



ASEAN – German Technical Cooperation
Clean Air for Smaller Cities in the ASEAN Region

giz

TRAINFORCLEANAIR (T4CA)

1st REGIONAL COURSE INSTRUCTOR WORKSHOP

FINAL REPORT

**Organized by the ASEAN-German Technical Cooperation Project on
“Clean Air for Smaller Cities in the ASEAN Region”**

Bangkok, Thailand, 26-30 September 2011

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Instructor showing examples of meaningful pictures and body language, September 26, 2011



Final group pictures after certificate handover ceremony, September 30, 2011

EXECUTIVE SUMMARY

The 1st Regional Course Instructor Workshop (T4CA CIW) was the first activity aiming at bringing structured course delivery practices and standards to a group of professional from Asia in the framework of the *ASEAN-German Technical Cooperation project on "Clean Air for Smaller Cities in the ASEAN Region"*. The workshop was organized by the GIZ project staff, in the installations of the All Season Victory Monument Hotel in Bangkok.

The workshop took place on September 26-30, 2011, for five working days of an average duration of 6 hours/day. The installations were rated as excellent and fully conducive to learning. The workshop was delivered by a team of qualified training experts with experience in both course development and delivery using the TRAIN-X methodology.

The main purpose of the workshop was to introduce the standardized training development methodology "TRAIN-X" used to develop high-quality material-dependent training packages in many different fields to a group of professionals with expertise in the Clean Air field. 14 participants attended the workshop from all over Asia, with a strong Thai contingent. The participants came from a mix of background, including government officials, university lecturers, NGO staff and GIZ project staff, from India, Indonesia, Lao PDR, the Philippines and Thailand. The workshop came as a follow-up activity to the development of standardized training packages in the field of clean air for smaller cities initiated by the project in December 2009.

Although the participants came from a variety of background and could be considered as heterogeneous as compared to the optimal target population for this workshop, this actually was a real benefit when it comes to analysis of problems and target population in Air Quality Management.

At the organizers' request, the usual 10-day workshop was cut to 5 days, which had a bearing on the materials and the modules to be covered during the delivery. It was therefore decided with the organizers to divide the delivery in 3 parts, ie preparation of training (3 modules), delivery of training (2 modules) and post-delivery activities (2 modules)

The main feature of the workshop, and also the most appreciated, is the 2 presentations that all participants have to prepare and deliver in front of the group, with the added dimension of receiving immediate feedback on their performance. The feedback served to adapt the workshop contents and also to be able to make progress between the two presentations. The answers to both the individual module and overall workshop evaluation questionnaires indicate that most participants really enjoyed the workshop and learnt a lot of new techniques which they would use in their training and teaching activities for some, in the framework of the TrainForCleanAir initiative for others.

The instructors provided some useful recommendations for future delivery of this workshop, to be considered by GIZ.

ORGANIZATION AND FACILITIES

The course was organized locally by the *Clean Air for Smaller Cities in the ASEAN Region Project*, following the initial Course Developer Workshop organized jointly with AIT in December 2009.

The team of trainers received support from the Clean Air Project team members, in particular from Mrs. Chutima Kosaiyakanon and Mrs. Yuberk Napaporn. The workshop would have not been the success it was without their support, encouragement, and assistance.

The workshop took place in the facilities of the All Season Bangkok Hotel, in Bangkok closed to the project offices and public transport system. The workshop used one plenary room with a traditional U-shape layout and plenty of space for each participant. Break-out and group work sessions were organized in the same room, using available stationery, chairs, etc. Each group had access to a flip chart, and so had the instructors.

The room was perfectly fit for training as it contains:

- Main hall for U-shape layout, fitting 16 people easily
- Ceiling-fixed LCD projector
- A space contiguous to the main hall for coffee/tea breaks
- A secretariat space, for storing equipment, materials, supplies.

Coffee, tea and lunch breaks were also taken in the hotel facilities. Non-Thai participants chose to be accommodated in the hotel itself, reducing the delays and late arrivals/early departures from participants. All meals were arranged at the hotel's restaurant, thus reducing time for commuting as well as having the benefit of lunches taken together.

At the request of the organizers, most participants and instructors brought their own laptop computer and digital camera which made some parts of the delivery easier and reduced the amount of paper used during the workshop. All participants were given access to the electronic files of the workshop, except test and test answers.

