

Important Background Information

- The Environmental Compliance Inspections Training course is intended for inspectors and investigators within government institutions responsible for conducting environmental compliance inspections and using the results of the process to make compliance determinations that may subsequently result in enforcement actions.
- This course is not specialized instruction in techniques of specific regulatory or environmental media areas, or for specific industrial groups.
- The course has been designed to be taught in a facilitated style and draws heavily on group participation.
- This Facilitator's Manual is a guide for presenting the Environmental Compliance Inspections Training course. It contains the key points and general instructions for facilitating the course. It presents step-by-step instructions for conducting the course along with scripted text. It is assumed that the facilitators are experienced with facilitation techniques.
- This Facilitator's Manual is designed for instructors who have both a thorough understanding of environmental compliance inspections and prior experience in facilitated training.
- Facilitators need significant preparation in advance of the course.
- This course is greatly augmented by a class site visit to an operating facility(ies) for an inspection(s). Ideally, the class can be broken into small teams for different “inspections” the class can critique and make suggestions on everyone’s technique.
- Facilitators should have attended the training course as a participant prior to presenting the course.
- The delivery of the course is greatly enhanced when the facilitators have conducted a full, three-day practice session.
- Considerable effort must be expended on logistics in order to present the course in a professional manner. These logistics may include document copying, reproduction of overheads, translation, and procurement of a training site, among others.

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Introduction to the Training Course

Description of the Course

This training course has been developed to instruct participants in the principles of environmental compliance inspections. The Facilitator's Manual should be used in conjunction with the student text entitled "Conducting Environmental Compliance Inspections" and the Participant's Manual. The course provides participants with an approach for effectively conducting environmental compliance inspections and becoming involved in the environmental compliance review and the resolution of any violations found. As such, the target audience of the course consists of government and other official inspectors and investigators who have a good understanding of basic scientific concepts and an awareness of environmental issues and the enforcement process. The course is not designed for specific regulatory or media areas, or for specific industrial or municipal groups. Rather, it is intended to be an introduction to the common skills needed for any type of environmental compliance inspection where a determination of the facility's compliance status is required.

The course is taught in the facilitated style to promote participation and involvement, which is an optimal setting for learning. By exploring the environmental compliance inspection process with their colleagues, participants should finish the course with inspection approaches that they will be able to draw upon in the future and a mechanism for training others to conduct inspections in a more effective and efficient way. It also helps to develop a support network among course participants. The delivery of the course is most effective when it is taught by people who have been trained in the facilitated teaching style and who have knowledge of the environmental enforcement process and who have actually conducted a number of environmental compliance inspections.

PowerPoint® Slides and CD-ROM

The course was designed for computer projection of slides, pictures and video using PowerPoint® presentation software. The Facilitator's Manual shows the slide and a script of talking points with each slide. The Participant's Manual contains only the slides with space to take their own notes as they follow the presentation. Ideally, the slides can be projected directly from a computer onto a screen for the entire audience. However, if the projection equipment can not be obtained, overhead transparencies can be printed and used or the participants can follow the facilitators discussion by referencing the Participant's Manual.

Facilitators need not be intimately familiar with PowerPoint® to use the program, but with some computer literacy, the slides can be rearranged and edited to suit any country specific customization or changes in the agenda that may occur. Some facilitators may choose to use flip charts or other facilitation techniques in lieu of the computer projection. Alterations to the format are acceptable as long as the content of the presentation remain consistent with the material in the Facilitator's Manual.

Exercises

Throughout the course the purpose of each exercise is summarized as it is introduced to participants. These purposes highlight many of the key concepts the facilitator should cover. At the beginning of each exercise, a time breakdown is provided. Facilitators should note the approximate time for each portion of the schedule and stay within the allotted time.

Throughout each session, Facilitators pose questions to the group, and the group's responses usually are recorded on a flipchart. Facilitators should be careful not to lead the group into making exhaustive lists. Instead, keep the lists directed on major points and bring the discussion to a timely close. Do not let discussions become side tracked. Once the list is sufficiently complete, wrap up the discussion by connecting the group's responses to the subject of the exercise. Make sure that participants give correct responses to the question. Facilitators should use established facilitation techniques to ensure that the correct response is understood, for example, by soliciting a different response and probing why the respondent would offer a different response, and indicating that in practice the latter response is thought to be correct.

