mfuni was to be accompanied by Mr Chitalu, in his capaicty as recently appointed Assistant National Coordinator of Zambia.and National Socio-Economics Coordinator.

4.4 The workshop organised in Bujumbura was the first time that it had been possible for LTBP staff from all the four countries to be brought together in one of the Francophone riparian countries.

5 TRAINING AND COMMUNICATIONS LIASON OFFICERS' WORKSHOP

5.1 Aims and Objectives of the workshop.

The workshop ran for 4.5 days between 25-29 January 1999. The aim of the workshop was:

to build a dynamic training and communications team with a common vision in order to carry out activities in accordance with achieving the Project's objectives.

The objectives of the workshop were that by its end, participants would be able to:

1 Freely share their experience and expertise with each other;
2 clarify their roles and responsibilities as TCLO/EE/SE/Facilitator officers;
3 identify the project's key needs related to their roles and responsibilities;
4 identify their key partners and the necessary conditions for implementing these activities;
5 identify the key activities that they can co-ordinate in their roles (training, EE, SE, communication, facilitation);
6 Establish a communications network and their individual commitment to that network;
7 Develop and agree a realistic workplan for the next three months.

5.2 **Staff**

5.2.1 The facilitators for the workshop were the consultants from CRDT; Rachel Roland and Monique Trudel.

5.3 **Preparation**

5.3.1 The consultants had 2 days of preparation before the workshop began. Provisional planning had been carried out for the workshop timetable and session handouts. However translation of all materials into French necessitated constant attention and the actual timetable was negotiated with the participants as the workshop progressed. Tailor-made materials were produced throughout the workshop by the consultants.

5.4 **Participants**

5.4.1 There were 8 full-time participants in the workshop, 2 of whom were women and six of whom were men. They were: the four NEECs in their new role as TCLOs, (paras. 4.2 and 4.3); the Zambian Assistant National Coordinator/National Socio-Economic Coordinator (ANSEC); a member of staff from CADIC, a Non-Governmental Organisation in Uvira (from the second day); the two Regional Facilitators (SEDSS & BIOSS) and occasionally, the Scientific Liaison Officer (SLO). This group of participants held a range of links with the project: some employed full-time, some seconded part time and others with no official link as yet. There were two predominant languages (French and English) spoken, with some participants communicating informally in Kiswahili. Further information about participants is given at Appendix 3.

5.4.2 Just as the biodata of the participants showed significant variations, their work with the LTBP indicated several differences. Half the participants were already employed as Environmental Educators, with its emphasis on communication skills, whilst three of the group were research scientists. For three of the participants, this was their first effective activity as part of the LTBP team and thus their understanding of the project structures and activities was expected to be at variance with the rest of the group.

Several participants had not read the Training Strategy by Roland and Trudel (1998) and they needed to develop their understanding of its Aims and Objectives.

5.5 Facilities

5.5.1 The workshop was conducted at the NOVOTEL Hotel in Bujumbura, where there were adequate facilities and equipment. The Bujumbura LTBP Office provided stationary for the workshop, printing and photocopying assistance and facilities and office space during the preparation days. During the Workshop, NOVOTEL provided refreshments twice daily and the LTBP Office arranged lunch each day.

5.6 Approach and Timetable

5.6.1 The approach of the Consultants to planning, implementing and evaluating the workshop was participatory in nature. The outcomes of the workshop were all reached through discussion, negotiation and in some cases, consensus-building. Thus the Consultants acted in a facilitative capacity, attempting to guide and summarise, rather than to teach in a pedagogic manner. In general this approach enabled appropriate outputs but in some cases, more directive steering could have elicited greater clarity on the part of the participants.

5.6.2 The timetable and topics were drafted by the Consultants in consultation with the Project Coordinator. However, due to the nature of the workshop the actual timetable was agreed on a day-to-day basis, depending upon the stage in the process which was reached the previous day. The objectives of the workshop were amended as the workshop proceeded and they were found to have been too ambitious and broad in the first instance. The process was pragmatic and flexible with the aim to have outcomes that participants would find useful in starting to implement their new role. A copy of the final timetable is given at Appendix 4.

5.7 Workshop Content

5.7.1 During the workshop the following topics were covered:

* introductions
* flying eggs – a management game
* summary of the Training Strategy
* tasks and responsibilities of the participants
* clarifying participants' roles
* developing a job description for the training and communications liaison officer role
* identifying key project needs
* partner identification and analysis
* identification and planning a process of activities to address a specific training need
* developing a communications network and training and communications organogram
* agreeing the subject, timing and preparation necessary for the next meeting.

5.7.2 During the introductory session participants introduced themselves to one another. For the Francophone and Anglophone participants, it was the first time that many had met each other. They then voiced their Expectations about the workshop. A summary of these is given at Appendix 5.

5.7.3 The second session was designed as an ice-breaker and to help in team formation. A task was set and the resultant structure was tested by representatives of the two teams. Both teams worked enthusiastically and were keen to comment both on their behaviour and the implications that team work had for the effective completion of tasks.

5.7.4 It was seen as an important part, albeit brief in time, to summarise the main parts of the Training Strategy developed by Roland and Trudel in 1998. This formed the next part of the workshop. This was intended to orientate the participants in the context of their new roles. The Aims, Objectives, main training needs and overall structure of the training and communications strategy were introduced and briefly discussed. Copies of the Training Report were handed out to participants who had not yet received their copy.

5.7.5 During the afternoon of the first day, participants were asked to work on their own to produce a picture of their perceptions about their present roles, their links with LTBP training and how they would like to see this role develop. The responses tended to concentrate on tasks rather than roles and there was some confusion about what was expected. However all participants produced useful 'snapshots' of their work. These were then shared with the rest of the group in what proved to be a valuable and informative orientation session. The resulting work is given at Appendix 6a.

5.7.6 For many, this was the first time that they had heard about each others' activities within LTBP. For those who work part time with the LTBP, it gave an insight into the kind of prioritisation of tasks necessary in order to juggle the time available. This was seen as important as none of the participants would be able to develop a full time job as a TCLO and yet they would be asked to develop a realistic vision for it. It was anticipated that this would be a difficult task. The work showed that many NEECs had a training and liaising role so far in the posts and so should be able to adapt to the role of the TCLO without too much difficulty, except that of time. It was encouraging that most participants had some vision of where they hoped the TCLO post would be heading.

5.7.7 **Job Descriptions for TCLO**

5.7.7.1 The next task was to begin developing a job description for the role of the TCLO. It was explained that this would be only a draft and that by the end of the workshop the consensus may have changed. On the basis of the previous day's work, using the Regional Training and Communication Facilitators' TORs as a guide, and without confusing their Training and Communications role with that of EE or any of the other roles they play, the participants developed for the TCLO:

* a suitable title;

* appropriate tasks and responsibilities;
*the characteristics necessary for a TCLO.

5.7.7.2 The participants worked in two groups and in the time available came out with thoughtful suggestions for the second of the above three points. There was agreement that facilitators should modify these as necessary and that draft was corrected by the participants at a later point in the workshop. The job desocription is given in its latest form at Appendix 7.

5.7.7.3 The main points in a discussion about the job description related to both the extent of the duties of the TCLO and where exactly they are differentiated from that of the EE role. After some lengthy debate it was agreed that the EE role would need to be dealt with in a similar way through a different workshop. The TCLO role would be seen as mainly a *facilitator* and *coordinator*, and as a bridge between the Regional Training and Communications Facilitator, rather than as *doing* all the training.