A cocktail for 20 persons was organized on the evening of the second day of the workshop to facilitate networking and create bonding among trainees.

The choice of a workshop venue is always a difficult one as the organizers have to balance the need for quietness, group cohesion and facilities with the isolation and costs related to off-site venues. The All Season Hotel facilities prove to be very good for the purpose of the workshop, in spite of the commuting distance for the local participants.

The final workshop evaluation shows clearly the appreciation of the participants for the facilities. Please see annex IV for further details.

OPENING AND CLOSING CEREMONIES

The organizers felt necessary and important to organize a formal opening ceremony for the workshop on the first morning so as to show the commitments of the sponsor organizations towards the training objectives and give some encouragements to participants. Introductory speeches were delivered by:

- Mr. Roland Haas, Principal Advisor, GIZ, Thailand.
- Ms. Siwaporn Rangsiyanon, Environmental Officer, Automotive Air Pollution Section for Air Quality and Noise Management Bureau, Pollution Control Department, MONRE.
- Ms. Hathairatana Garivait from ERTC (Environmental Research and Training Center), MONRE.

The speakers highlighted the long-standing cooperation between GIZ and PCD, as well as the cooperation with most trainees in the field of clean air over the years and as most participants in the workshop attended previous training activities organized by the project in the past two years. They all wished good success to the workshop

The closing ceremony was held in the training room itself in presence of Mr. Roland Haas. After the closing remarks participants received their individual certificates, co-signed by Mr. Sven Callebaut, Captain Klaus Hutten (both as workshop trainers) and by Mr. Haas, representing GIZ.

PARTICIPANTS

Participants came from different professional backgrounds and organizations (see annex I for comprehensive list including contact details). Participants were selected using the workshop target population description, the potential contributors to course development among existing contributors and partners of the *Clean Air for Smaller Cities in the ASEAN Region Project* in Thailand, Indonesia, Lao PDR and the Philippines. In addition, four participants had participated in the initial course developer workshop (December 2009) and have worked with the project in developing *TrainForCleanAir* course materials. Three trainees were GIZ project staff.

It is to be highlighted that there were seven women (out of a total of 14 participants) attending the workshop, which is exceptional in ToT trainers' workshop.

Participants came from the following organizations/departments

| NAME | ORGANIZATION | COUNTRY |
|----------------------------|---------------------------------------------------------|----------|
| Dr. Kajohnsak Sopajareepom | CMU | Thailand |
| Dr. Jariya Sukhapan | Department of Industrial Works, Ministry of Industry | Thailand |
| Dr. Prapat Pongkiatkul | KMUTT | Thailand |
| Captain Suwat Chuanak | GIZ | Thailand |

| | | |
|-------------------------------|------------------------------------------------------------------|-------------|
| Ms. Napaporn Yuberk | GIZ | Thailand |
| Dr. Hathairatana Garivait | ERTC / MONRE | Thailand |
| Ms. Dudsadee Munpakdee | GIZ | Thailand |
| Mr. Rhesa Darajat Rakhman | Ministry of Environment | Indonesia |
| Mr. Puput | KPBB | Indonesia |
| Dr. Dollaris Riauaty Suhadi | Swiss Contact | Indonesia |
| Ms. Glynda Bathan | CAI-ASIA | Philippines |
| Dr. J.B. Manuel (Manni) Biona | De La Salle University | Philippines |
| Mr. Somchaivang Dethoudom | Department of Public Works and Transport, Vientiane Municipality | Lao PDR |
| Dr. H.K. Parwana | CAI-ASIA | India |

The participants were a mix of:

- Government officials active in pollution control and air quality management (4)
- University lecturers in the field of AQM (3)
- NGO representatives, active in the AQM and Clean Air fields (4)
- GIZ project staff (3)

Most participants were invited by the *Clean Air for Smaller Cities* Project, so as to ensure group coherence and homogeneity. There were some discrepancies in the level of command of written and verbal English among participants, but not to an extent threatening the course objectives. As two “live” presentations were to be made in English by each participant during the workshop, the organizers ensured that all participants had a fair command of English.