Small Groups

The course is designed to be taught to between 20 and 30 participants. For four exercises, Facilitators will arrange the participants into three or four small groups. One convenient way to break up the groups ahead of time is to mark the back of the participant's name tags or table tents with a number from 1 - 4, the letter A - B, a shape (triangle, square, or circle) and a color (red, blue, green, orange, or any four other colors). In this way, the Facilitator's can prearrange the groups and separate or group individuals to promote better networking. Facilitators may also wish to assign each group a different color and provide the group with that color magic marker to use to record its responses on a blank flipchart. The breakout group matrix, in the course planning materials section, presents an option for breaking the participants into groups.

The Student Text and Participant's Manual

The Student Text, "Conducting Environmental Compliance Inspections," which accompanies this course, contains information and materials that will be discussed during the course. It is the responsibility of facilitators to have the Student Text translated (if necessary) and distributed prior to course delivery and to encourage participants to read the text. The Participants Manual should also be translated prior to the course, but need not be distributed early. Advise the participants that they can take notes, when covering the appropriate subjects, in the blank column space in the Participant's Manual.

Finally, Facilitators should emphasize to participants that there is a greater amount of information on environmental impact assessment in the Student Text and also is covered in the exercises, and that they should take advantage of the Student Text to discover this information.

Instructions and Tips for the Facilitators

Advance Preparation

It is important to spend sufficient time reviewing all of the material and become comfortable with it prior to delivering this course. The time required for this advance preparation will vary depending upon the experience of the facilitator and the country-specific tailoring that is required.

In order to facilitate this training course, you should have previously attended this course as a participant and you should be familiar with the text, "Conducting Environmental Compliance Inspections." You should expect to spend about 40 hours preparing for delivery of this course. A practice session should be held with the facilitation team so that the course can run smoothly and so that everyone understands the sessions they are facilitating. You should also be familiar with the facilitated teaching style. It is recommended that a practice run of the course be given in the month prior to the actual course. If it is logistically impossible for the facilitation team to conduct a trial run, it is crucial that they discuss the course thoroughly and at the minimum, meet face-to-face at the site the day before the course.

Facilitating the Course

The logistics of the training are important. Pay careful attention to the room setup, especially the arrangement of chairs, or desks or tables for the participants. It should be "U" shaped or herringbone shaped for larger groups, with space or nearby space for four breakout rooms. The training schedule should be adjusted as required to reflect the host country's typical daily schedule. During the practice run, designate responsibilities for tasks such as recording and taping flipcharts up on walls. Identify techniques for dividing the group and handling reports from the small work groups.

You should know the answers to the questions you will ask during the exercises. In most cases, possible responses are given in the Facilitator's Manual.

This manual has been developed to provide direction to the facilitator for introducing and explaining the course. It also ensures the course is replicable and consistent as it is delivered around the world. Nevertheless, each delivery is unique by virtue of the contributions by the participants and facilitators. The facilitators must be prepared to be excellent listeners and responsive to participants comments. The manual is arranged chronologically, beginning with pertinent information for the Facilitator. The remainder of the manual is divided by topic. At the beginning of each session there is a listing of the handouts or other items that will be needed. That is followed by a copy of the slide and the script for that subject area. Any exercises or handouts are explained and included in the section for that topic. Appendix A includes all handouts not in the participants manual for reproduction. The course evaluation form is included in Appendix B.

Please note: the script for facilitators is in plain text, while general instructions or directions to facilitators are printed in *ITALICS*.

The Facilitators

This course is designed to be taught by a team of Facilitators. Each host country decides how many Facilitators to use. Facilitators should have good skills in, and knowledge of, both facilitated training concepts and the subject matter they are teaching.

It is highly recommended that the Facilitators spend at least a half day together on site and in advance of the course working out last minute logistics, arranging the seating in the training room, and preparing for the exercises. It is important that the Facilitators work as a team and communicate decisions well. In addition, it is recommended that a Facilitator wrap-up session be held at the end of each day to review the progress of the course and to make any adjustments necessary.