5.7.8 **Needs of the Project Related to the TCLO's Tasks and Responsibilities**

5.7.8.1 After a discussion where some participants voiced their wish to consult documents not present at the workshop, group work was undertaken to draw out the needs of each country, which could be addressed by the TCLOs. When the resultant work was presented and explained, it showed that not all participants had fully undertsood that they were to present needs related to the TCLO post, rather than general, or more specific project needs. It appeared that some participants were still focussed towards their roles as EE Coordinators.

5.7.8.2 The following day there was an expanded evaluation and discussion of the previous afternoon's work and the decision was made to concentrate solely on Training and Communication during this workshop and to hold a further workshop where a similar process could be undertaken for the EE role. This provided the necessary clarification and space to move forwards and continue with the next step in the process.

5.7.9 **Participants' Analysis of Training and Communication Needs and Partners**

Participants selected one of the Needs they had listed and, in groups, developed a list of partners who would be involved in helping to address it. They converted the Need to an 'output'. This process further clarified the stages that are addressed on the way to identifying suitable activities. It was noted that several participants had a tendency to jump straight to Activities, bypassing both Needs and the possible partners or target groups that could be involved. It was pointed out that when this practice occurs, very often activities bear little relation to real Needs and may be one-off, or isolated, rather than being part of a strategy which comprehensively addresses the Needs. The results of these activities are given at Appendix 8.

5.7.10 **Activity Plans**

Participants chose one need: that to develop Technical Capacity within the LTBP and in two groups drew up a list of steps which they could use in order to address that

Need. It was recognised that with the information they presently possessed, it would be difficult to draw up a full workplan during this workshop. The list of steps nonetheless helped participants to realise what the chain of activities would be for the time when they would draw up their workplans. These lists are given at Appendix 9.

5.7.11 **Communications Network.**

Participants were enthusiastic to develop the links in this network.. From a round table discussion, three major divisions for the communications structure were clarified:

a) Internal Communications for the Training and Communications Team. With each participant identifying their most convenient communications address (email) they undertook to communicate with each other at least once a month in their mother tongue. Those who would need to translate their emails made a further commitment to find a person who would be able to help in translation.
b) National Communications
c) Regional Communications

It was recognised that the development and continuity of this communications network would be a crucial aspect in whether the Training Strategy would be successfully implemented. The matrix developed is given at Appendix 10.

5.7.12 **Organogram**

Participants brainstormed about how the Training and Communications Team could be incorporated into the LTBP overall Organogram. Resources used for this session were the print-out of the organogram from the 1st edition of the LTBP CD-Rom and the draft organogram quoted in the Training Strategy. There was a discussion as to whether the National Coordinator need to be mentioned at this level. The compromise reached is given at Appendix 11.

5.7.13 **Future Activities**

In the final session, a list of future activities was drawn up. In the short term, these were principally to orientate the participants to the EE Workshop that would take place in Kigoma during the first week of March. In addition the longer term discussed, especially relating to the Communications Skills/Training of Trainers Workshop to be held sometime before June, 1999. The list of Activities to be undertaken by TCLOs is given at Appendix 12. A draft set of Aims and Objectives for the proposed EE Workshop, is given at Appendix 13.

5.8 **Participants' Recommendations**

Various recommendations came out during the Workshop and are reported here so that they can be addressed by the relevant authorities. They are that:

5.8.1 in order to capacity build in all four countries, people trained on the project should remain in their post until the end of the project and should be given every support in the execution of their duties.

5.8.2 DRCongo-Uvira should have access to email security and infrastructure permitting.

5.8.3 a decision be made over the role of the Consultants and that the PCU be fully involved in the preparation of the Training & Communication budget;

5.8.4 A letter from PCU to National SS Coordinators and the Facilitators should be URGENTLY sent, to:

* introduce TCLOs to ask them to get in touch with TCLOs over Training needs/issues;
* let TCLOs know what they are doing with training;
* identify where TCLOs will help.

5.8.5 In addition, the consultants felt that a French/English Dictionary for the TCLO team be sent to enable them to communicate on a daily basis with other team members.

5.9 **Workshop Evaluation**

The workshop was evaluated in two ways: participants answered some evaluation questions individually and then came together to have a round table discussion centred around two questions. Evaluation responses are given at Appendix 13.

5.9.1 The responses to Question one revealed that the participants were happy with the Aims andObjectives of the Worlshop, as these have helped to orientate them to their new roles.

5.9.2 Participants' comments about Questions Two indicate that they were positive about the framework they helped to develop for their future roles. It is important to note that this is not a one-off activity but will be regularly followed-up, beginning this with a further workshop in one month to clarify the EE role.

5.9.3 Question Three elicited three responses: (i) that participants were glad to have a workshop which used a new and participatory approach to help them develop their work; (ii) but that up until now they had been unused to working this way. It is hoped that the Training and Communications facilitators will be able to enable further development using a similar approach. (iii) some participants found that the workshop was a little unstructured and that this inhibited their ability to have a clear vision during part of the time. These were fair comments but the following workshops and indeed, work, are judged to have a better chance of success having followed this approach than they would have had with a highly structured and one-way teaching event.

5.9.4 Question Four saw great unanimity about holding this workshop bilingually with simultaneous translation. It is recommended that this format be used for future workshops, where the budget permits. It is to be noted that the activity of simultaneous translation is complicated, especially if the translator is one of the facilitators.

5.9.5 The responses to Question Five show that there was a very positive response to the workshop overall. Participants were enthused about working in such a team and were looking forward to the next meeting. There were several allusions to the need for participants to keep in contact with each other. It is hoped that this will be seen as a priority for all those involved with the Training and Communications Team.

6 TRAINING RECORDS

6.1 The whereabouts and content of a comprehensive set of Training Records was discussed with the Project Coordinator in Dar-es-Salaam. It was recommended that a professional DataBase operator, possibly from the Natural Resources Institute (NRI), be contacted to help with the set-up of basic fields, so that they allow maximum flexibility.

6.2 The Consultants undertook to design the framework for the set up and collecion of training records, as soon as possible. This will include a form, which will be filled in by SS Coordinators, Facilitators and the TCLOs as and when training occurs. One of the specific purposes of this form will be to make visible, small or informal training events, such as on-the-job training.

6.3 The whereabouts of the database have not yet been decided and the Administrator has not yet been named.

7 TRAINING,COMMUNICATIONS AND EE BUDGET

7.1 Discussions have been held on the likely extent of the budget. Detailed planning will have to wait until the Mid-Term Evaluation Report is available. However, once agreed, the final budget will be transparent in its planning and use.

8 TRAINING AND COMMUNICATIONS FACILITATOR PROPOSAL

8.1 Following discussions relating to paragraph 5.8.3, it was decided to go ahead with the proposal to allow the Consultants to act as the Training and Communications Facilitators until such time as a Regional Training and Communications Facilitator be selected or this role is subsumed by the TCLO team.

9 CONCLUSIONS

9.1 This consultancy represented a first step towards implementing in full the Training Strategy developed by the consultants in 1998. The next activities are already being planned. Thanks to the enthusiasm of the embryonic TCLO team, we believe that there is a real capacity to achieve effective team work and communications.

