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Global Environment  
Facility

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**Report on the  
BCH Training of Trainers Course for  
IT and CPB Regional Advisors**

**Conducted at the Nai Lert Park Hotel  
Bangkok, Thailand  
May 15 to May 27, 2006**

Prepared by  
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## ***Acronyms and Commonly Used Terms***

### **Acronyms**

AIA	Advanced Informed Agreement
ANUBIS	
BCH	Bio-safety Clearing-House
BWI	Bretton Woods Institutions
CAP	Consolidated Appeals Process
CBD	Convention on Biodiversity
CCA	Comprehensive Country Assessment
CITES	Convention on International Trade in Endangered Species
CNA	Competent National Authority
COP	Conference of the Parties
CPB	Cartagena Protocol on Biosafety
DDA	Department of Disarmament Affairs
DGO	Development Group Office
DESA	Department of Economic and Social Affairs
DPA	Department of Political Affairs
DPI	Department of Public Information
DPKO	Department of Peace Keeping Operations
ECHA	Executive Committee for Humanitarian Affairs
ECPS	Executive Committee for Peace and Security
EIT	Economies in Transition
ERC	Emergency Relief Coordinator
ECESA	Executive Committee for Economic and Social Affairs
EOSG	Executive Office of the Secretary General
ESCAP	Economic and Social Council for Asia and the Pacific
FAO	Food and Agriculture Organization
FFP	Food, Feed & Processing
GA	General Assembly
GEF	Global Environment Facility
GMO	Genetically Modified Organism
Habitat	United Nations Center for Human Settlements
IASC	Interagency Standing Committee
ICRC	International Committee of the Red Cross
ILO	International Labor Organization
INSTRAW	Int'l Research and Training Institute for the Advancement of Women
IOM	International Organization for Migration
ITU	International Telecommunications Union
LMO	Living Modified Organism
MOP	Meeting of the Parties
MOODLE	
MoU	Memorandum of Understanding
NBF	National Bio-safety Framework
NBSAP	National Bio-safety Strategy and Action Plan
NGO	Non-Government Organization
OAU	Organization for African Unity
OCHA	Office for the Coordination of Humanitarian Affairs
OECD	Organization for Economic Cooperation and Development
POP	Persistent Organic Pollutant
SCBD	Secretariat of the Convention on Bio Diversity
SRSG	Special Representative of the Secretary General
TOT	Training of Trainers
UNAIDS	UNAIDS
UNCC	United Nations Compensation Commission
UNCCD	United Nations Commission for Combating Desertification
UNCHCR	United Nations High Commission for Human Rights
UNCHS	United Nations Center for Human Settlements (Habitat)
UNCT	United Nations Country Team

UNCTAD	United Nations Center for Trade and Development
UNDAF	United Nations Development Assistance Framework
UNDCP	United Nations Drug Control Programme
UNDG	United Nations Development Group
UNDP	United Nations Development Programme
UNEP	United Nations Environmental Programme
UNFCC	United Nations Framework for Climate Change
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Fund for Women
UNITAR	United Nations Institute for Training and Research
UNRC	United Nations Resident Coordinator
UNRISD	United Nations Research Institute for Social Development
UNRWA	United Nations Relief Works Agency
UNSC	United Nations Staff College
UNSECOORD	United Nations Security Coordinator
UNU	United Nations University
UNV	United Nations Volunteers
WB	World Bank
WFP	World Food Programme
WHO	World Health Organization

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## ***Introduction***

This report presents a narrative summary of the proceedings of the BCH Training of Trainers (ToT). The report describes each session of the training course. The primary intent of the report is to provide a record of the workshop that can be used as a reference by the participants and trainers.

Where training materials are introduced, they are identified in the text as Workshop Materials with a number indicating the day and the sequence in which they were introduced. Similarly, when outputs are produced by the participants they are noted in the text as Workshop Outputs with a number indicating the day and the sequence in which they were produced. The report contains three annexes, which contain a List of Participants (A), A list of Workshop Materials (B), and A List of Workshop Outputs (C). It should be noted that the workshop was conducted in two parts. The first week was exclusively for new advisors. In the second, 20 advisors, who had been trained in the first workshop last year, joined the new advisors.

It should be noted as well that all materials and outputs are found in electronic folders. Hence Annex A is a folder containing the materials and Annex B a folder containing electronic copies of the outputs produced during the workshop.

## ***Preparation***

A meeting was held in Geneva in November to discuss the workshop. Over the next two months a draft schedule was developed and distributed. Comments were received, revisions were made and a tentative final schedule agreed. On May 10<sup>th</sup> a conference call was organized among all of the BCH team members, who would attend the training and the lead facilitator. A final preparatory meeting was held on Sunday, May 14<sup>th</sup> in Bangkok. Minor adjustments were made in the schedule for the first week.

## ***Acknowledgements***

The ToT training team wishes to acknowledge the professional assistance and support provided by a number of people.

First, our appreciation and sincere thanks to all of the Resource Persons who provided substantive inputs to the course. These include: Chris Briggs, Morven

McLean, Albert Spielmann, Philippe Leblond, Marcus Ballinger, Kirsty Galloway McLean, and the two Regional Coordinators, Leonard O'Garro and Charles Gbedemah who provided valuable insights throughout their stay with us. A special thanks also to two Regional Advisors, Rohit Khanna and Ileana Catalina Lopez for using their experience over the last year as Regional Advisors and training the newly selected Regional Advisors.

The technical support team who set up and maintained the computers, the file server, printer and photo copying machine provided effective service.

Our sincere thanks and appreciation are as well directed to the staff and management of the Raffles Nai Lert Park Hotel, who provided a range of high quality services throughout the workshop.

Last but by far not least, we want to thank the new Regional Advisors, who joined the course in the first week and displayed a high level of professionalism, commitment, interest and enthusiasm throughout the two weeks. The Regional Advisors who joined us for the second week were equally professional and enthusiastic. We want to thank them for sharing their experience and helping the new advisors to feel welcome. .

### ***How to Use this Report***

The narrative text is supported by three annexes, which are all electronic. Annex A is a list of all the participants and resource persons who attended the workshop. Annex B is a folder that contains all the materials presented and/or used during the workshop. These are identified by a simple code. D01, for example, is Day One. S01 indicates session number 1. This is followed by one of three possible identifiers – “M” represents material and could be: 1) powerpoint slides or, 2) a document that is distributed to participants. The identified “IM” appears twice and stands for Interactive Module. Annex C contains all of the outputs produced by participants during the workshop. These have a similar initial code (D01; S02 – Day one session 2 – and O followed by a number, such that O1 indicates Output #1. Photos are sometimes taken of the outputs produced and these are indicated by the letters IMG followed by \_a number. JPG, which indicates a J Peg file. So, a session on day two that produced an output of which a picture was taken would be identified in the text as (D04S02 IMG\_2574.JPG). Finally, some sessions were done with a live link to a website. These are identified as WL e.g. as session with an identifier as

follows (D10S03 –WL) indicates that on Day Ten in Session Three, a Web Link was used during the session.