To ensure the success of the training course, do not allow the enthusiasm of the participants to ebb. Maintain their interest in the exercises, especially at the beginning of Day Three. Also, request that the participants be prompt when reconvening at the beginning of each day, after breaks and after lunch.

Lead Facilitator

One of the Facilitators should be designated as the lead facilitator. His or her responsibilities will include scheduling which Facilitator will teach each exercise, opening the course, and closing the course. The Lead Facilitator is also responsible for resolving any logistic or procedural problems that may arise. Facilitators should teach subjects that they are most familiar with. In addition, Facilitators and Recorders should trade places periodically, preferably after each exercise. A completed Facilitators' schedule has been included in the course planning section of the introduction to assist the lead Facilitator in scheduling.

Facilitated Training

As noted previously, facilitated training is founded on the belief that education is best done by participation and involvement. Facilitators should not preach or dictate an answer, but encourage participants to think about how they would approach the problem by asking questions and stimulating discussion. Responses to the questions are recorded by the Recorder on flipcharts.

The Facilitator should also emphasize that the exercises are hypothetical and drawn from a combination of real world situations. The purpose is not to mirror reality perfectly but to provide a basis for learning about environmental impact assessment, management, and communication. Participants should not try to guess the "right" outcome of the decision. Many times, there is no right answer to a group exercise.

The role of the Facilitator is to clarify, but also to challenge the group if necessary. Facilitators may find themselves on different sides of the issues from moment to moment. Part of the Facilitator's job is to stimulate discussion, raise ideas, and take the role of the less accepted view. You, as Facilitator, should also emphasize to the participants that they should have some fun with the problem!

In facilitated teaching, it is essential that Recorders and Facilitators work as a team. Facilitators and Recorders should be paired each day so that they can prepare together for their sessions. Pairing should also be done on the basis of knowledge of environmental impact assessment (i.e., more knowledgeable with less knowledgeable). Instructions for the Recorder follow this section.

Group Dynamics

It is assumed that Facilitators who present this course are experienced with a number of facilitating techniques. Instructions on how to facilitate are not included in this manual.

The Facilitator must try to foster full participation by each member of the class. To accomplish this, the Facilitator needs to create a welcoming environment where all of the participants feel comfortable in participating in discussions. Facilitators may have to segregate dominant and shy participants by adjusting seating arrangements. A Facilitator's body language can also be an effective tool in silencing an overly talkative participant or drawing out ideas from a reluctant participant.

When dividing the group into the smaller work groups, Facilitators may elect to put the shyest participants in one group. This will encourage them to participate and create a more comfortable environment. Facilitators should also require a different spokesperson to report to the group each time it is required. Facilitators should be creative in dealing with the group dynamics and should feel free to use a variety of means to involve all of the participants in discussion.

The "Parking Lot" may also be an effective means for extracting questions from reluctant participants. Write the title "Parking Lot" on a blank flipchart and post it in the back of the room. Tell the participants to write down questions they might not have felt comfortable asking or did not have time to ask during the class sessions. Ask the participants to write down their name next to the question, but only if they want a direct answer. At the end of the course, Facilitators should respond to the questions posed on the Parking Lot.

Inspection or Site Visit

This course can be improved by adding a site visit to one or more facilities so the participants can conduct an inspection and be critiqued by their peers and the facilitators. Ideally, this site visit will happen on the second day so the events can be discussed throughout the rest of the course, and examples can be drawn from the shared experience. The logistics must be arranged well in advance, and coordination with the facility may be required. If possible, a digital or video camera, can be brought to record key events during the inspection for subsequent presentation and discussion with the rest of the participants. The photographer or videographer should be familiar with the equipment and be able to quickly create a presentation for the class, or the emphasis and benefits can be lost. Safety on the site visit should be of paramount importance to all parties and discussed beforehand.

Questions on Facilitated Training

What is the difference between lecturing and facilitating?