APPENDIX 1

ITINERARY

DATE	WHERE	WHAT & WHO
20.01.99	UK-Nairobi	RJR and MT
21.01.99	Nairobi	Team meet with Andy Menz. Arrival of Tanzanian and Zambian participants in Nairobi
22.01.99	Nairobi-Buj	Travel to Bujumbura
23/24.01.99	Bujumbura	Workshop preparation
25-29.01.99	Bujumbura	Workshop with Training and Communications Liaison Officers
29.01.99	Bujumbura - Nairobi	RJR and MT, with Tanzanian and Zambian participants.
30.01.99	Nairobi – Dar.	RJR and MT
01-03.02.99	Dar-es-Salaam	Meetings with: Andy Menz re budgets Administrator re T & C communications & Training records
03.02.99.	DAR - Canada	MT returns to Canada via UK. RJR returns to Nairobi

APPENDIX 2

DRAFT TERMS OF REFERENCE FOR RACHEL ROLAND AND MONIQUE TRUDEL, 20 JANUARY – 3 FEBRUARY, 1998

In order to start the training and communications activities, the Training Coordinators will make a visit to the Region between 20th January and 3rd February, 1999. During this visit, the two consultants will:

1 Discuss budget implications with the Project Coordinator and plan TC activities up to April in detail;

2 Hold an initial briefing workshop with Training Liaison Officers (TLOs) and facilitators (those in post) to:

* Carry out a training needs analysis (TNA) with TLOs and develop their job descriptions and carry out a TNA with Facilitators if necessary;
* identify and practice how to carry out TNAs with other stakeholders;
* practice teambuilding and training skills;
* agree a communication structure;
* design TLOs' training and communication and EE workplans with TLOs.;

3 Meet facilitators: Olivier Drieu (SedSS) and Richard Paley (BIOSS) and integrate them into the TLO workshop;

4 With the Project Coordinator, decide whether to use regional trainers in the two workshops: Communication skills and Project management, and if so, communicate with regional training institutions about setting-up the courses in February, 1999;

5. Discuss and agree a training records structure with LTBP administration;

6 Produce a short report on activities undertaken, to be submitted no later than the second week in January.

WORKSHOP PARTICIPANTS' BIODATA

APPENDIX 3

NAMES AND ADDRESSES OF PARTICIPANTS OF THE WORKSHOP – 25-29.01.99

NAME/NOM	TITLE/TITRE	ADDRESS/ADDRESSE	FOR RAPID COMMUNICATION * POUR COMMUNICATION RAPIDE
Bartholomew **Tarimo**	NEEC	National Environmental Management Council (NEMC) P O Box 63154 DAR-ES-SALAAM Tanzania	**Email: ltbpdsm@twiga.com** nemc.polcon@twiga.com Fax (00) 255-51-134603 Tel: (00)-251-51-843179/ 134603
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Dr Nshombo Muderhwa	BIOSS Coordinator – R.D.Congo	B.P. 254 BUJUMBURA Burundi	Email: ltbpbuja@cni.cbinf.com Fax: (00)-257-21-9961

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* preferred means underlined/

APPENDIX 4

TRAINING AND COMMUNICATION OFFICERS WORKSHOP: BUJUMBURA JANUARY 25 TO 29 1999

TIMETABLE

TIME	MONDAY 25	TUESDAY 26	WEDNESDAY 27	THURSDAY 28	FRIDAY 29
0830	Introduction to workshop Aims & Objectives Expectations	Clarify Roles & Responsibilities Reminder of Project Goal and Objectives	Discussion DRAFT Job description and links EE to T&C issues Identifying key partners and their characteristics-	Working Group Presentation Actions to address a Specific Need	Conclusions and Recommendations Evaluation
1000	M I D – M O R N I N G B R E A K				
1030	Flying Eggs – Summary of TNA report & T&C Strategy	Job Description	Identification of Partners	Communication Network	Closing
1230	L U N C H				
1400	Summary continued– Introduction to Roles and responsibilities	Identification of needs	Needs, that TCLO could address, per country, Partners and their characteristics	Training and Communications Organogram	
1530	A F T E R N OO N B R E A K				
1600 – 1730	Tasks & Responsibilities of Participants	Continued	Continued	Future	

CALENDRIER

HEURE	LUNDI 25	MARDI 26	MERCREDI 27	JEUDI 28	VENDREDI 29
08H30	Introduction de l'atelier Buts et objectifs de l'atelier Attentes	Clarifier les rôles et responsabilités Rappel des objectifs du projet	Discussions sur l'ébauche des Description des tâches et des liens entre la F&C avec EE Identification des partenaires clés et leurs caractéristiques	Présentation des travaux de groupe Actions à mener pour un besoin spécifique	Conclusion Recommandation Évaluation
10H00	PAUSE CAFÉ				
10H30	Œufs volants Résumé du Rapport sur l'évaluation des besoins de Formation et la Stratégie de Formation	Description des tâches pour les Responsables pour la Formation et Communication	Identification des partenaires	Réseau de Communication	Clôture
12H30	DÉJEUNER				
14H00	Résumé : suite Introduction aux rôles et responsabilités	Analyse des besoins	Besoins (par pays)que peuvent répondent les RF&C ainsi que les partenaires et leurs caractéristiques	Organigramme pour la formation et la Communication	
15H30	PAUSE CAFÉ				
16H00 à 17H3	Rôles et responsabilités des participants	Suite analyse des besoins	Suite des travaux de groupe	Futur	

APPENDIX 5

EXPECTATIONS

English	French / français
. Come up with key EE programmes for LTBP and workable communication strategies to be implemented in the remaining Project period	. Arriver à des programmes clé d'EE pour PBLT et des stratégies de communication à être mises en œuvre pour la période restante du projet.
. Status of activities in country : where we are, where are we going, what is extent of achievement, any remedial	. L'état des activités par pays : où sommes-nous, où allons- nous, qu'est ce qui a été réalisé avec succès, remèdes a identifier
. Identifying carrots & sticks	. Identification des carottes et des bâtons
. partners identification and linkages: country-country, facilitator-country, national-regional	. Identification des partenaires et des liens : pays - pays, facilitateur-pays, national - régional
. Monitoring /Evaluation, regional exchanges	. Suivi Évaluation, Évaluation, échanges régionaux
. Hope that we can form a really effective team, which can serve as a good model for the whole project.	. Souhait que nous puissions former une réelle équipe efficace pouvant servir de modèle pour le projet dans son entier.
. Fear: Monique's voice will run out with all her translating.	. Peur : que la voix de Monique s'éteigne avec tout cette traduction
. Harmonisation of vision on EE programme to be implemented	. Harmonisation des points de vues sur les programmes d'EE à être mises en œuvre
. Identification of partners	. Identification des partenaires
. Target group and adapted tools identification	. Identification des groupes cibles et des outils adaptés
. Identification of Activities to be implemented per target groups	. Identification des activités à mettre en œuvre pour chaque groupe cible
. Experience exchange to strengthen our technical capacity in terms of Training, communication and EE.	. Échanges d'expérience pour améliorer nos capacités techniques en matière de formation, communication et EE.
. To learn from other colleagues	. Apprendre des autres collègues
. Sharing of experience	. Échange d'expériences
. To come up with a common vision /programme	. Arriver à une vision commune/programme
. learn more about the project executed activities /	. Apprendre plus sur les activités réalisées par le projet /succès et échecs.
	. Définition des rôles

achievement and failures . Definition of roles . identification of needs and clarify strategies for Training . Implementation of Training . Sustainability of Training in the future . RDC is expecting : Field-Lab-report writing techniques, translation of results and research techniques and communication techniques . Training of all SS teams on Biodiversity, sedimentation, pollution, socio economic, etc.	. Identification des besoins et clarifier les stratégies de la formation . Mise en place de la formation . Durabilité de la formation pour le futur . les attentes de RDC sont des techniques: de terrain, de laboratoire, de rédaction de rapports, de transmission des résultats de la recherche, de communication, etc. . La formation de toutes les équipes des ES sur : la biodiversité, sédimentation, pollution, socio-économique, etc.