The potential of individual participant to get involved in future course delivery is analyzed further in the below chapter on “evaluation of course delivery potential”

SCHEDULE AND RESPONSIBILITIES

As per the organizers’ request, the usual 80-hour schedule of the Course Developer Workshop was re-arranged and reduced to fit into a 30-hour workshop spread over 5 working days, with some minor adjustments due to local customs and practices. In accordance with the latter, a tentative agenda was agreed upon several weeks before the workshop with some indication that this could be flexible, depending on participant’s response and assimilation of topics and general pace of the delivery. A final agenda was shared by email with the participants a few days before the workshop. The final agenda is attached in annex II.

The schedule was as follows:

- Mornings: from 8.30 to 12.00 with a 20-minute coffee break
- Lunch break: from 12.00 to 13.30
- Afternoons: from 13.30 to 17.00, with a 20-minute tea break

The opening ceremony was conducted on Monday morning and the closing ceremony on Friday afternoon.

In addition, participants were given a half-day on Thursday morning to prepare their 2nd individual live presentation using the training room and facilities, with very good access to Internet, stationary and flipchart

The time allocated to the workshop as indicated in the proposed agenda was not sufficient to cover all 8 modules the original workshop contains. The instructors and organizers did all their best to provide participants with extra time, translation and support materials to make them reach all workshop objectives. In addition to the delivery time and schedule, the instructor organized feedback sessions that were appreciated by most participants. All in all, it is more important in this workshop to allow each trainee to make two individual presentations so as to measure the progress made in acquiring new skills and knowledge and integrating those into course materials.

The following module were covered in full details, including introduction to the corresponding phase in the TRAIN-X methodology, practical work on the methodology and practical application on AQM:

- Module 0: Introduction to training
- Module 1: Preparing for the course and adult learning
- Module 2: Audio-visual equipment
- Module 3: Objectives and tests
- Module 4: Presenting materials
- Module 6: Feedback and evaluation

The following modules were covered fairly, but with no practical work on AQM:

- Module 7: Course Reporting

The following modules were not covered: Module 5: Group work

The group work focused on the following items:

| Module | Subject | Length |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------|
| Audio Visual Equipment | How to operate an LCD projector, creating a checklist How to take meaningful pictures, individual and group pictures | Day 1, 1 hour |
| Objectives and Tests | Recognize the components of a behavioral objective, write good training objectives | Day 3, 1h30 |
| Feedback and Evaluation | How to deal with difficult participants, feedback | Day 5, 45 min |

All group works were concluded with a presentation of results in plenary session, with one spokesperson nominated for each group. All groups provided written answers on electronic format to the instructor before presentations in plenary

Sven Callebaut was the lead instructor for this workshop, leading the delivery of modules 1, 2, 3 and 6, while Captain Klaus Hutten led the delivery of module 0. Module 4 was delivered jointly.

Individual Presentations

From the participant's perspective, the highlight of the instructor workshop is the two live presentations they must make in front of the rest of the groups. Participants were informed once they have been selected that each of them would have to go through this exercise of training, of receiving feedback from peers and of providing feedback to peers. While participants are usually quite apprehensive of this activity, they soon realize that the setup and atmosphere is such that they will feel comfortable, and that everyone will "undergo" the same exercise.

Presentation #1 (Day 2)

Instructions:

- 7-minute maximum
- Free audio-visual aids
- Free slide structure
- Free topic

| Name | Topic for presentation |
|------------------------------------|--------------------------------------------|
| Dr. Kajohnsak Sopajareepom | Draw the cartoon |
| Dr. Prapat Pongkiatkul | How to use Google Search |
| Dr. Hathairatana Garivait | How to cook coconut milk soup with chicken |
| Dr. Jariya Sukhapan | Survive meetings |
| Mr. Somchaivang Dethoudom | Enjoy Beer Lao with Lao people |
| Mr. Puput | Mountaineering tips for beginners |
| Dr. Dollaris (Waty) Riauaty Suhadi | Quit smoking |
| Mr. Rhesa Darajat Rakhman | Scuba-diving essentials |
| Dr. Parwana | How to wear a Sari |
| Ms. Glynda (25-28 Sept)* | How to prepare Tepanyaki ice-cream |
| Dr. J.B. Manuel (Manni) Biona | Effective tooth-brushing |
| Ms. Napaporn Yuberk | How to prepare Pad Thai |
| Mr. Suwat Chuanak | Essential Vitamin C presentation |
| Ms. Dudsadee Munpakdee | Learn basic Thai language |