- C A lecturer knows all and conveys all by speaking at a group of students who are to listen, take notes and learn. A facilitator is there to help the group discover the material themselves, by asking questions, validating and eliciting responses, creating dialogue and creating the experiences participants need to learn. A facilitator plays a content role by quickly understanding, and ensuring the group understands the points being made, being able to distinguish nuance, size up group dynamics and make needed interventions to ensure a safe and respectful learning environment. Good facilitators can cover a lot of material by asking the right questions, challenging responses and not the participants, and thinking on their feet. Key facilitator techniques include: 1) use of reflective questions, for example: What do you think? after a question is directed to them; 2) inviting others to respond to a question; 3) brainstorming in which all ideas are welcome and put up on a flipchart — discussion is delayed as is evaluation until the ideas are generated. Experienced facilitators avoid judgmental and evaluative comments on participant contributions to discussion so as not to shut someone off from further contributions. A good facilitator will use all contributions to make the necessary points.

How Can I Increase My Confidence?

- C Prepare for the course by reading the Facilitator's Manual - make notes in the margins or highlight important points. Practice in front of your co-workers and with your facilitation team. Use humor to become more at ease with the participants -- humor in the form of a humorous story is preferable to a joke. Prepare so that it is unnecessary to read the scripted text which is designed to aid in preparation and not to be read.

What Are Some Concerns With Working With Powerpoint®

- C Set the computer and projector up in advance, practice opening and using the files and become familiar with the software. Make sure that the slides are visible and in focus. A simple mouse click or keyboard stroke will advance the slides from one to another, and in some presentations a click is required to bring up different bullets or graphics on the slide. The focus should be on the class and the Facilitator, not the slides or the graphics. They are solely intended to guide the discussion. The slides are only meant as a visible reinforcement for what is said. The Facilitators should never turn to the screen and read from the slides; the participants can read themselves and are looking for you to expand on the information, not to repeat what they see.

What If the Group Asks a Question I Cannot Answer?

- C Refer the question back to the group. Ask them their opinion or ask if anyone else knows the answer. Or, write the question down and find out the answer at the end

of the day. Don't be afraid to admit you just do not know! Also, the question can be put on the "Parking Lot" and answered at the end of the class. This gives the facilitators some time to research an answer with the other facilitators.

What if the Group Asks a Question That Will be Answered in a Future Exercise?

- C Let the group know that you will be getting to that and that it would be preferable to hold the question until then. Ask the group to repeat the question after the appropriate exercise or at the end of the day if it still has not been answered. Perhaps point out the question at the appropriate time and ask the group to answer it then.

What Are the Basic Classroom Principles?

- C Focus on the situation, issue, or behavior, not the person. Maintain the self confidence and self esteem of each participant. Maintain good relationships with all participants. Take the initiative to make things a little better including room temperature, seating, group assignments, bringing out shy people, and quieting noisy people so everyone participates.

How Do I Promote Learning?

- C Get participants involved in achieving the course objectives; remember, learning is a student-centered activity. Draw out the participants and discussion. Be enthusiastic about promoting learning in the time allotted regardless of the subject. Seek feedback and use it to judge whether the participants are learning. As a facilitator, take the time to learn the difference between good and bad instructing.

How Do I Overcome Nervousness?

- C Don't focus on yourself. Focus on the participants learning from each other and the message you are trying to convey. Prepare for the training in advance and practice with co-workers and friends. Practice, Practice, Practice.

How Can I Handle Divergent Topics?

- C At times, group discussions may stray from the course. It is up to the facilitator to determine if pursuing such a topic will benefit the group. If so, feel free to record the group's responses on a blank flipchart. If not, exert leadership to politely get them back on track.

What Are the Characteristics of a Good Style of Delivery?

- C Project your voice so that everyone can hear; speak to the back of the room. Time your remarks so that the pace is neither too slow nor fast. Maintain eye contact with the group by looking at different people. Use gestures to animate the discussion.

What Do I Say to an Arguer?

- C Try to find out what this person wants or what his motive is for arguing. Ask the arguer if there is anything you, the facilitator, can do.

How Can I Win Over a Hostile Group?