APPENDIX 6

PARTICIPANTS' TASKS AND RESPONSIBILITIES, LINKS TO TRAINING AND FUTURE

NEEC - ZAMBIA

Tasks and Responsibilities of the Zambian EE Co-ordinator

1/3 TIME

1 Co-ordinate all EE and Communications Activities on LTBP in Zambia
2 to monitor, evaluate, advise on EE and Communication activities on LT by stakeholders and partners in the project in Zambia.
3 to encourage and co-ordinate community based activities towards the sustainable use and conservation of LT.
4 to promote Regional and general Zambian awareness on LT and why it is important to the Zambian people
5 to act as a link between he Lake Community and policy makers
6 to work with/consult other Regional EE Coordinators on Integrated EE around the Lake

Tasks for the Training and Communications Liaison Officer

1 Responsible for facilitation of Project Training needs – i.e. primary stakeholder (communications around the Lake); secondary stakeholders (project staff and others)
2 Responsible for all project information – i.e. reports on activities on the Lake, training and EE activities for all four countries and ensure communication of the same to all concerned parties;
3 Co-ordinate all training activities on the project
4 Evaluate Training needs in relation to Project Aims and Objectives

Wishlist

1 Regular checks and reports to all ‘team members on the various activities on the Lake by all 4 countries;
2 to secure funding for EE Training ad Communications in the region.

BIOSS FACILITATOR

TASKS	TLO	TLO Future
1. Support BIOSS teams implementing workplan (coordination/logistics/technical)	Skills training (identify, co-ordinate), Regional Co-operation (joint expedition/skills share)	Internalising planning/organisation co-ordinating of fieldwork and Training and explanation of GEF, LTBP, BIOSS issues
2. Workplan (dissemination/revision/ updating)	Liaison SS Coordination BIOSS teams. Decision-making involving teams	Greater overlap with other SS (facilitate)
3. Report Production: oversee writing and distribution of quarterly & technical reports	Submission by all teams to BIOSS Facilitator!	Distribution of quarterly reports to each other. Writing, collation and editing of technical and quarterly reports
4. IT support, literature, survey database	Explanation of concept to teams. Training of Literate DB operator	Co-ordinate training or conduct training
5. Management of Station	Links with local officials/institutions (TAFIRI/ UN agencies/ NGO/ MP)1	?
6. Management of other SS	Assisting other faciltiators in implementing problem solving	Monitor activities of other SS in relation to their workplans

Training need: solved internally – yes or no. No = go to region. Solved their – yes or no. No = go to outside region – this will depend on funds and expertise.

SEDIMENTATION FACILITATOR

Permanent staff of LTBP –100%
Responsible for Management of the SEDSS regional programme (4 countries, subject to access) – 45-63%
Supervise administration of Mpulungu station & liase with Dof F Head & follow up of SS in Mpulungu – 25-30% (TLO activities possible)
Maintenance of station equipment – 5-10%
Hopefully training some of Mpulungu staff on computer – 5-10% (TLO activities possible)
Attend NWG Zambia and various workshops – 2-5%

Support SedSS – field teams in implementing workplans
Logistic support helps to co-ordinate field activities and facilitates Sedimentation SS, communication throughout region and overseas consultants

Exchange of skills between national teams – (TLO activities possible)
Continue to develop links between LTBP and staff in relevant institutions (4 countries in the region & overseas)
Reporting – Coordinator (UK) QPR and various reports and SLO & PCU, facilitators – liasing)

TASKS (NEMC) – NEEC, TANZANIA

1 Head of EE Depts;
2 Liaison with NGOs and CBOs;
3 Training of extension workers;
4 Organisation of workshops, seminars and fora;
5 Planning and executing different EE programmes
6 Organisation of WED
7 Preparation of mailing list
8 Preparation of NEMC's Newsletter
9 Dissemination of Env. Information
10 NEEC for LTBP
11 Preparation of EE Strategic Plan
12 Liaison with MOE to incorporate EE in School Curriculum
13 Identification of Training needs at different levels (within and outside NEMC)
14 Preparation of workplan and budget

Job Description (NEEC) LTBP

1 A bridge between PCU/SLO and other stakeholders
2 Conducting PRAs and Institution appraisal
3 Preparation of mailing list
4 Organisation of WED
5 Organisation of workshops/seminars
6 Writing different reports
7 Liase with different institution in general awareness raising

Common Vision (TLO)

1 Liase with other TLOs in other countries
2 identification of Training needs in different categories
3 Identification of the trainers/institutions
4 Identification of the type/length of the course
5 Make use of the existing institutions like universities
6 frequent meetings by NEECs from the 4 countries
7 Frequent visits to other lake management projects

BIOSS Coordinateur – R.D.Congo

Rôles	Liens	Souhaits
1. Directeur du Centre de Recherche	Encadrement des chercheurs : Techniques de terrain Techniques de laboratoire Rédaction et correction des rapports Information aux ONG locales sur le projet (contacts) Administration liens avec OLS, Coordinateur National	Formation en communication (résultats scientifiques) Gestion du lac.
2. Responsable de BIOSS		
3. Assistant responsable des autres SS		
4. Conseiller scientifique du Coordinateur. National et OLS en rapports scientifique & admin.		
5. Responsable de la diffusion du projet (radio)		
6. Organisation et préparation des ateliers nationaux		

DEREE Du Burundi

1. Surveillance de l'état de l'env. (SEE)
2. Recherche environnementale (R-E)
3. Éducation environnementale (EE)

1. Surveillance de l'état de l'environnement (PBLT – OK)

· Détermination des zones écologiquement vulnérables
· Proposition de nouveau sites a protéger
· Établissement des normes environnementales
· Évaluation des dégâts cause par les catastrophes. Naturelles
· Proposition des procédures d'EIE

2. Recherche Env. (PBLT – OK)

· Biodiversité (dans et en dehors des aires protégées.)
· Socio-économie
· Catastrophes naturelles

3. Éducation Env.