# Narrative Summary of Workshop Proceedings

**Day One – Monday, May 15, 2006**

## Opening Session

The workshop was opened by Chris, the Director of the BCH Project. He welcomed the participants to the Training of Trainers Workshop and stressed, “we are all here to learn”. He noted that we came from a range of backgrounds with a diversity of experience and it was important that we understood that we were there to share our experiences.

Denny introduced *the card and chart technique* that would be used throughout the workshop to capture ideas as they were shared. He noted that the cards provided flexibility that flip charts do not in the sense that cards can be moved around and placed in different categories as needed. The guidelines for using the cards were introduced as follows:

- Write in large letters using a marker
- Write one idea on a card
- Summarize the idea
- Grammar and spelling are not important – communicate the idea
- Stick to the color scheme

The participants were invited to complete five cards, each of a different color.

- Grey card – Name and organization (or if you are a consultant) and the number of years of experience with IT or Bio-safety.
- Yellow card – One expectation you have of this workshop e.g. what you expect to gain from the next two weeks.
- Blue card – one concern you have about serving as a Regional Advisor
- Brown card – one characteristic of an effective facilitator
- Orange card -- one training skill you would like to work on during this workshop.

Participants introduced themselves and shared the information they had written on the cards as well as what country they were from. The cards were posted on a chart and documented as ([D01SO1 O](#)) [Note: All workshop outputs are found in Annex C of this report].

Several announcements were made, including;

- 1) The location of rest rooms.
- 2) It was noted that Yenny would have the responsibility of documenting all of the outputs. Fred would keep track of all the materials presented. In so far as it is possible, it was also agreed to avoid producing paper copies of materials. It was noted that the previous year a lot of documents were prepared and distributed and then left behind by the participants at the end of the training. This year all of the materials and outputs were captured on a CD and given to the participants at the end of the training.
- 3) It was explained that DSA would be paid on Tuesday afternoon or Wednesday morning and that copies would be made of passports and air tickets to facilitate this process. Logistical or travel arrangements would be handled by Anil.
- 4) Informal attire was encouraged.

Denny facilitated a brief session in which a list of ground rules for the workshop was developed. These included:

- Mobile phones on vibrate
- No stationary seating – we should mix ourselves up so we get to know each other
- We are all equal – we should be ourselves
- In plenary sessions—one person should speak at a time
- The only stupid question is the one that is not asked – if you have a question, please ask it
- No smoking in the training room

Next Jyoti presented a brief overview of the BCH and an introduction to the TOT, which included the criteria that was used to select the participants for the workshop and the objectives of the workshop. A copy of her presentation is available as ([DO1S01 M1](#)) Workshop Materials # 1. [Note: Workshop Materials, e.g. any materials used as part of the training course subject matter are listed in Annex B].

The opening session continued after the coffee break with a presentation by Jyoti. She began by explaining that one of the expectations; “in depth understanding of bio-diversity” would not be addressed in detail in this workshop. She presented the schedule for the first week of the workshop ([D01S01 M2](#)). It was also noted that this workshop would de-emphasize the

use and distribution of paper. All materials and outputs would be included on a CD Rom that would be provided to each participant after the training.

It was announced that there would be a cocktail at the Syn Bar in the mail lobby at 19:00hrs. Denny also explained that the accommodation package included breakfast and lunch and each participant would be responsible for their own dinner hence the purpose for the DSA provided to all.

### **Presentation Skills Summary**

Denny facilitated a session on presentation skills, which began with a review of the main elements of an effective presentation (content, audience, venue, delivery, visual aids and choreography). Each of these elements was then discussed in detail and a copy was shared with the participants ([D01S02 M1](#)). A Presentation Skills Checklist was also distributed ([D01S02 M2](#))

At the conclusion of the session, participants were assigned to prepare a 3 to 5 minute presentation on some topic related to bio-safety or IT. These presentations would be made the following morning. The assignment also required that they use some form of non-electronic visual aid.

### **UN, UNEP, GEF and CBD**

Chris began this session by asking when the UN was formed and noted that it was the third effort to form a community of nations to deal with global issues. He added that the UN had seen a lot of failures, but that it was important to learn from our mistakes. “Through this effort we are engaged in, we will make a small, but potentially important contribution to the global community. “

Using a power point presentation ([D01S03 M](#)) he indicated that UNEP is in response to the recognition that the environment is both a local and a global concern. He explained the circumstances surrounding the use of DDT, it being banned and yet being perhaps the one most effective anti-mosquito chemical. When it was introduced, it proved effective, but it was used without any thought of the spin off consequences. He continued by referring to the global conference on the environment and to the subsequent development of the Convention on Bio Diversity. It had several provisions and the most difficult had been the issue of access to the benefits derived from the exploitation of natural resources. The convention established a secretariat, which is an organization that services the convention and is guided by the parties, e.g. those nations that

are signatories to the convention. He explained that there are 188 countries and 132 parties to the convention and outlined the establishment of GEF and noted that there are three organizations that implement GEF supported activities –UNEP, The World Bank and UNDP.

The presentation introduced a number of interesting concepts and stimulated a lively discussion.

### **The Cartagena Protocol on Bio-safety.**

In the final session of the day, Charles used power point slides ([D01S04 M](#)) to introduce participants to the topic of Biotechnology, Bio-safety, and the Cartagena Protocol on Bio-safety. For many participants, it was the first in-depth exposure to the topic and was very interesting. Charles explained the development of biotechnology and linked it to bio-safety and emphasized the importance of precautionary measures.

### **Workshop Navigation Meeting**

Denny explained the workshop navigation process and invited the participants at each of the three tables meet, select a rapporteur to take notes, and to discuss the events of the first training day. Comments on any aspect of the training were encouraged, including the venue, the facilitation, the content of the sessions, etc. He noted that feedback should include what has gone well, what can be improved and any suggestions the participants had about the workshop. After 20 minutes, the representatives of each group met with the training team and shared their feedback ([D01S05 O](#)).

## ***Day Two – Tuesday, May 16, 206***

### **Opening**

The morning session began with a report on the workshop navigation meeting the night before. It was agreed that the outputs of the navigation meeting would be presented by one of the participants.

Denny also presented a brief introduction to some of the sites participants may want to visit in Bangkok as well as places where they might go shopping. He offered to organize a trip to a traditional Thai massage on the afternoon off on Wednesday. Several people were interested.