- C Be willing to listen to what the group has to say, and be willing to ask for the courtesy of listening to what you have to say afterward. Emphasize things on which you and the audience agree. Try to establish a common ground. Rely on logic and evidence instead of emotions.

How Do I Present Material not in the Native Language of the Participants?

- C Allow more time for the participants to read materials when they are not in their native language. Also, consider asking for a volunteer to present a summary of the salient points. Usually, where it is needed, arrangements are made in advance for simultaneous interpretation and written materials are translated in advance. Care must be taken to ensure a good translation, but recognize that it is never perfect and welcome ideas for improving communications about key concepts and terms. In many cases, translation may not be required, but the English abilities of the participants may vary or be limited. If this is the case, make sure you speak slowly and clearly, and ask someone to help explain the key points in the native language when necessary.

Instructions for the Recorders

Recorder's Role

During each exercise, the Recorder's role is to assist the Facilitator. The primary function of the Recorder is to write down the group's responses to the questions being asked. A recorder should remain as close to the spoken words as possible so the group can recognize their material and not get distracted trying to correct what a recorder has put down. It is not necessary to write down a complete sentence; only key words should be recorded, but recorders should try to use exact words to the extent possible to reinforce and avoid interpreting contributions by participants. The Recorder should feel free to ask the participants to repeat themselves, summarize their response, or speak louder. But the Recorder should avoid distracting the group from following the Facilitator's lead through the exercise. The Recorder should not stand directly in front of the paper when recording responses, but rather to the side so that the participants can see what is being written. Use a dark pen, and write large enough to be read from the back of the room. Feel free to use abbreviations. When a flipchart is filled, the Recorder should number the page by session and number and tape it to the wall.

At times, group discussions may embellish materials in the course exercises. If the Facilitator wishes to continue those discussions, the Recorder should consider the value of recording these discussions on a blank flipchart to record the responses. By recording responses to questions that are asked, the group will feel that the discussion is important and worth contributing to. The Recorder should keep track of the time for the Facilitator and perform other logistic matters, such as distributing handouts, markers, etc.

Course Planning Materials

The course planning materials are an aid to assist the facilitators in planning and delivering a professional course. Prior to course delivery, facilitators should ensure that all necessary materials are gathered or prepared. If a computer and projector are not available, overhead transparencies or flip charts should be prepared in advance. Handouts are located in Appendix A and will need to be copied so that there is one set for every participant (or group, in some cases). If materials needed for course delivery are not available for purchase in the host-country, US facilitators should make arrangements to ship them from the U.S. A checklist is included that outlines all of the preparation and follow-up activities necessary for successful presentation of the course. A completed Example Facilitator's Schedule is provided for reference. A blank Facilitator's Schedule is provided for planning.

Country-specific Tailoring

Most of the course is applicable to any country, legal, or cultural setting. Specific opportunity is made for:

- 1) inclusion of country-specific information in the Resource Manual, Section 4 such as laws, regulations, cites to relevant guidance
- 2) inclusion of summaries for sources of information and expertise within the country

Section 14 also provides for an entire session devoted to country specific applications with provision for key country leaders to speak about the enforcement processes and policies within the country and facilitated discussion of how the subject matter of the course can be adopted for use in the country.

Practice, Practice, Practice

Experience delivering this course results in one conclusion: the team needs to practice in several ways:

- 1) Facilitator/recorder teams should rehearse together going over use of PowerPoint® and handouts, and the “on deck” assignment should also be prepared to back them up for the session with posting of flipcharts, remembering handouts if forgotten, and keeping track of time.
- 2) Transitions from one session to the next need to be rehearsed.
- 3) All facilitators should be ready to deliver each session, regardless of assignments, not just their own;
- 4) Each facilitator must be familiar with the student text, how to reference it, and the main points to be made in their sessions so they can take advantage of spontaneous participant comments to reinforce the learning.
- 5) Each facilitator should be prepared to deliver the training in their own personal style but as set forth in the manual. This is very important for several reasons: a) the course is meant to be replicable, handed-off to other facilitator trainees and they need to be able to rely upon and find the course presentation aids in the facilitator's

- manual...not a one-time delivery, b) other facilitators depend upon you since the course builds on itself, and c) lastly, it is designed for participant derived insights, not lecture, and ad-libbing tends to favor the latter.
- 6) Each facilitator must know how to manage the session if they run short of time in a manner which ensures the integrity and content of the course is maintained.