· Diagnostic (situation actuelle) : méthodologies etc.
· Identification des priorités (hiérarchisations)
· Identification des groupes cible
· Identification des partenaires
· Identification des canaux de communication

- Élaboration de programme par groupe cible :

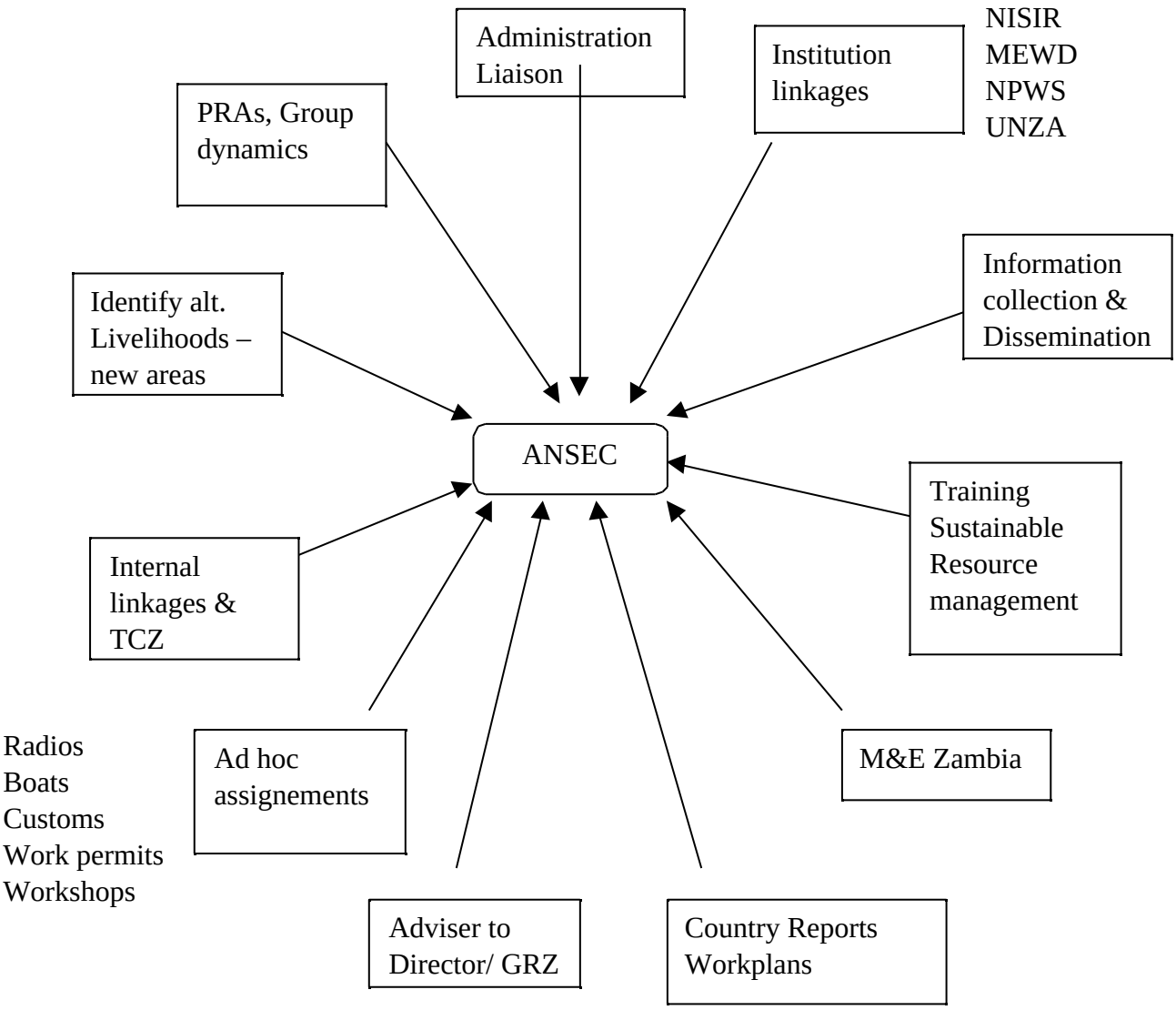
Formation
Sensibilisation

- Élaboration des supports pédagogiques
- Élaboration des messages
- Évaluation de l'impact des programmes

=

Activités	Liens	Souhaits
S.E.E R.E	Voir études spéciales	Collaboration étroite Résultats de SEE sur le Lac T BV Résultats de la Recherche (Lac Tanganyika et Biodiversité – BV-)
EE	Lac Tanganyika et BV Idem EE	Renforcer les capacités techniques du personnel existant (EE) Formation Fournir un personnel supplémentaire et formation Collaboration avec partenaires (médias) Élaborer des supports adéquats par groupe cible Rester en contact avec les coordinateurs nationaux des 4 pays = état d'avancement des programmes d'EE échanges d'expérience EV

ANSEC – ZAMBIA



TASKS AS:

1. Assistant National Coordinator of LTBP
2. Socio-Economic – National Coordinator
3. TLO

SLO

TASKS	LINKS TO TRAINING	FUTURE: STRENGTHENING LINKS TO TRAINING & COMMUNICATIONS
Aid each SS in realising its research objectives: recruitment of national and international staff; procurement of equipment; reviewing workplans; tending to logistics, in all 4 countries. Ensuring that the SS work in concert and not at ends: co-ordinate the different SS workplans, sampling sites, outputs. Project PR and publicity with national institutions in 4 countries and international organisations. Recruitment and management of national staff and counterparts (drivers, admin. officers, te3chnicians and national SS Coordinators in 4 countries). Manage day to day activities and administration at Bujumbura Station. Line manager for facilitators: help them plan their work programmes and solve their problems. To assist in process of translating scientific data to NWG and resource managers	Assist in identifying and co-ordinating the resolution of gaps in skills or knowledge that inhibit the execution of workplans in each country. Communicate workplans and "lessons learned" and results of each SS to other SS. Communicate aims and objectives of project to collaborating institutions. Assist in training administration officers at riparian stations. Assist in communicating project results (SS, NWG, SC) upwards and downwards and laterally. Assist in the dissemination of results and reports in interpretation of what they mean.	Improve methods for disseminating information Promote newsletter and Web site Increase the "follow-up" of evaluation of activities Improve methods for distributing results, especially between the 4 countries.

APPENDIX 7

DRAFT JOB DESCRIPTION FOR TRAINING COMMUNICATIONS OFFICERS (TCOs) – LTBP

In close collaboration with the Regional Training and Communications Facilitator, the National TCO will:

Training

1 co-ordinate the activities of identification of training needs of project personnel and project partners in accordance with the LTBP Training Strategy;

2 co-ordinate with the help of the facilitators and Special Study coordinators to establish training needs of scientific personnel and co-ordinate their training in accordance with the Project Training Strategy;

3 where in-country or regional training will take place, co-ordinate the activities of identification of suitable trainers or facilitators, ensuring that training planned is of a priority to the LTBP, answers the training needs and uses appropriate methods. If relevant, deliver training or participate in training in the role of a facilitator;

4 co-ordinate the follow up of training that has taken place of national project staff/associates, to evaluate its effectiveness;

5 participate in the drawing up of the national training budget and be responsible for the management of its activities, ensuring accordance with the LTBP Training Strategy;

Communication

1 Establish and maintain close links with the Regional Training and Communications Facilitator and with the other TCOs and facilitators in an exchange of information capacity;

2 build up and maintain contacts at the lakeshore to ensure continuity of TL activities;

3 build up with national Special Studies co-ordinators and the PCU a communications network of national project partners and institutions to ensure a better information dissemination in an efficient and reliable manner

4 Contribute to a data base on Training issues by searching out and register the progress and evaluation of training undertaken and pass this on to the person responsible for keeping LTBP training records;

5 produce and submit short, but informative reports every quarter to the Regional Training and Communications Facilitator, as for NC;

6 ensure that EE and awareness activities are ongoing in response to the needs of the project.