## **Bio-safety Acronyms**

Denny and Cathy conducted an exercise to raise awareness of some of the terminology and acronyms that had been introduced in the sessions on day one. Post-it notes with the terms that had been introduced and others with the acronyms were dispersed in the garden outside the hotel. Two teams of participants were formed and each team went into the garden to try and find the acronyms and matching terms. They returned to the meeting room and posted these on a chart. At the conclusion of the session, Maclaud reviewed the entire list, which was documented as ([D02S01 O](#)).

## **Presentation Skills Session**

Prior to the start of the individual presentations, Denny presented a brief introduction to interpersonal feedback in which the STARCODE acronym, which identifies the main elements of effective feedback was reviewed. A copy of the summary of the feedback elements ([D02SO2 M](#)) is included among the workshop materials. He noted that the presentations must be t at least three minutes but not more than five minutes. He displayed three cards, one with the number three on it, another with four and a final one with the word stop. The three would be displayed after three minutes have passed, and the four, indicating that a minute remained. If presenters saw the four, they needed to begin thinking about how to bring the presentation to a conclusion. If the presentation gets to a full five minutes, the “stop” card will displayed and the presenter must stop.

The participants along with two members of the training staff were divided into three groups. Each group met in a different venue and the presentations were delivered.

At the conclusion of the session, Denny asked for general feedback on the presentations and the conclusion was that most of the presentations were very good.

## **Bio-safety and the Environment**

Leonard presented a session on Bio-Safety and the Environment ([D02S03 & 04 M](#)). He built upon the earlier presentations by Chris and Charles and explained bio-safety, the background of biotechnology, modern biotechnology and biodiversity. He indicated that the evolution of biotechnology has progressed through three “waves”. The first was the use of microorganisms to produce, through fermentation of products such as wine and cheese. The second wave was the use of biotechnology to produce antibiotics and the third and most recent is genetic engineering. He explained what were transgenic manipulation, LMOs and GMOs. The presentation was done in two parts and was greatly appreciated by the participants. Photos were taken of two flip charts produced during the session ([D02S03 O1– IMG 2573.JPG](#) and [O2 IMG 2574.JPG](#))

## **The Cartagena Protocol on Bio-safety**

Cathy presented this session and began by passing around a copy of the document ([D02S05 M1](#)) and then asking different participants to introduce the topic of several articles. It was a good way for participants to begin to become familiar with the contents of the document. She presented a set of slides ([D02S05 M2](#)) to illustrate some key points of the protocol, especially as it links to the work of BCH Regional Advisors. The participants then went to their computers and worked on Interactive Module 1 (D02S05 IM1: Web Link <http://www.unep.ch/biosafety/BCH/training/InteractiveModules.zip> [25MB]). Photos were taken, charts presented during the session and these are found in the following files – [D02S05 01 IMG 2575.JPG](#), [D02S05 01 IMG 2577.JPG](#), [D02S05 01 IMG 2578.JPG](#), and [D02S05 01 IMG 2579.JPG](#))

## **The Bio-safety Clearing House**

The final session of the day was conducted by Ernesto and Rohit. This session began with an introduction on how to use power point slides ([D02S06 M](#)) and then participants again used the computers to complete Interactive Module 2 (D02S06 IM2: Web Link <http://www.unep.ch/biosafety/BCH/training/InteractiveModules.zip> [25MB]) on the “Obligations of the Cartagena Protocol relating to the BCH.

Participants found both of these modules very useful. There were some suggestions about how the modules could be updated. An agreement was

reached in the subsequent navigation meeting to form two groups of RAs to revise and update the modules.

### **RA Assessment Process and Workshop Navigation Meeting**

Denny and Jyoti introduced the assessment form that contains the criteria to be used to assess potential RAs. One form ([D02S07 M1](#)) was for the CPB advisors and another ([D02S07 M2](#)) contained the criteria for the IT advisors. These were reviewed in the session. Denny also pointed out that there would be at least one other peer assessment process during this week.

Focus groups met, shared their feedback and one representative joined the training team to share the feedback. The minutes were documented as ([D02S07 O](#)).

## ***Day Three – Wednesday, May 17, 2006***

### **Opening**

Fernando opened the morning with a review of the feedback from the navigation meeting the evening before.

### **Finding Information Using the BCH**

Ernesto and Rohit began this session with a power point introduction ([D03S02 M1](#)) and intended that the participants work through two case studies. However, the central portal of the BCH was down and the session could not be concluded. The session was shifted to the following day.

### **Facilitation Skills**

The workshop schedule was changed due to the temporary inaccessibility to the central portal and Denny conducted a session on facilitation skills. During the opening session on day one, several participants had mentioned that they would like to work on skills related to getting consensus in a group discussion. Therefore to pursue this interest, participants were divided into three groups, and each group was invited to discuss and agree on a definition of consensus and then to make a list of at least five actions a facilitator could take to move a

group towards consensus. The groups each presented their definitions and then an initial composite list of suggested actions were developed. Denny demonstrated how to use the card and chart technique to capture, clarify and post ideas generated by a group. Denny also reviewed and facilitated a discussion on each of the actions generated by the three groups ([D03S03 M1](#)).

During the discussion, Denny noted that some of the definitions developed by the groups included reference to reaching a compromise. He introduced three diagrams to illustrate compromise, consensus and voting. He explained that the diagrams ([D03S03 M2](#)) were developed by Edward De Bono and could be found in a book entitled An Atlas of Management Thinking.

He made the point that, while consensus may take more time to achieve, it is better than a compromise, because in a compromise no body gets what they want. Each side gives up something in order to reach an agreement.

Sometimes, compromise is the only way to move forward, but voting is worse, because in a vote somebody loses. The losers may not support the decision and, in the worst case, may sabotage the efforts of the winning side. Voting is okay for minor decisions like deciding where to eat or what time to start and end a training day, but for policy decisions, it could be very negative.

Wednesday afternoon was free and so it was decided not to hold a navigation meeting.

## **Day Four – Thursday, May 18, 2006**

### **Opening**

Denny welcomed the participants to day four and reviewed the schedule for the day. It was noted that since the central portal was now accessible, the sessions would pick up from where they had left off the day before.

### **Finding Information Using the BCH**

Participants went directly to their computers. Ernesto and Rohit facilitated this session using Case Studies 1 and 2 ([D04S02 M1](#) and [D04S02 M2](#)), which had been developed for this training course. The sessions went well. A brief feedback session on the two case studies was conducted at the end of the session and the participants felt the two cases were very helpful.