Course Evaluation

In Appendix B of the Facilitator's Manual, and printed after the introduction in the Participant's Manual is an evaluation form that should be used to solicit feedback on the course and the Facilitators. Facilitators should encourage the participants to complete each section immediately after the topic is addressed, and at the end of each day, the evaluations for that day should be completed and collected. This keep the information fresh, and increases the emphasis the participants will place on their comments resulting in a more accurate and useful evaluation. The certificates of completion should not be distributed until each participant has completed and submitted an evaluation. Each facilitator should review the evaluations, and the lead facilitator should total and summarize the comments received. These should be transmitted to the module manager along with a written report on the course and the trip.

Materials for the Course

Below is a list of the materials that are needed for this training course.

- C Participant Manual - "Environmental Compliance Inspection Training" - a copy for each participant and facilitator
- C Student Text - "Conducting Environmental Compliance Inspections" for each participant
- C Facilitator's Manual - "Environmental Compliance Inspection Training" - for each facilitator and for those being trained as facilitators for future deliveries
- C CD-ROM - "Environmental Compliance Inspection Training" - one copy for each facilitator (contains all presentations and notes for the course in PowerPoint®).
- C A large quantity of small Post-It-Notes or any sticky-backed note paper so that participants can mark key places in the Participant's Manual, Student Text, and elsewhere without making permanent marks with pens
- C One set of handouts for each participant
- C Six blank flipchart pads for recorder and small groups (four may be sufficient if groups can share with Recorder.)
- C Six easels or stands for the flipcharts (two in front of entire group and four for small groups)
- C Masking Tape (lots) to post flipcharts around the room or Push pins (alternate flipchart posting method)
- C Eight Magic Markers (4 different colors, one color for each breakout group. Try to use ones that do not bleed through flipcharts onto flipcharts behind them.)
- C Name tags
- C Name tents
- C Certificates of Completion (model is available on the CD-ROM)
- C Watch or clock
- C Option 1: Computer with compact disc drive, video display hardware, and screen for projection of PowerPoint® presentation (video is optional)
- C Option 2: Printed transparencies and overhead projector and screen, video display hardware.
- C Camera or video for site visit, if applicable.

Checklist for Planning, Conducting, and Completing Training

Three Months Prior to the Course:

- Send letter to host locality confirming dates of the course.
- Establish contact person at the location where the training will take place. (This should be done in the initial letter).

This person can help with problems, questions, language problems, and can receive shipments of supplies, texts, etc. This person can also serve as a member of the team and improve successful delivery.
- Have the course organizers review the course materials and submit feedback.
- Review course and course materials with host locality and solicit feedback.
- Plan your schedule. You will need to commit approximately 60-80 hours over the next three months for preparation for the first delivery of the course in a host locality, as well as the time out of the office for delivery. Additional time may be required for scoping meetings prior to delivery. The second presentation should require less time.
- Conduct scoping meeting/conference call.
- Determine host locality's goal(s) for engagement.
- Obtain copies of host locality's environmental regulations.
- Develop/modify any materials required for country-specific tailoring
- Provide host locality with copies of the course brochure. Ask locality to include a copy of the brochure in its participant invitations. Send enough brochures for this purpose.
- Arrange for translation of student text by host locality.
- Determine technical skills and education of participants.

[This is especially important in determining which sections will be easy or difficult to present. The agenda and training may need to be adjusted.]
- Share scoping materials and checklist with other Team members.

Two Months Prior to the Course:

- Complete your travel documents and submit them to the Office of International Activities for approval.
- Make your travel reservations (airlines, hotel, etc.).
- Buy a good travel guide from a local bookstore. They often have good information about local customs and mores. Also, you may consult with your host country contact.
- Learn a few key phrases of the native language, such as "Hello", "Thank You," "Please," and "Do You Speak English?"
- Find out if there are any particular customs with respect to eating times, prayer, siestas, etc. that may impact the agenda for the course. Rearrange the agenda to accommodate these local customs. This information can be obtained easily from your host country contact.