Presentation #2 (Day 5)

Instructions:

- 15-minute maximum
- Must prepare and use PowerPoint slides
- Mandatory presentation structure
- Work-related topic (assigned by Clean Air Project)

| Name | Topic for presentation |
|------------------------------------|------------------------------------------------------------------------------------|
| Dr. Kajohnsak Sopajareepom | The tools and spreadsheet for calculating the emission loading from each sectors |
| Dr. Prapat Pongkiatkul | Emission inventory as a foundation of air quality management |
| Dr. Hathairatana Garivait | Quality Assurance /Quality Control in air quality monitoring |
| Dr. Jariya Sukhapan | Standards and Enforcement for Air Quality Management in Thailand |
| Mr. Somchaivang Dethoudom | Monitoring network design: siting, equipment selection and maintenance/operation |
| Mr. Puput | The Message: Identify the message that is to be conveyed |
| Dr. Dollaris (Waty) Riauaty Suhadi | Effects of air pollution on health and ecosystems |
| Mr. Rhesa Darajat Rakhman | Role of AQ monitoring in air quality management |
| Dr. Parwana | Communication Need Assessment for AQM |
| Ms.Glynda (25-28 Sept)* | Raising funds for NGO: case-study |
| Dr. J.B. Manuel (Manni) Biona | Data requirements and sources of information for elaboration of Emission Inventory |
| Ms. Napaporn Yuberk | Available measures for better air quality |
| Mr. Suwat Chuanak | Type of ship generated waste according MARPOL |
| Ms. Dudsadee Munpakdee | Air pollution emission sources: point, line (mobile), area |

Most participants improved between the 2 presentations: they were invited to take into consideration the feedback received during the first presentation to try to correct their mistakes and deficiencies. Most participants accepted the challenge and developed new presentations practice in between sessions and paid special attention to the quality of their audio-visual aids.

All individual presentations were recorded on video and could be used for future instructor workshop, as all participants gave their agreement.

EVALUATION

Participants were asked for their individual evaluation at the end of each module and again at the end of the workshop for the overall evaluation. Feedback was also received through other means, in particular *via the* results to individual assignments and partially through group exercise.

Summary of module and course evaluations are available for analysis in annexes III and IV.

Quantitative evaluation

It could be deduced from the group work results and individual assignments that the group did reach the global TRAIN-X standard of 80/80, i.e. 80% of the classroom reach 80/100 of the standard. Based on the instructors' notes, the evaluation forms and the feedback received during the delivery, it could be reasonably assessed that although not all participants could develop into efficient course instructors, using the TRAIN-X methodology for some, and to improve their presentation skills and outputs for others, all of them having truly benefitted from the workshop contents.

First, contrary to many deliveries of the same workshop in other countries of the region and other contexts, all participants had a good command of written and spoken English, which considerably eased the facilitation by the trainers.

Second, all participants have in some capacities already been associated with course development and/or course deliveries in the field of air quality management or pollution control. It made it easier for them to contribute substantive inputs during both group work and plenary discussion.

Third, the group size (14 participants for 4 days, 12 for 1 day) and group composition (mix of officials, lecturers, NGO representatives and project staff) made the workshop more interesting and fruitful. It also helped creating the foundations of a network of course instructors in the framework of the TRAIN FOR CLEAN AIR initiative.

Qualitative evaluation:

Individual module and final questionnaires showed several interesting results:

- Almost all participants were very enthusiastic about the workshop (100% judged the workshop as good or excellent) because of the relevance to their jobs, the practical aspects and the new knowledge and skills they will be able to apply in training delivery.
- Only one participant felt the workshop was too short, and one felt it was too long, while 12 considered the duration was just fine. Some participants did however commented that the agenda was quite packed with activities, leaving little time for extra-curricular activities