## **Using the Central Portal**

Fred, Prakash, Rohit and Ernesto facilitated the two main sessions of the day to introduce participants to the use of the central portal with the help of a Power Point presentation ([D04S03 M1](#)) and four case studies ([D04S03 M2](#)). Participants had to play different roles related to input and retrieving information. The feedback showed that the exercises were seen as very useful, but that they should be updated before they are used in national level training courses.

## **BCH Admin and Finance**

Following the coffee break, Ingo and Lydia presented a session in which administrative issues related to the Bio-Safety Regional Advisors were presented and discussed ([D04S04 M1](#)). They also gave a power point presentation to introduce information related to RA mission assignments ([D04S04 M1](#)). The topics covered in this session included: contractual arrangements, travel, reporting responsibilities, fees, and more.

## **The Operational Handbook and MOUs**

Ingo and Lydia presented an overview of the ([D04S05 M1](#) and [D04S05 M2](#)) Bio-safety Project Operational Handbook. The steps in the Bio-safety Project Cycle and the outcomes of each step were presented and discussed. Each participant had a copy of the handbook and reference was made throughout the presentation to the 10 forms that are found in the manual and which must be completed by the participating countries as they proceed through the process of moving toward compliance with the Cartagena Protocol. Questions and comments were encouraged throughout the session.

A document on the MOU was distributed ([D04S05 M3](#) and [D04S05 M4](#)) – Sample MOU and brief reference was made to it during the session. Countries that need assistance from the Bio-safety Project must sign the MOU and it was noted that this topic would be covered in more detail by Lydia in a session the following day.

## **Workshop Navigation Meeting**

Group representatives and the training met for a navigation meeting ([D04S06 O1](#)).

## Day Five – Friday, May 19, 2006

### Opening

Maclaud presented the outcome of the navigation meeting the evening before.

During the discussion among the training team after the navigation meeting the evening before, concern was expressed that the workshop had been so jammed with information about bio-safety and the BCH that perhaps the participants were becoming confused. Denny introduced a simple exercise called a Training Barometer to check how participants in a training course are feeling about the training content and process. Three statements and a rating scale were presented on a flip chart. Denny introduced each statement one at a time and asked the participants to indicate the ranking on the scale that represented their feeling about the statement. An additional topic was suggested by the participants and it was included on the barometer. The outcome of this barometer exercise is presented below (D05S01 M).

### ToT Training Barometer

Clear and Comfortable	Not Quite Clear	Confused	Very Confused
<b>1. Understanding of Bio-Safety</b>			
7	8	0	0
<b>2. Understanding of the Bio-Safety Project</b>			
12	4	0	0
<b>3. Understanding of Regional Advisor Role</b>			
8	8	0	0
<b>4. Understand of Bio-Safety Clearing House Information Technology</b>			
10	6	0	0

Denny reviewed the output above and observed that if he had done the survey in advance; his assessment would have given similar results. The barometer indicated that the general level of comfort with the course was good. He noted that it was not surprising that some people were not quite clear about the content and the concepts related to this project, and the complex issues of bio-safety. He noted that it was still early in the training course. He affirmed that if the course was headed in the right direction, most, if not all of the participants

should be able to move from the “not quite clear” column to the clear and comfortable column.

## **BCH TOT Roadmap**

In response to the feedback from the participants about the need for a comprehensive overview of the training, Jyoti presented a chart, which illustrated the four pillars of the training process. ([D05S02 M](#)).

## **Facilitation Skills**

Denny noted that the group had not quite completed the session on facilitation skills the day before therefore he suggested that there were a few more actions that a facilitator can take to move toward consensus and these were introduced, discussed and included in the final session output ([D05S03 0](#)). Perhaps most important among the actions shared was that the facilitator should leave his/her ego off the stage. Facilitation is not about “looking good” as the facilitator, it is about bringing the participants into communication and assisting them to make decisions that are their own. In the end, the facilitator will be most successful, when the group perceives that it has succeeded, when the group feels a sense of ownership of the outcome. The decision makers are the ones who have to live with the outcome. The facilitator is often involved for a short time. The result has to be one the participants can live with.

## **Consultation Skills**

The time available for this session limited the range of topics that could be covered. Denny distributed a set of handouts that covered a definition of consultation, four main approaches to consulting, the qualifications of effective consultants, basic consultative functions, consultative attitudes and skills, and consultant dilemmas. The consultant dilemmas were presented as a set of power point slides ([D05S04 M](#)) and each dilemma was discussed as it was presented.

## **BCH and Decision process on LMO**

In response to some questions asked by participants in the previous days, Charles presented an example of a national “decision process on LMO” ([D05S05 M](#)).

## **Operational Handbook and, Biosafety Project and Country MOUs, Benefits and Obligations when being a CPB Party**

Ingo and Lydia presented an introduction to the Operational Handbook. Participants each had a copy that had been distributed the previous day. The Handbook provides a rationale for the BCH Project; briefly outlines the reporting options; clarifies the roles of the NEA, the NEA Focal Point, the BCH Task Force, and the IT staff. The steps in BCH project cycle is presented and explained. The role of Regional Advisors is presented and this provided the focus for most of the discussion during the session. Copies of the forms countries must complete are included and these were explained. ([D05S06 M1](#))

Lydia then took the participants through key points of the MOU including the forms that must be filled out by the country in order for it to qualify for funding from the project. It was emphasized that Regional Advisors may be invited to assist a country before work begins on the MOU, while work is underway and after it is completed. Once again, the role of the advisors was reinforced – they are to serve as advisors and not as decision makers. Upon satisfactory completion of the MOU, 75% of the funds requested are released and the 12 months project cycle begins.

At last, Jyoti described the benefits and obligations a country has towards the BCH when being a Party to the CPB ([D05S06 M2](#)).

## **Pedagogy Assignments**

At the end of the day, Denny invited the participants to meet in their focus groups and do the feedback discussion for the navigation process.

At the feedback discussions, participants were invited to form four regional groups – Africa, Small Island Developing States, Asia and Latin America. Each group was given a set of four assignments ([D05S07 M](#)) so that each person would know what the other groups assignments were. The assignments were reviewed in plenary and then groups were given an hour for initial discussion of the assignment.

## **Workshop Navigation Meeting**

A navigation meeting was held and comments of the participants were captured for presentation the next day ([D05S08 O](#))

### **Day Six – Saturday, May 20, 2006**

#### **Opening**

Rudo presented the minutes from the workshop navigation the previous evening.

#### **Consultation Skills**

Denny began the session by first having the women participants stand and count off by four and then continued with the men. He noted that this was a way to assure as much gender balance as possible in each group.

Members of each group were given copies of a role-play assignment ([D06S02 M](#), see below) and provided with 20 minutes to prepare to present the role-play. Each group presented its role-play and each was followed by a discussion of the main points derived from the role-play.