DESCRIPTION DES TÂCHES POUR LES AGENTS RESPONSABLES DE LA FORMATION ET DE LA COMMUNICATION(TCOs/RFC) – LTBP

En collaboration avec le Facilitateur régional pour la Formation et la Communication, le responsable national TCO/AFC devra :

Pour la Formation

1 Coordonner les activités d'identification des besoins de formation pour le personnel et les partenaires du projet, en accord avec la Stratégie de formation du PBLT ;

2 Coordonner, de concert avec les facilitateurs et les coordinateurs des Études Spéciales, à l'identification des besoins de formation pour le personnel scientifique et coordonner ces activités de formation, en accord avec la stratégie de formation du projet ;

3 Coordonner les activités de recherche et d'identification de formateurs ou animateurs/facilitateurs. S'assurer que la formation planifiée est une priorité pour PBLT, qu'elle répond aux besoins de formation et utilise des méthodes adaptées. Si applicable, assurer la formation (en tant que formateur) ou participer en tant que facilitateur/animateur ;

4 Coordonner le suivi de la formation reçue par le personnel/partenaires nationaux afin d'en évaluer la pertinence et l'impact de ces formations ;

5 Participer à la préparation du budget national pour les activités de Formation et être responsable de la gestion des activités, en accord avec la Stratégie de Formation pour le PBLT.

Communication

1 Établir et garder des liens continus avec le Facilitateur Régional pour la Communication et la Formation et les autres responsables RFC/TCO afin d'assurer un échange d'information efficace et rentable ;

2 Établir et maintenir des contacts réguliers au niveau du Lac afin d'assurer une continuité dans les activités liées à la Formation et à la communication ;

3 En collaboration avec les coordinateurs des Études Spéciales et l'unité de coordination du projet, mettre en place un réseau de communication efficace permettant la circulation de l'information avec le personnel du projet et les partenaires nationaux et institutions gouvernementales.

4 Contribuer à la mise en place d'une banque de données sur les activités liées à la formation (identification des besoins, suivi et évaluation des formations dispensées). Transmettre ces informations à la personne responsable de la gestion de ces données au niveau du PBLT;

5 Élaborer des rapports trimestriels concis et soumettre au Facilitateur Régional de la Formation et de la Communication ainsi qu'aux coordinateurs nationaux ;

6 S'assurer que les activités d'éducation environnementale et de sensibilisation sont mises en œuvre et répondent aux besoins du projet.

APPENDIX 8

Participants' Analysis of Training and Communication Needs and Partners

I. Tanzania
Need: Technical capacity
Output: Technical staff technically equipped to perform their tasks
Role of TCO: to co-ordinate the achievement of this output

WHO	In WHAT ROLE	WHAT CHARACTERISTIC
1. Researchers/SS	Trainees Trainers	Basic aptitude/academic level, willingness to learn
2. Personnel	Trainers /co-ordinator	Technical knowledge, communication skills,
3. Facilitators	Facilitator, trainer coordin.	Technical knowledge, communication skills
4. SLO/PCU	Trainer co-ordinator	Overall vision of the project
5. SS co-ordinator	Trainers	Technical knowledge, org skills, overall vision of project
6. Partners agencies (Training Institutions)		Technical knowledge willingness to participate

II RDCongo
Besoin 1 : Formation technique
Résultat attendu : accroître la capacité technique

Qui ?	RÔLE A JOUER	CONDITIONS/ CARATÉRISTIQUES
Techniciens des stations (ES) Chercheurs des ES et CES Agents Ministère de L'environnement, ONG locales, Responsables logistiques, Facilitateurs + coord. ES SLO Autres institutions	S'assurer que la formation sera durable et satisfaisante Assurer la formation (ex : Biodiversité)	Techniciens, chercheurs, agents environnementaux : disponibilité, connaissance minimale, motivation, intérêt, permanence Resp. techniques: Connaissances éprouvées Disponibilité Facilitateurs, SLO : disponibilité, pédagogue, bilingues Autres Institutions : Niveau technique, pédagogiques élevés

Besoin 2 : comprendre la Biodiversité
Résultats attendus : Prise de conscience de la protection du Lac

Qui ?	RÔLE A JOUER	CONDITIONS
Usagers du Lac (pêcheurs, Adm. Publique, Env., MINAGRI) ONG du lac Population locale Industries polluantes Facilitateurs SLO Institutions spécifiques	S'assurer que la Biodiversité est plus ou moins connue et mérite une protection	Usager, ONG, population - animateurs formés - logistique disponible - scientifique, technique, EE, pédagogique - SLO, Facilitateurs : disponibles, permanents - Institutions Logistique, Ress. humaines

Besoin 3 : Conservation du Sol
Résultats attendus : réduction de l'excès de sédimentation, Biodiversité

Qui ?	RÔLE A JOUER	CARACTÉRISTIQUE
Agriculteurs Exploitants forestiers MINAGRI Travaux publics (urbanisme, habitat, …) Animateurs Facilitateurs (coord. SS) Institutions		A, E, M, T, P, Administration Animateurs formés, sensibilisation, ressources, conflits Logistique Alternatives Inst: disponibilité, durabilité

III Zambia
Needs 1: Communication skills
OUTPUT: Adequate/ effective communication to project
ROLE OF TC: Facilitation (id. trainees/ trainers) learning

WHO	WHAT ROLE	CHARACTERISTIC
Project staff Local/regional Institutions (UNZA, mass com,) NGO	Trainees Trainers Inform/ trainer	Language, logistic, timing Logistics, technical Aids Language, specialisation Rel. experience

Need 2: Reduce fishing Pressure / maximise conservation on LT and catchment
OUTPUT: maximised conservation through alternative livelihoods
Role TCO: Facilitation

WHO	WHAT ROLE	CHARACTERISTIC
Lake communities	Trainees	Language, locals, logistics
GRZ dept.		Aids, logistics,
Relevant NGO's	Trainers	specialisation
		Logistics
SS staff	Technical info.	

NEED 3: capacity building to monitor & enforce regulations
OUTPUT: effective capacity to monitor & enforce reg.
Role of TC: facilitation = id. Trainers, logistics, venue etc.

WHO	WHAT ROLE	CHARACTERISTIC
Dept. Fisheries	Trainees	Languages Experiences Local environment. knowledge
M legal affairs	Trainers	Logistics
SS	Information	Logistics, specialisation, language
ECZ	Information	Logistics
Local Authorities (police, councils)	Information/ trainer	Logistics, language Logistic & language

IV BURUNDI

Besoin 1 : renforcement des capacités techniques du personnel (administratif et techniques) du PBLT.
Résultats attendus : personnel du projet qualifié
Rôle du RF&C : coordonner le déroulement des formations identifiées
Participer dans l'identification des besoins prioritaires et des formateurs potentiels

QUI (intervenants) ?	Rôle	Conditions
1. Coordinateurs et facilitateurs des ES	Évaluer les lacunes Établir les priorités Contribuer à l'identification des formateurs Contribuer à l'identification du matériel et équipement nécessaire Former si possible le personnel	Existence du personnel non qualifié Existence des ES à mener Possibilités d'améliorer le travail Existence de formateurs potentiels (au niveau local, régional et international) Existence du matériel adéquat

2. personnel du projet 3. agents de liaison scientifique et Coordinateur National du PBLT	Autocritique pour évaluer les lacunes Contribuer dans l'identification des institutions et individus spécialisés et capables d'assurer une meilleure formation Reconnaître la nécessité : *de la formation *de l'équipe moderne…	Reconnaissance de l'existence des lacunes Volonté d'améliorer leur travail Propositions formulées par les spécialistes