- No participants considered that some important aspects of course development were not covered during the workshop.
- Among the preferred outputs of the workshop, the participants enjoyed:
 - o *75% learn new topics*
 - o *81% think it was practical enough for them to use in their jobs*
 - o *81% appreciated the opportunity to broaden their network*
- The trainer's capacities were judged excellent in terms of methodology (83%), good and excellent in terms of knowledge (91%) and clarity (83%).
- When asked about how they will apply the new knowledge and skills acquired during the workshop after, most participants answered the following:
 - o *For improving my training presentations and training colleagues back in office (3)*
 - o *I can now set good training objectives for my courses (2)*
 - o *Will use it to improve my presentation (speaking in public forum) (2)*
- 75% of participants indicated they would like to become course instructors/facilitators in the future, in the framework of the *Clean Air for Smaller Cities in the ASEAN Region Project*.
- Among the key recommendations to improve this workshop delivery, the following –all provided by participants- suggestions were made:
 - o *The selection of participants should be improved*
 - o *More advertisement for the workshop should be done*
 - o *Please provide scorecards.*
 - o *The workshop should be organized at national level*
 - o *Add video clip of examples of good and bad presentations*
 - o *More feedback on exercise and case studies are needed, especially on the chapter on objectives*
 - o *Update/revise module contents, insist on feedback from peer trainees*
 - o *Good group size*
 - o *Reduce pressure on participants*

Feedback on individual module deliveries

Module 0: Introduction to the workshop

This module is very important because it sets the scene for the rest of the workshop. This module started with the mandatory presentation of the course programme, the workshop facilities, as well as introduction of organizers (from GIZ and AIT), participants and trainer. This introductory session allowed the participants to get to know each other and the trainer to make a pre-assessment of the command of spoken English by participants, of their expectations and potential leaders and difficult participants. It also allowed participants to become familiar with the assessment methods proper to the TRAIN-X methodology, behavioral objectives, i.e. individual tests and group exercise. Trainers also provided information on the expected outcomes of the workshop, structure of the workshop (8 modules) and on the importance of the two individual presentations by participants during the workshop. Last but not least, participants and trainer agreed on a number of ground rules to be followed so that everyone could enjoy the workshop (working hours, use of phone and computers, lunch breaks, etc.). The courses currently being developed by in the framework of the TrainForCleanAir initiative were also introduced, taking advantage of the fact that four course developers were among the workshop participants.

Individual Opinion Questionnaire for this module gave the following results:

| | |
|------------------------------|----------------------------------------------------------------------|
| Most appreciated features: | Training wheel and TCI (5) |
| Least appreciated features: | Details on individual presentations during workshop are confused (3) |
| Suggestions for improvement: | This module duration could be shortened, by one hour |

Module 1: Preparing for delivery and adult learning

This module introduces the fundamental changes between the instructor-centered, expert-dependent training and the material-based approach favored by the TRAIN-X methodology. This module allows common trainers, lecturers and university professors to better understand how the TRAIN-X approach focuses more on learner's needs than on trainer's knowledge, using validated materials and a number of checklists to run courses smoothly and reliably. Subsequently, the variations between passive students and active adult listeners are introduced, using the 7 golden rules of adult learning. Judging by the feedback received at the end of the module, this was considered as useful module but not core to reaching the overall objectives. This module did not include any tests or group exercise.

Individual Opinion Questionnaire for this module gave the following results:

| | |
|------------------------------|-------------------------------------|
| Most appreciated features: | Definition and use of job-aid (4) |
| Least appreciated features: | Time too short for so much material |
| Suggestions for improvement: | More exercises (3) |

Module 2: Audio-visual aids

This module is designed as an interactive one, allowing each participant to get their hands on training equipment and to demonstrate their command and understanding of training room layout, audio-visual equipment and cameras.

Most participants are familiar with the equipment presented, however they seldom know how to operate them, expecting someone will set the equipment and fix it for them in case of failure.

This module includes two main parts:

- Choosing a room layout, on the basis of type of training (group or individual), number of participants, and desired level of interaction among trainees.
- Operating LCD projector and using digital camera to take meaningful pictures during training deliveries

Participants worked in groups, first to develop a checklist on how to operate the LCD projector, 2nd to take individual and group pictures, with a message. Both group exercise were conducted within the time allocated and participants enjoyed very much to be able to practice in turn.