#### **Role Play 1**

Create a role-play illustrating the first meeting between a CPB consultant and an IT consultant with two persons who represent the BCH personnel of a national government. Illustrate how you would begin building this new relationship and focus the discussion on identifying the local structure, the institutional protocol, degree of formality that consultants should observe when working with local personnel and any other cultural issues that may be important for the consultants to know.

- Good that the local institutional system was visualized – easy for the RA to understand. If a structural diagram has not been done, work with the local counterparts to develop one – it will help you understand the system
- Pay attention to relationships between local actors e.g. the senior official may be a Minister, who has interest in maintaining control, but has no

technical understanding. Is input sought from more informed junior members of the staff?

- Good to seek information on local protocol and on any cultural issues that may impact on implementation of the BCH.

### Role Play 2

Create a role-play illustrating the first meeting between a CPB consultant and an IT consultant with two persons who represent the BCH personnel of a national government. Illustrate how you would begin building this new relationship and focus the discussion on identifying and coming to an agreement on the current bio-safety situation in the country.

- Find out in advance if the MOU has been signed
- Get clear on any details of the mission in advance
- Check with the Regional Coordinator
- Important to emphasize the national benefits of pursuing the BCH Project
- Be clear that inputting data is often a less challenging process than countries anticipate and that the BCH is very valuable for retrieving information
- Again, be clear that any decisions have to be made by the country.

### Role Play 3

Assume initial meetings have already occurred and create a role-play illustrating a discussion between a CPB consultant and an IT consultant with two persons from the national government. This discussion is focused on clarifying the role of the consultants. For the purposes of this exercise, the two persons representing the national government want the consultants to provide advice and tell them what decisions to make. The consultants are willing to offer advice, but not willing to make the decision for the client.

- Good idea to be able to visualize the outcome of previous meetings, but do so with the outcomes really visualized – put them up on the wall or on a chart paper.
- Countries can change which option they want to pursue after the MOU has been signed – the process must be country driven
- It is possible to have the options exercise set up on a virtual PC, so that even if you cannot access the portal, you can still provide decision making assistance.

### Role Play 4

Assume that a relationship has been developed between the consultants and national counterparts. The process of developing the national link to the BCH is underway. The consultants are concerned about the local capacity for sustaining the national link, because they have learned that one of the IT people they have been working with has a possibility of a high paying job in the private sector and will likely leave the government soon. The government representatives are also concerned about staff turnover. The discussion should focus on identifying ways that back-up personnel can be prepared to take over the functions performed by the current national BCH staff.

- It is important to clarify roles of all the actors as early in the consultancy as possible
- Our role as RAs is to help the country select options – what are the advantages, disadvantages (long and short-term), costs, staffing implications of selecting an option
- Important to have prior contact with the BCH Project before the consultation mission
- Countries will push you to make a decision because they need an urgent solution to an issue
- The nBCH may not be well prepared
- On the issue of sustainability, explore transition options – who will run the system if a current key person leaves?

### **Training Methods and Training Design**

Denny thanked the participants for their participation in the role-plays. He then shifted the focus of the discussion to Training Methods and Training Design. He distributed a set of documents to each participant ([D06S03 M1](#), [M2](#), [M3](#) and [M4](#)). Included among the documents were: a paper on workshop and session design; a paper describing four different training methods – facilitation, demonstrations, role plays, and case studies ([D06S03 M3](#)); a paper on managing group dynamics; and, a summary of the roles involved in Training as Theatre ([D06S03 M1](#)). These topics were presented, reviewed and discussed in a plenary session.

## **Group Work on Assignments**

At the conclusion of the training design session, groups were provided with the remainder of the day to work on their assignments. Denny was available throughout the afternoon to assist groups and respond to questions.

## **Focus Group Evaluations**

At 17:00, participants met in their focus groups. Denny distributed evaluation forms for each member of the group to use to assess each of the others ([D06S04 M](#)). The 5 points on the form were reviewed. Participants were reminded that peer assessment was part of the RA evaluation process. They were invited to complete an assessment form for each of the other members of the group and turn them back in not later than Monday morning.

Denny thanked the participants for their enthusiasm, interest and commitment during the first week of training and urged everyone to have a relaxing day off.

## **Training Team Debrief of Week One**

The training team met at the end of the day and shared their thoughts on the first week of the training. Comments included:

- The participants were doing a great job of participating, contributing and understanding the intentions of the training.
- The Participants were gaining confidence and it was agreed that the momentum should be sustained.
- The week had been good and there were no major concerns about any of the participants.
- Having Sunday off was very important.
- It was felt that it was not such a bad thing that the central portal had been down on Wednesday. It gave everyone a taste of the reality and emphasized the need to be prepared for such an occurrence when RAs were in the field. It also resulted in the preparation of a list of emergency phone numbers that would be available to RAs.
- Interest, motivation and commitment of participants were noted as high.

The schedule for week two was reviewed and revised.

## ***Day Seven – Sunday, May 21, 2006***

Sunday was a day off for the new RA candidates.

### **Meeting with Current RAs**

At 6:30 a brief meeting was held with the first group of RAs who had begun to arrive on Saturday. Denny welcomed all of the RAs and expressed his delight that they were able to attend the second week of the training. He reviewed the first week of training and gave a summary of the training activities during the first week. He invited the RAs from each region to prepare a brief skit to illustrate some of their experience in the field.

## ***Day Eight – Monday, May 22, 2006***

### **Opening**

Jyoti and Denny welcomed all of the participants to what they called a unique opportunity and Denny noted that it was unusual for a trainer to work with the same group a year after an initial training event. He said it was very good to have all of the RAs together for the following week.

### **Expectations**

Denny invited all the participants in the room including the training team to introduce themselves by writing two cards – one with their name, country and whether they were an IT or a CPB RA, and another with an expectation they held for the following week of training. ([D08S02 O](#)).

### **Workshop Overview**

Jyoti presented an overview of the training schedule for the week and indicated there would almost certainly be some changes as the program unfolded. ([D08S03 M](#)).

## **A Fun Look at the RA Experience in the Field**

The evening before, Denny had met with the RA 1 group and had invited each regional group to prepare a skit on their experience in the field. The Africa Group did a combination of a presentation and skit. The Asia group's skit was a spoof on working in the field. The CEE group did a skit, which involved Boris role playing Denny and trying to communicate using body language. Latin America was not able to prepare a skit because of late arrivals.

## **Presentations on Field Experience**

Diana was the first to present her field experience. Summaries of her experience and that of the other RAs, all of which were done with power point slides . All of the RA presentations are found in (D08S05 [M1](#) [M2](#) [M3](#) [M4](#) [M5](#)). The presentations are summarized below along with the comments, questions and answers that followed each presentation.