BESOIN 2 : Formation des Formateurs
Résultats attendus : plus de formateurs locaux qualifiés
Rôle du RF&C : coordonner les activités d'identification des besoins
Coordonner le déroulement des formations identifiées

QUI (intervenants) ?	Rôle	Conditions
1. Coordinateurs & Facilitateurs des ES	Assurer la formation Identification des formateurs Identification des besoins	Être capable de dispenser la formation Existence de formateurs spécialisés Existence des besoins
2. Services techniques gouvernementaux ONG et Administration au niveau local	Identification des meilleurs formateurs Identification des besoins	Présence des formateurs à former

BESOIN 3 : Maintenir les liens étroits avec le facilitateur régional pour la F&C et les autres responsables FC & TCO pour un meilleure échange d'information
Résultats attendus : circulation de l'information
Rôle du RF&C : Chercher et faire circuler l'information

QUI (intervenants) ?	Rôle	Conditions
Tout le monde	Disposer et faire circuler l'information	Existence de l'information Existence des moyens de communications

Appendix 9

TCLOs ACTIVITIES / ACTIVITÉS POUR LES RLFC

Group No 1
NEED : strengthen technical capacity
1. identify stakeholders
2. identify Training needs
3. Prioritise Training Needs
4. Identify level and type of Training leading to TORs of Trainers
5. Establish baseline levels of aptitude for trainees
6. Identify suitable trainees may require pretraining (or other training) to satisfy point No 5.
7. Identify suitable trainers
8. Determine availability of Trainees and Trainers
9. Agree location for training
10. Develop training work plan
    Determine logistical needs
    Prepare budget
11. Submit to Responsible officer (yes or no)
    Yes: implementation
12. Develop training records
13. Evaluation

Group No 2
NEED: Technical capacity building
Activities :
1. gather information regarding training needs from :
- SS coordinators
- Facilitators
- Line departments
2. Analysis of Training needs and Target Group
3. Prioritization of Training needs in line with project oblectives
4. Identifying trainers in according to training needs :
- NGOs
- Goverment departments / Institutions
- Individual/ Private
- Project staff
5. Meeting with identifies trainers to discuss training programme and other logictics
- No of people to be trained
- Kind / type of Training
- Venue
6. Logistic arrangements
- budget
- contact with PCU, SLO, Facilitators, SS coordinator
- TOR for trainers
- Transport
- Accomodation
- Equipment
7. Actual Training
- facilitation
- evaluation
- feedback

Appendix 10

Communication Network for Training, communication liaison officer
NATIONAL

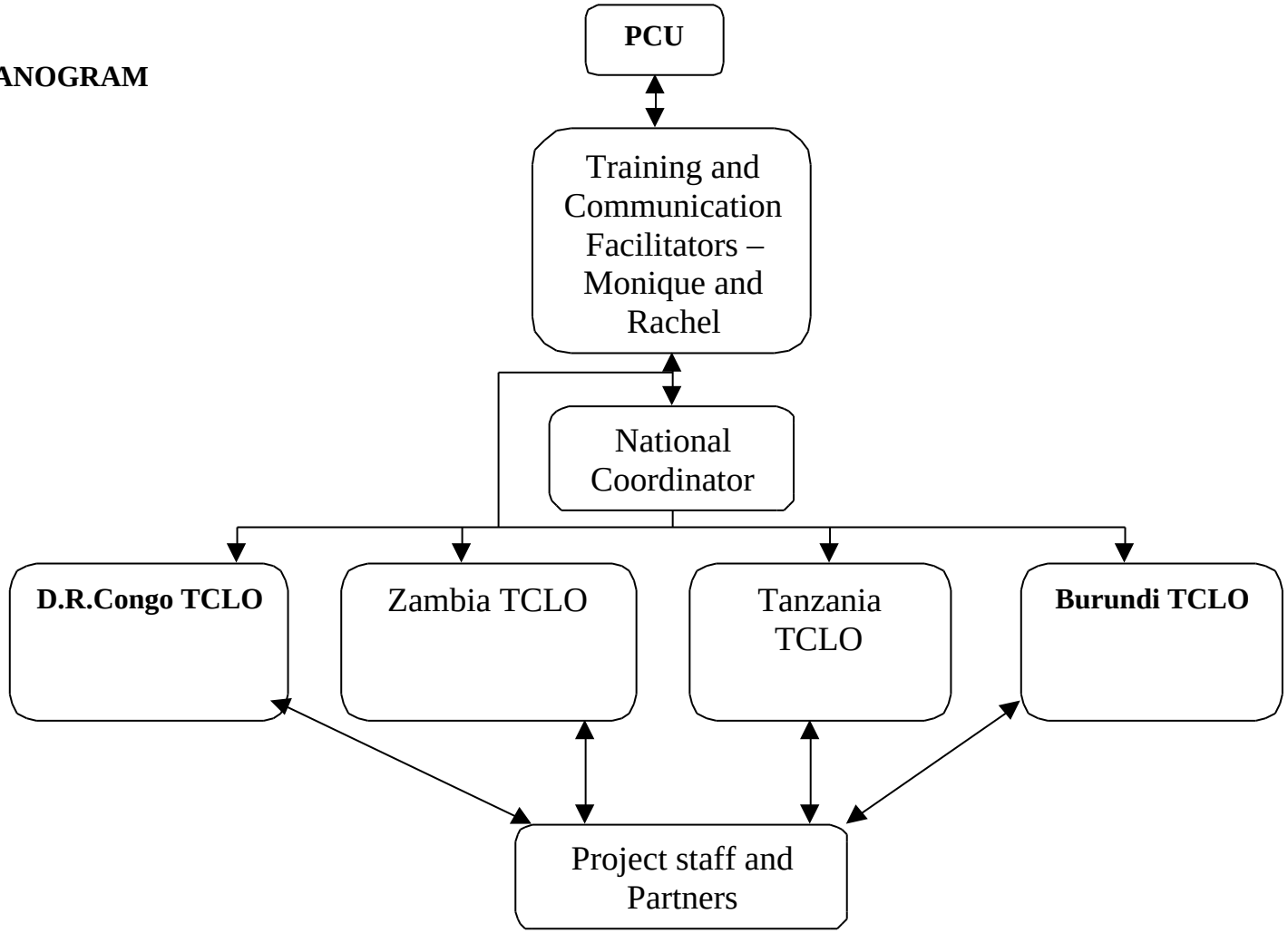
WHO/QUI	ABOUT WHAT/ QUEL SUJET	WHEN/QUAND	HOW/COMMENT
NC/CN	Training information	Montly / as necessary	Written report
SSC/CES	Training needs Follow up	As necessary	Correspondence, discussion report
Partners (people/inst/NGOs, CBOs)	Training activities (rôle)	As necessary	Discussion, correspondance
Other project staff	Training information	As necessary	Discussion, report, newsletter
Administrator/ Administration	Logistical Arrangment Arrangement logistique	As necessary	Correspondance , discussion
Contact person at the lake	Training information	As necessary / si nécessaire	Discussion / correspondance

REGIONAL

WHO /QUI	ABOUT WHAT / QUEL SUJET	WHEN/ QUAND	HOW /COMMENT
RT&C FACILITATOR	Exchange info & T&C activities General training issues	As necessary / montly Mensuel	Email, correspondance, reports, fax, meeting
TCLO/TFC	" "	" "	" "
Facilitator	Training needs / information	As necessary	Discussion /email,
SLO & PC	General T issues & logistic	As necessary	Correspondance, reports, email,
PCU	Training records	As necessary	Correspondance, email, reports