Individual Opinion Questionnaire for this module gave the following results:

| | |
|------------------------------|---------------------------------------|
| Most appreciated features: | Group exercise on LCD + checklist (2) |
| Least appreciated features: | Bit short time for exercise |
| Suggestions for improvement: | Give participants the best examples |

Module 3: Training objectives and tests

As often in the instructor workshop, this module was the most difficult to follow and absorb for most participants. However, the quality of the group made it easier than planned. Although the concept of performance/condition/standard (PCS) was well understood, participants had difficulty making distinction between conditions and standard. This notion, at the root of the methodology, is an essential one for course developers mainly. However all TRAIN-X instructors must realize that the training they are delivering is objective-based, and that the objectives are trainees-related, not instructor-focused. That is for this reason mainly that the instructors decided to spend more time than initially foreseen on this particular module.

Considering the time allocated to this module, it can be safely admitted that participants did a good job at mastering the new knowledge. This is definitely a core module of the instructor workshop and how participants perform on this module is a good indication of their overall understanding and grasp of the methodology.

Participants had the opportunity to practice designing objectives in two separate occasions: by writing behavioral objectives, using the PCS approach, for their first individual presentation. Then, using a list of objectives provided by the instructors,

they were asked to differentiate good and bad training objectives and to justify their answers.

The second part of this module deals with the notion of tests, the type of tests used in the methodology and how to build test items, given behavioral objectives and diverse target audiences. The instructor workshop does not require that trainees become proficient in designing tests. However time was spent on the needed quality of tests, ie reliability, validity, fairness, balance and efficiency.

Individual Opinion Questionnaire for this module gave the following results:

| | |
|------------------------------|----------------------------------------------|
| Most appreciated features: | Components of a training objective – PCS (5) |
| Least appreciated features: | Types of tests (2) |
| Suggestions for improvement: | More exercises and tests (2) |

Module 4: Presenting materials

This interactive module is the preferred module of participants in all deliveries of the instructor workshop. This workshop was no exception. This module starts on the 2nd day of the workshop, when participants are asked to deliver a 7-minute presentation on a free subject. Then instructors are able to gauge what progress need to be made by all participants as a group and individually for each one. This will constitute the basis for the delivery of this module. The key features of effective presentation are the following:

- Classroom layout
- Use of audio-visual equipment
- Presentation structure
- Time management
- Speech, tone, accent
- Body language, breathing
- Eye contact
- Feedback

These features are studied during Day 3, so that participants have time absorbing them and taking them into consideration for preparing their 2nd individual presentation on Day 4 or 5. The 2nd presentation is a very good indicator of the progress made towards the workshop final objectives.

Once all participants have presented for a 2nd time, a final introspection session is organized with all participants, to reflect on what they have done, learnt, and consider possible improvement for their future deliveries. This session was a very good introduction to the next module on feedback and evaluation.

Individual Opinion Questionnaire for this module gave the following results:

| | |
|------------------------------|------------------------------------------------|
| Most appreciated features: | Structure of presentations (3) |
| Least appreciated features: | None |
| Suggestions for improvement: | Show good and bad practices from video records |

Module 6: Feedback and Evaluation

This module introduces relatively new concepts for most participants. As participants are usually more prone to give lecture or conference, often in an academic context, there have had little prior exposure to feedback and evaluation. The differences are usually not known, and it is only through some examples extracted from the instructor workshop, that they realized how evaluation and feedback function.

The module includes a group-work on handling difficult participants inside and outside the classroom. This exercise is always interesting to observe as it is very much culture-sensitive. In Asia, in general, participants prefer soft feedback approaches, not provided it during classroom and looking for long-term approaches rather than short term fixes.

Individual Opinion Questionnaire for this module gave the following results:

| | |
|------------------------------|---------------------------------------------|
| Most appreciated features: | Group exercise (4) |
| Least appreciated features: | Differences between feedback and evaluation |
| Suggestions for improvement: | More exercise |

Other module (“nice-to-know”)

Module 7 about reporting on the course was only introduced rapidly to the participants. The module introduces the different chapters to appear in course delivery reports. Besides the usual background information on logistics, participants, activities, etc, the module insists on providing useful information for the training centre that organized the course delivery as well as for the course developers to that the materials can be improved and to the other instructors for specific issues or difficulties in the use of the material. No group exercise or individual test was performed as part of this module.