### **Diana – Missions to Nicaragua and Panama**

Not enough information on the status of the countries Bio-Safety Project  
In Nicaragua, the Bio-Safety Project is not going well – there have been three coordinators in the recent past.

The reporting structure was dysfunctional – the National Coordinator was appointed by and reported directly to the Minister.

In Nicaragua, there were no representatives other than those involved in the environment.

In Panama, things were better organized. A checklist had been prepared.

There was a complaint about the lack of Spanish speaking support in Geneva.

The DG in Nicaragua does not speak English.

Materials that have been prepared in Spanish were very helpful

RAs need to be aware of the political circumstances in the countries they visit.

It is important to get commitments in writing.

Information on the portal was outdated

Sometimes, our mission may provoke a confrontation in the country, when those who have the expertise to manage the BCH are not the one's who are not politically responsible.

Q. Do countries feel the need for capacity building or is it just another international buzz.

A. CPB are aware and committed and BCH is seen as an opportunity to gain capacity and along with it the power to influence decision making

Q. What are two or three things made the mission successful?

A. Guiding documents were helpful – but the mission was done on very short notice. Pre-mission communication with BCH Project is crucial. Being clear on the purpose of the mission is important. It is important to know the difference between the Bio-Safety Project and the BCH Project and the potential links between the two.

Q. Do countries have to do quarterly reports?

A. In the BCH Project – No.

### **Aleksej – Moldova**

Learn about, but stay out of local politics

The country was not prepared for the content or with the proper equipment

We have to adapt to the local situation

Informal events and conversations are really important

Build relationships

We need to adapt to the time available in country and to resource limitations

Difficult to find out who are the authorized users

RAs should definitely be involved in preparation of the MOUs

Suggest that the first mission to a country be a joint one with both IT and CPB

RAs

Q. Was the mission conclusive or will there be a need to go back again?

A. Someone should return – recommend an IT person

Q. What if the RA does not speak the language?

A. BCH Project will try to make certain this does not happen – that is why the RAs are from all over the planet.

### **Vida – Lithuania with Fred**

Purpose was to help prepare an MOU

The country people were well prepared and the project was well implemented

Many IT people, but no one with CPB understanding

Suggestion to get the spoken languages of the RAs on the website

### **Cathy – Philippines**

The country was not prepared

I was not met at the airport

None of the contact persons in the country answered their phones

No DSA in advance

No dinner in the evening because the site where I stayed had fixed meal hours and I worked late

Recommend that RAs be allocated some paid time for preparation and report writing.

### **Jojo – Vietnam and in own Country**

Both countries were starting from scratch – no MOU

Had one month notice prior to the mission

BCH TF did not fully understand the options

In Vietnam they wanted to know if data was secure with options 3-4

Some information needed for the MOU was not readily available

Was asked what option I would suggest.

It was not clear to the national colleagues or to me what is meant by “Conditions” of staff.

It takes a long time to get through the steps to an approved MOU

Fill out form 9 as early as possible

Some of the power point slides we have are not consistent with the OHB

Use diagrams were possible – a picture is worth 1000 words

### **Damir – Tajikistan (accompanied by Fred)**

MOU had been signed but funds had not been released by UNEP. Government had to pay for this first meeting.

Arrived at 2:00 AM and had to start at 9:00 AM

Multiple ministries involved

In the middle of the process of launching a new Biosafety law

The national FP and the IT specialist are both responsible for a lot of other duties and do not have a lot of time for the BCH project

Had chosen Option # 4 in the MOU, but during the mission they decided that option #1 was more appropriate to start up

### *Recommendations*

Check connectivity beforehand, if possible

It is important for an RA to be involved in prep of the MOU

Send IT and CPB RAs on the first mission to a country

First cash advance should be released as soon as possible after the MOU is signed

Active involvement of country level colleagues is important

Let groups discuss in local language and then report back in English or other UN language spoken by the RA

## **Rohit – Kenya and Canada**

Rohit presented his experiences

Two workshops conducted - Montreal (COP/MOP-2) with Ernesto, Kenya (Country workshop) alone

Montreal & Kenya had good facilities

No problem of DSA or arrangements.

Preparatory work started 4 weeks prior to the workshop.

Kenya demonstration country so not part of the BCH project - hence direct arrangements, still keep UNEP-GEF in the loop

### *Lessons learnt*

Location very important

ALLOW 1 day for site preparation

Pre-info pack on CPB for participants

Computers had no clean install

Take with you and test Interactive modules

“Sign out” problem on BCH

Group discussions very helpful

Maybe a session on the progress in the region on CPB/BCH

Start doing your report on-site

## **Pedagogy Assignment Presentations and Feedback**

Feedback on the presentations follows in the text below.

### **Group 1 – Workshop Design**

Bogale’s slides were good

Rachel could have had her points on cards – visualize!

Cards should be written with larger print

Include energizers in the design – at least in the explanation if not in the schedule

No mention of evaluation at the conclusion of the workshop

5 days are a luxury we are not likely to have – 3 days maximum

Be prepared for short working hours

If you are presenting with cards – have them organized before you begin instead of trying to sort them out as you stand in front of the group

### **Group 2 – Session Designs**

Very good presentation – main points could have been bullet points with verbal presentation – all presenters read the slides verbatim

Good to include a session on the way forward and to identify follow-up steps

Debrief and daily evaluation included – very good.

### **Group 3 – Case Study**

Methodology was very good

Management of time was also very good

IT folk might have been better off to do an IT case study – need to be sure information related to CPB is accurate

### **Group 4 – Mission Entry**

Very good presentation

Excellent methodology to present your own ideas first and then get participants to suggest other ideas.

Good charts – large font – well organized

Good reference to what was learned earlier – the likelihood of having 3 days in country prior to the start of workshop is unrealistic – 1.5 to 2 is max – less than one day is common.

### **Workshop Navigation Meeting**

Feedback of the six focus groups on the first day of week two was shared ([D08S07 O](#)).

Ingo and Denny reminded participants of the departure at 6:00 PM for the trip to Chang Niramit.

### **Dinner and Thai Cultural Show**

The entire group traveled in four mini-vans to the Chang Niramit facilities. They were greeted by elephants, visited a living model of a traditional Thai village, had a buffet dinner and then went to the 2000 seat theatre for an incredible show that featured a review of Thai history and beliefs. The stage sets, the special effects, the music and dancing were exceptional.

## Day Nine – Tuesday, May 23

### Opening

Denny opened the morning session with a presentation of the feedback from the workshop navigation meeting the evening before.