One Month Prior to the Course:

- Ship training materials well in advance of the training dates.

Make sure that all materials needed for the course are at the training location prior to departure for the location. This is important. Easels, markers, flipcharts, and other "office" supplies may not be available or may be very expensive in certain countries. Also remember that there will be a very large quantity of materials, between the supplies and the case study environmental impact assessment documents, to ship. Plan and budget accordingly.

- Make sure that your lodging is as comfortable as possible.

The course requires extensive concentration, and facilitators need quality sleep time. Care should be taken not to offend the host of the training, but your comfort and rest are important to the success of the course.

- Conduct a practice session for delivery of the course.
- Decide what signatures will appear on the Certificates of Completion that will be given to each participant. Determine which signatures must be obtained prior to shipping materials to the host country site, as it will be difficult or impossible to obtain those signatures once the course has commenced.

During the Course:

- Allow at least one day for acclimation to the time and culture change. More time may be necessary with time changes greater than six or seven hours.

While sightseeing may not be on the agenda, become familiar with the surroundings of the classroom and the area.

- Always reconfirm ALL airline tickets, including internal travel. Tickets could be canceled if you do not.
- Carry an English translation dictionary.
- Allow time to rearrange the classroom to a configuration that is comfortable and conducive to learning. A "U" shape or herringbone is recommended and encouraged.
- Have a separate room near the classroom for facilitator preparation. This can also serve as a get-away room for impromptu meetings.
- Have a translator in the room who is familiar with technical language.

While the participants may be able to speak and understand English, there may be times when the translator can explain something in the native language that will help the participants to understand a key concept.

- Take a photograph of the participants as a way of highlighting the importance of the course and their value in participating.

Make sure the picture is taken with proper lighting and that all participants are visible. Send copies of the photo to each participant. Digital cameras facilitate this greatly and allow distribution of the photograph through e-mail.

- Bring trinkets with you as "prizes" for participation.

This will be greatly appreciated, increase the level of fun, and serve as a reminder of the course. If possible, make sure you have one for everyone. However, EPA funds may not be used to procure these gifts or trinkets.

- Make yourself available to answer questions during breaks or after the sessions.

One Month After the Course:

- Plan your time. Follow up can require 4 to 24 hours, depending upon promises made prior to departure.
- If you promise to provide the participants with answers to questions or additional materials on your return, make sure you do so.
- Complete trip report, attach correspondence, and send to module manager.

Three to Six Months After the Course:

- Contact host locality to determine whether the engagement was successful.
- Organize an evaluation of the utility of the training and any specific capacity building needs.

Environmental Compliance Inspections Three Day Agenda

(Times correspond with the material in the Facilitator's Manual)

Day	Session	Start Time <i>Length</i>	Title
1	-	8:00 0:30	Registration
	1	8:30 0:45	Introductions and Welcome <ul style="list-style-type: none"> • Welcome • Outline agenda and logistics • Introduce speakers and attendees
	2	9:15 0:45	Expectations for the Course <ul style="list-style-type: none"> • Video covering inspection process (0:05) • Groups discuss their common problems • Groups list what they want to learn from course
	BREAK	10:00	<i>15 MINUTE BREAK</i>
	3	10:15 0:45	Environmental Compliance: The Goal <ul style="list-style-type: none"> • Principles of compliance and enforcement • Compliance promotion tools • Relationships in enforcement process
	4	11:00 1:00	Role(s) of the Inspector <ul style="list-style-type: none"> • Different types of Inspections • Ethical considerations • Responsibilities
	LUNCH	12:00	<i>1 HOUR LUNCH (PREFERABLY ON-SITE)</i>
	5	1:00 1:45	Enforceability of Requirements <ul style="list-style-type: none"> • Translating requirement into verifiable item • Different types of requirements • Evaluating requirement and implementation • Group exercise
	BREAK	2:45	<i>15 MINUTE BREAK</i>
	6	3:00 1:00	Inspection Planning <ul style="list-style-type: none"> • Importance of planning and preparation • Defining scope and objectives of inspection • Elements of a good project plan
	QUESTIONS	4:00 0:30	Any relevant questions for further discussion
	ADJOURN	4:30	<i>ADJOURN FOR THE DAY</i>