Evaluation of course delivery potential among the participants

Judging from the skills, knowledge and attitude demonstrated during the 5-day workshop, taken into consideration the constraints described above on the impossibility to cover all modules in details, it can be reasonably assessed that most participants have demonstrated good acquisition of the basic principles of the TRAIN-X course delivery methodology and should be considered for becoming part of the team of course instructors in the framework of the TrainForCleanAir initiative, in the framework of the project on *Clean Air for Smaller Cities in the ASEAN Region*.

This is in particular valid for the four existing TrainForCleanAir course developers; the professors involved in future course deliveries and the NGO staff who attended the workshop.

GIZ project staff has improved their presentation skills and slide structure. The new knowledge and skills will prove handy when they are invited to present their respective projects in public workshops and conferences.

TRAINING MATERIALS

The quality of the training and teaching materials is paramount to the effective learning by participants. It is all the more relevant for a workshop which main objective is to train future course developers on the development of quality, learner-centered and material-dependent training materials. Several meetings and exchanged took place prior to the meeting between the GIZ project team, the training consultant and the existing course developers to make sure the workshop would benefit from the highest quality. It was also decided that in the context of applying good practices to one's behavior, the amount of printing would be reduced to a minimum.

Each participant received a binder containing:

- All PowerPoint slides handouts for each module (printed on 3 slides/page mode), in English.
- The Participants Manual for all modules
- The workshop agenda
- All participants and organizer's details
- All module opinion questionnaire forms
- The individual presentation feedback grid
- Extra reading materials

This feature was completely new in the framework of the CIW delivery for GIZ but was genuinely appreciated by all participants.

The following items need to be taken into consideration for future deliveries of the workshop

- Fourteen participants attending a 5-day delivery is the maximum acceptable, in particular when the workshop is delivered by only one trainer (not the case for this workshop)
- Individual presentations must be timed and advanced information must be provided to the participants so that they can prepare themselves. A check-list could be developed for that purpose.
- The group dynamics for this workshop is very important. The trainer must be ready for energizers, ice-breakers and regular discussion and feedback. The group must feel motivated by peers. This is particularly true to make each participant accept the feedback received from peers after their individual presentations.
- The selection of participants is very important: participants should include a mix of lecturers, NGO staff and government officials, with different background.

However good were the preparations, the instructors made some changes to the materials after the delivery to reflect the participants' comments and recommendations. It is very important that the slides and manual contents are consistent.

The new 5-day version of this instructor workshop could now be used by other GIZ projects, provided the workshop purposes are clearly explained prior to the delivery so as to avoid raising too high expectations.

CONCLUSIONS

The first delivery of the TRAIN-X Course Instructor Workshop in the framework of the Clean Air for Smaller Cities in the ASEAN Region Project can be considered a success. A good selection of participants genuinely willing to learn and share with others, a carefully laid out training development system in the field of clean air and ideal delivery conditions contributed to making the delivery a success.

It is the opinion of the instructors that most participants can be called upon to contribute to the delivery of a modular training programme on Air Quality Management for smaller cities in Asia. Other participants could use the newly acquired skills and knowledge in the delivery of training, lecturing or speaking at conference and other related events. This in particular applies to GIZ project staff

The trainers spent some time upgrading the training materials to make it fit for a 5-day delivery. However, it was rather ambitious to plan to cover all modules of the workshop over such a short period of time. It was therefore decided to focus on the “need-to-know modules” and provide room for a lot of practice rather than spend the entire duration introducing concepts that few would eventually master without proper course development guidance. This option proved to be good as most participants, aware of the time constraints, did benefit and appreciate the workshop contents and activities.

The project needs to carefully plan the next steps as far as training is concerned. The workshop did raise many expectations among the participants: expectations to be associated to course deliveries in the future, expectations to participate in a regional training system, and expectations to receive high quality, learner-centered training on AQM in the near future. The selection of reliable and well-known training centres will be paramount to the success of this endeavor.

Last but not least, the trainers would like to take advantage of this opportunity to thank all the persons who made this workshop delivery a reality, in particular:

- the participants themselves,
- the resources persons in GIZ
- the organizations that released their staff for one full week outside office.
- The *Clean Air for Smaller Cities in the ASEAN Region* project staff
- The GIZ, and MONRE officials who came to the opening ceremony of the workshop.

Without their valuable inputs, suggestions and feedback, this workshop could not have been the success it eventually was.

In Bangkok, October 4, 2011

LIST OF ANNEXES

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