### General Overview and Update on CPB

Kirsty conducted a session on CPB and shared new innovations on the BCH and decisions made in the MOP-3 meeting, which may impact on the BCH Project and the role of RAs ([D09S02 M](#)). There were a few questions on the information presented in the slides and each of these was answered.

### UN Core Values and Competencies

Denny introduced a session on the above topic by distributing three cards with the titles of core values and 3 cards with 3 of the 8 core competencies of the UN, one to each group. Each of the six groups was invited to list 5 actions or behaviors that would characterize or demonstrate a core value or a core competency. Each group was then asked to divide into three pairs and each pair was given a minute or two to demonstrate five behaviors the group had identified. There were 18 quick role-plays, which were very effective in illustrating these key points. [Note: the first three of the behaviors listed below were demonstrated in roles plays, the last two were not. The output (D09S03 O) is documented below.]

UN Core Values		
Integrity	Professionalism	Respect for Diversity
<b>Being reliable</b> – sticking to commitments made <b>Honesty</b> – not willing to alter information after consensus is reached <b>Respect</b> – valuing the perspectives of others even though they are different from you own <b>Diplomacy</b> <b>Punctuality</b>	<b>Neutrality</b> – do not take sides in local political discussions <b>Share expert knowledge</b> in a way that is constructive <b>Know your limitations</b> – be willing to admit that you do not know or cannot do something <b>Personal presentation</b> <b>Timely delivery</b>	<b>Be open-minded</b> <b>Be curious</b> <b>Appreciate differences</b> <b>Seek to understand</b> <b>Be tolerant</b> of customs and beliefs of others
Client Orientation	Teamwork	Accountability
<b>Be flexible</b> – what you	<b>Do not dominate</b> – draw in	<b>Accurate reporting</b> – do

<p>have in mind may not be possible in the specific local context</p> <p><b>Listening</b> – actively attempting to hear and understand what a colleague is saying</p> <p><b>Obtaining information</b> – gather info from different sources to establish a comprehensive understanding</p> <p><b>Management</b></p> <p><b>Respect</b></p>	<p>the opinions of others</p> <p><b>Active participation</b> – be involved in and seek to bring others into the discussions</p> <p><b>Try to decide through consensus</b></p> <p><b>Group Synergy</b></p> <p><b>Talent of all team member is utilized</b></p>	<p>not alter data to make it look good</p> <p><b>Accept your mistakes</b> – serve as a role model – none of us is perfect</p> <p>Stick with your own role and <b>functions</b></p> <p><b>Be transparent</b></p> <p><b>Know your limits</b></p>
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At the conclusion of the session, a single sheet with all 17 core values and competencies ([D09SO03 M](#)) was distributed to each participant. Following the Core Values Session the participants convened into two groups for the remainder of the day (IT RA and CPB RA).

### **IT – Intro to BCH Reporting Options**

The IT, RAs met in a Gallery C, which had been set up with computers in a classroom configuration. Phillip conducted a session supported by a power point presentation ([D09S04 M](#)) in which the four technical BCH interfaces were presented and discussed and explored through a live link with the Central Portal. At the end of the session Fred and Ernesto facilitated a Q and A session.

### **CPB – BCH Case Studies**

At the start of this CPB session, which was facilitated by Morven and Kirsty, the participants were asked about their experience with case studies as tools for training in the field. Comments from the participants were as follows:

- Case studies are okay, but we need to assure we have time for discussion
- It sometimes happens that some people finish early and want to go on to other cases
- Difficult to link the Russian translation to English data and information on Central Portal
- For any case studies, review them before, update the images, especially anything that has to do with Article 11 of the protocol.
- The cases are more of a challenge for CPB RAs than for the IT RAs -- IT solutions are different from CPB solutions

- Check availability of computers for use with case studies
- The Operational Handbook was very useful to have in Spanish – able to prepare some power-point slides from the Handbook
- Be aware that we will be working with different audiences and we need to customize the use of case studies to the audience.

The participants were then introduced to the first series of four case studies (for participants during workshop only – not in annex -- D09S05 M). Working in pairs or triads throughout the morning and the afternoon, the participants completed each of the four cases and presented their results and conclusions in a plenary meeting.

### **IT – Intro to the Canadian Application**

After lunch break the IT RAs moved on to an exposure and practice with the first of what are called Donor Applications. This one, presented by Marcus, was the Canadian Application – ([D09S06 M](#)). (D09S06 WL <http://199.212.18.83:8080/default/main>)

### **Workshop Navigation**

The representatives of the six focus groups met with the training team and shared their feedback ([D09S07 O](#)).

## ***Day Ten, Wednesday, May 24, 2006***

### **Opening**

Denny presented the output from the workshop navigation meeting the evening before and commented on the need for more discipline among the IT RAs in the Q and A sessions. He noted that two things had been identified as issues in the feedback session. One was several people talking at the same time and the other was resource persons not waiting until questions were completed before responding.

The schedule for the day was reviewed.

## **Feedback Giving and Receiving**

A session on feedback giving and receiving was facilitated by Denny. It began with a definition of feedback ([D10S02 M1](#)). Six challenging circumstances for feedback were derived from a brainstorming session and each of six working groups took one of these circumstances and analyzed what the issues might be and suggested how each issue might be addressed. One of the six was gender differences and during the discussion about the challenges of giving feedback across genders, he mentioned that one of the things that makes it difficult for men to give feedback to women is that it sometimes results in tears and men have difficulty with tears. This gender discussion was to become an issue later.

When work was nearly completed on this task, participants were engaged in another brainstorming session to identify behaviors a feedback giver and receiver can perform to enhance the effectiveness of a feedback interaction. The definition of feedback, the work done by each group on the challenging feedback circumstances and the lists of feedback enhancing behaviors are documented as ([D10S02 O](#)).

At the conclusion of the brainstorming session, Denny invited Jyoti to come forward. He explained to the participants that during the session in which the groups were working on the challenging feedback circumstances, Jyoti had expressed a concern about how the discussion on gender had been facilitated. He said it might be a valuable opportunity to demonstrate how to give and receive feedback on a real issue. He and Jyoti sat at the front of the room and Jyoti shared her feedback with Denny. The group appreciated the willingness of the two to use this real incident as a demonstration of effective feedback behavior.

When Denny and Jyoti had finished, Denny invited each of the participants to find a partner – someone they knew reasonably well. He then noted that there were several occasions thus far in the training where each participant had been involved with others. Included among these were individual and group presentations, group work, role plays, social events, plenary discussions and meetings. He invited each pair to sit face to face and each person was to give feedback and receive feedback – using real behavior and practicing the behaviors associated with effective feedback. This activity pushed the session until 10:40 AM. Denny noted that we would pick up the topic of active listening on Friday and that IT and CPB participants would be working in separate rooms again for the remainder of the day.