Day	Session	Time Length	Title
2	7	8:30 1:30	Collecting Evidence <ul style="list-style-type: none"> • Verification and documentation • Different types of evidence • Evidence protection and control
	BREAK	10:00	<i>15 MINUTE BREAK</i>
	8	10:15 1:45	On-Site Activities <ul style="list-style-type: none"> • Interaction with the company • Access to site • Site walk-through and visual inspection • Discussion of different participant's experiences
	LUNCH	12:00	<i>1 HOUR LUNCH BREAK</i>
	9	1:00 1:30	Interviewing Techniques <ul style="list-style-type: none"> • Collecting oral information • Interpersonal communications • Non-verbal cues to the truth • Shark Processor's Role Play
	BREAK	2:30	<i>15 MINUTE BREAK</i>
	10	2:45 1:30	Sampling and Analysis <ul style="list-style-type: none"> • Planning for sampling • Representativeness • Ensuring quality of results
	QUESTIONS/ DISCUSSION	4:15 0:15	Any relevant questions for further discussion
	ADJOURN	4:30	<i>ADJOURN FOR THE DAY</i>

Day	Session	Time Length	Title	
3	11	8:30 0:30	Field Equipment • Demonstration/discussion of sampling equipment	
	12	9:00 1:15	Preventing Mistakes • Small group exercise to find errors in sampling • Cross examination of witness	
	BREAK	10:15	<i>15 MINUTE BREAK</i>	
	13	10:30 1:30	Documenting Inspections • Checklist vs. narrative format • Tips for writing inspection report • Report format and content • Evaluate reports from Shark Processor	
	LUNCH	12:00	<i>1 HOUR LUNCH BREAK</i>	
	14	1:00 1:15	Enforcement Process • Translating discovery of violation to resolution • Penalty calculation • Negotiation and settlement • Court process • Resolution strategies	
	15		2:15 0:45	Panel Discussion • Review of each listed item from Day 1 • Further discussion on implementing learning
			3:30	Evaluation and Graduation
	ADJOURN	4:00	END OF CLASS	

Example Facilitator Schedule

The topics in this course fall into three broad categories, enforcement and compliance policy and case development, general inspection conduct, and technical sampling and analysis. Ideally, each facilitator has expertise in each of these categories, but often emphasis is placed in one area or another. This sample facilitator schedule represents three people with expertise in one of the different areas.

Facilitator's names and expertise:

Enforcement Manager (EM)

Oversees inspectors and enforcement officers

Joe Inspector (JI) *Lead facilitator*

Inspects and provides support for enforcement cases

Lab Sampler (LS)

Samples and provides analytical support for enforcement

Day One	Session #	Facilitator	Recorder	On-Deck
	1	Joe Inspector	EM	LS
	2	Joe Inspector	LS	EM
	3	Enforcement Manager	LS	JI
	4	Joe Inspector	LS	EM
	5	Enforcement Manager	LS	JI
	6	Joe Inspector	EM	LS
	Day Two	Session #	Facilitator	Recorder
7	Lab Sampler	EM	JI	
8	Joe Inspector	JS	EM	
9	Enforcement Manager	JI	LS	
10	Lab Sampler	JI	EM	
Day Three	Session #	Facilitator	Recorder	On-Deck
11	Lab Sampler	EM	JI	
12	Lab Sampler	JI	EM	
13	Joe Inspector	LS	EM	
14	Enforcement Manager (or host)	JI	LS	
15	ALL	ALL	ALL	

Facilitator Schedule Template

Facilitator’s Names and Expertise:

Day One	Session #	Facilitator	Recorder	On-Deck
	1			
	2			
	3			
	4			
	5			
	6			
Day Two	Session #	Facilitator	Recorder	On-Deck
	7			
	8			
	9			
	10			
Day Three	Session #	Facilitator	Recorder	On-Deck
	11			
	12			
	13			
	14			
	15			