APPENDIX 11

DRAFT ORGANOGRAM



APPENDIX 12

List of TCLO /NEEC activities up until the EE workshop
Liste des activités à mener par les RFC jusqu'à la tenue de l'atelier sur l'EE

1. EE workshop / *Atelier d'Éducation environnementale EE*
   First week of March / *première semaine de mars*
   Same process as for T&C / *même processus que pour la F&C*

Bring / *Apporter*	NEEC Action / *Actions pour CNEE*
a) Special studies ideas for EE in reports& Training Strategy for LTBP *Idées dans les rapports des Études Spéciales Et la Stratégie de Formation pour le PBLT*	read reports *lire les rapports*
b) Presentation of activities / ideas for activities in EE for each country plus existing workplan *Présentation des idées et activités en cours dans chaque pays et les plans de travail existants.*	prepare a presentation list of activities + partners *Préparer une présentation liste des activités et partenaires*
c) Strategy Action Plan (SAP) for each country *Plan d'Action Stratégique pour chaque pays*	Absorb priorities *Identifier les priorités*
d) DRAFT TCLO workplan *Ébauche du plan de travail pour RLFC*	prepared for 6 months *préparé pour 6 mois*

2. Communication skills / TOT workshop
   Place ?Lusaka? Trainers ? ISTC, TCLOs after TOT
   Please come with suggestions and exchange info with Monique in March

2. *Aptitudes en communication / Atelier de Formation des Formateurs (FDF)*
   Lieu : ? Lusaka? Formateurs : membre du personnel de ISTC, les RLFC après une formation de formateur , etc.
   SVP apporter vos suggestions pour échanger les informations en mars lors de la rencontre avec Monique

Appendix 13

RESPONSES TO THE EVALUATION QUESTIONS

1 Please comment on how useful the aims and objectives of the workshop have been to orientated you to your new TCLO role.

- Aims & Objectives (A&O) useful in line with own thoughts of what should be
- Good results on A&O
- Zambia plus Tanzania more advanced, used to workshops
- People sharing experience (informal) interest
- Not a new role but build view links project, partners in communication
- Clarified ideas to know roles links home & new TCLO
- Very good ideas to ensure common vision
- Meanwhile not everyone has same role (e.g. TCO) so was blockage to understand R&R of each other at the workshop of the new post of TCLO
- Each person who has a responsibility is a communication officer and could train.
- Now be well oriented to new role
- Uncertain of TCLO post means that roles with LTBP are still not exactly defined;
- Objectives 70% useful for new role in starting work and understanding role
- A&O quite useful as new ideas needed clarification
- This process had chance to share experience, discussion and come up with TORs
- Had chance to Brainstorm for activities for implementing - quite useful
- Communication network appears to be of permanent importance
- A&O useful- in line with own thoughts of work to be done here. However as presented, not in harmony with those if EE&SE.

2 In your opinion, to what extent wills this workshop help you to start implementing your new role?

- Have a framework to guide themselves to prepare workplan in next few weeks
- Keen to receive more guidance in "nuts & bolts"
- Would help half way to get started only on paper - now needed to put into practice
- Oriented me to the new job by giving me almost all the requirement like people to deal with e.g. SS co-ordinator, facilitator. Other stakeholders in identification of training needs All these individuals will be my starting points and being able to list down the activities I will be in a position to co-ordinate some training.
- Still need more on training needs
- Reinforce my ability to implement in country
- Best addition was the communication network because it's sets a platform within project communication
- To enlist differences between EE & TC before, I though it took everything into account
- To know the different steps to identify trainers and trainees,
- Aims & objectives of TCLO much clearer for tasks and more easy to identify the training needs and to whom to give training

- Subject dealt with enlightened to implement new roles and responsibilities e.g. job description, different steps to elaborate the action plan, network.
- But still to clarify EE role and responsibility in next meeting. At that moment it would be clearer
- If I am confirmed as TCLO, I will need training before I start.

3 Please comment on the approach of this workshop (the process of analysis) and how you would like to see it improved.

- Methodology was good. Participants had to discover by brainstorming. This was much more efficient than the classic method.
- Approach was a little too unstructured in the first part of workshop
- Try to have a more rigid structure keeping time for comments and focusing on the subject
- Personally I adored the participatory methodology because it is good to involve those responsible for TC in the whole process
- For people not used to it, there were certain moments where we didn't know what we were trying to achieve or where we were going so explain the advantage of the method first.
- You should have someone to orient and summarise the discussion and a secretary to write up each day to avoid repetition
- There was no exact content of the workshop, everything was based on the CV of participants, too flexible
- The philosophical approach was laudable and point made were important but missed the target.
- The process has been different and radical from other such sessions I have encountered as the strategy was developed along the process mostly by the participants with little handout from the facilitators
- Methods well performed
- Need feedback from facilitators as sometimes not sure if I was doing right or wrong
- Approach OK participatory, free to share information's - 2 way not 1 way & top down - Ok for adults
- Good participatory approach
- Pre-workshop information was misleading e.g. aims & objectives, I had an idea that it would be TOT
- Inform timely

4 Please comment on the suitability of the bilingual workshop and how you would like to see anglophone/francophone workshops run in the future.

- Method ideal but maybe not practical for future larger fora
- Very good as a lot more experience was shared, If funds allow must have more
- OK time to learn some French
- Good learn about activities in francophone countries otherwise impossible if participants were separated
- Excellent provided the opportunity for participants to exchange information's freely beyond the language boundary

- Future training should have the same approach
- Bilingual very useful and beneficial in the sense to be continually in contact with others instead of having just a few notions
- 200% for this type of bilingual workshop, maybe difficult but strengthen the belonging of the 4 countries which have different language and cultures
- Indispensable when working with 4 countries especially TCLO
- Monique did an impeccable piece of work no complaint about translation
- This kind of workshop is possible and will improve the level of language and the knowledge of that which is not known. In that case we really need someone bilingual such as Monique
- Yes for simultaneous translation

5 Please make any other comments you wish, about this workshop or for the future development of the TCLO team.

- Addressed to staff in offices not in field. Hope EE will address that issue
- Really think the Team spirit is born from 4 countries. To make it sustainable TCLO must communicate with each other before the next meeting. This could be facilitated by the facilitator
- Before the next meeting we must initiate our own activities and arrive with a DRAFT workplan
- TCLO responsibilities have a really important role to play in this regional project but to do that they need to be equal to the tasks. To do that we need to have really effective communications, first between each other and mostly because we are now starting the activities of TC
- To prepare a training module for TCLO and distribute it
- Distinguish between TCLO & EE
- All the team need to lodge together (x2)
- Happy to facilitate future activities
- For future development need constant communication that is really effective
- It is important to get together to exchange ideas to be really focused
- Prior preparation on the side of participants is vital for the smooth running of the workshop
- Consultants co-operative and friendly-keep it up
- For the future allow time to present country activities outlining progress major constraint and corrective measures

Roundtable:

- This workshop opened a whole new world of people and activities
- This meeting was an efficient way to get to know each other
- I only knew about EE before
- Now I know the steps to plan and organise activities
- Strategy takes a long time to implement
- Participation is hard but it is far more fun than working alone
- Many institutions and things I didn't know before

- Consensus building took place to achieve a win win situation
- All the countries are concerned about the lake