## **CPB RAs - Case Studies**

Morven and Kirsty facilitated a session in which the participants worked in pairs to develop case studies that could be used for training. The purpose of the session was to build capacity to design cases and to reinforce the knowledge of the CPB as well. 6 cases were developed. Each was then passed to another pair, who attempted to complete the case. The pairs who used the case each presented their feedback. Kirsty summarized the comments on each case.

It was noted that, while the project encourages RAs to develop cases as part of their work, any cases developed have to be submitted to the BCH Project and must pass a peer review before they can be used in training. The output of the session was documented as (D10S03 0), but is not included in the annex since it was a training exercise only for this group of RAs.

## **IT RAs – The Swiss Application**

Albert joined us again with a session on the Swiss Application. He began with ([D10S04 M1](#)) a description of the system. This was followed by an overview of Biotechnology in Switzerland ([D10S04 M2](#)). The session then turned to practical work with the application on line (D10S04 WL1 – <http://www.ch-bch.ch/> and D10S04 WL2 -- <http://test.ch-bch.ch/demo>). In addition a copy of the Swiss BCH User Guide ([D10S04 M3](#)) was presented. The session concluded with a question and answer session facilitated by Fred ([D10S04 0](#))

## **IT RAs – Interoperability**

Phillip facilitated a capacity building for IT RAs on interoperability. He began with a power point presentation ([D10S05 M](#)). Participants worked along on computers until all the steps in the session were completed (creation of an XML file ([D10S05 M2](#)) crawled by the BCH server using Option 3). The session concluded with a Q and A session, the highlights of which were documented as ([D10S05 0](#)).

## **Workshop Navigation Meeting**

([D10S06 0](#))

## **Day Eleven, Thursday, May 25**

### **Opening**

Denny began the day with a review of the feedback from the workshop navigation meeting the evening before. The schedules for the day, including the afternoon off, were reviewed.

### **CPB RAs - Intro to Donor Applications for CPB RAs**

The two groups of RAs continued in separate sessions. The CPB RAs participated in a session conducted by Ernesto, who used a power point presentation to introduce them to the donor applications, which are software systems for utilizing the central portal of the BCH. ([D11S02 M](#)). The session stimulated an interesting discussion that continued until the coffee break

### **IT RAs – Intro to the American Application**

In the mean time, the IT RAs were being introduced to the American Application. Fred used a set of slides ([D11S03 M1](#)) and exercises ([D11S03 M2](#)) to provide exposure to the application. The session also included exposure to the software, which is found in Annex B in a separate folder ([D11S03 M3](#)). They concluded with an open discussion of the system.

### **CPB RAs - BCH Snapshots**

The final session of the day for the CPB participants was conducted by Kirsty and Morven. They used a power point presentation to introduce a series of what they called BCH Snapshots, which were quick exercises that introduced additional features of the BCH ([D11S04 M](#)). The session concluded with a photo session and a sincere expression of appreciation from the participants organizers for the efforts contributed by Morven and Kirsty over the past week.

### **IT RAs – Interoperability**

The IT RAs concluded the day with a session on BCH Interoperability. The session involved progressing through a series of exercises on registering ([D11S05 M](#)) and querying ([D11S05 M2](#)) information creating a simple C sharp program.

## Afternoon Off

### **Day Twelve, Friday, May 26**

#### **Opening**

Denny and Ingo opened the morning with several announcements related to departure times and the dinner cruise that was planned for later in the evening.

#### **Active Listening and Coaching Skills**

The first session of the day was a follow-up to the session on Wednesday morning. Denny facilitated a session in which behaviors that demonstrate active listening were generated by the six focus groups ([D12S02 O](#)). Denny used a method he called “a round robin” to generate the output. Each group was asked to list five behaviors on cards. Denny then asked each group to share two behaviors from their list that had not been presented so far. Group one shared two of their cards, group two shared two more that were different from group one and so on.

The topic then changed to coaching skills. Denny began by having the group generate a list of characteristics of an effective coaching relationship. A set of materials was distributed ([D12S02 M](#)) including a self-test for determining ones preferred coaching style. An exercise was then organized in which 12 of the CPB RAs were invited to role-play nBCH Focal Points. 12 IT RAs were asked to prepare to coach the FPs and the remaining participants served as observers. The role-plays began with a meeting between the IT RA and the FPs and then moved to computers where the IT RA attempted to introduce the FP to the BCH options. It was a good session, although the instructions could have been clearer and it was suggested that the IT RAs be given the assignment the night before so they could be more prepared.

#### **Tools for RAs**

Ernesto began this session with a power point presentation ([D12S03 M1](#)) titled Regional Advisors Training Resources.

Fred followed with an introduction to the UNEP GEF Biosafety information systems, which is called ANUBIS ([D12S03 M2](#) and WL <http://anubis.unep.ch/>). Rohit, then introduced the RA Training Manual ([D12S03 M3](#)) and explained its contents.

The final part of this session was an introduction to MOODLE ([D12S03 M3](#), at end of the presentation), which was conducted by Ernesto and the team using a power point presentation. The session introduced a web link for Moodle, which is <http://moodle.unep.ch>. Moodle will be the tool for sharing information and experiences among RAs for the next two years.

### **Review of the BCH Memorandum of Understanding**

Ingo facilitated a discussion which build upon the session in week one on the BCH Project MOU with participating countries ([D12SO4 M](#)) It was the same MOU (D04S04 M3) as was used in week one. Ingo went into more detail and the session benefited from the inputs provided by the experienced RAs.

### **Report Writing**

Denny conducted a session on report writing which began with a quick review of the main things writers need to consider when preparing conclusions and recommendations for a report. This was followed by an assignment for each of the six focus groups to take a hypothetical consulting mission and write a conclusion that might be found in a report prepared on that mission. These were prepared and the exchanged with other groups. Each group now had a conclusion written by another group and they were asked to write a recommendation that was linked to the conclusion. The conclusions and recommendations prepared by the groups were presented and discussed and documented as ([D12S05 0](#)). Denny then used a power point presentation ([D12S05 M1](#)) to introduce a standard format for mission reports. The importance of all RAs using a compatible format was emphasized. The session concluded with a review of Report Writing Tips ([D12S05 M2](#)).

### **Workshop Navigation Meeting**

The final navigation meeting of the workshop was conducted at 5:30 ([D12S06 O](#)). The workshop evaluation was distributed to each participant with a request that they be turned in before the end of the workshop tomorrow.

## **Dinner on the River**

The participants and training team joined each other for a dinner cruise on the Chao Phraya River. It was a lovely night and the trip was enjoyed by all. Everyone had the chance to express their appreciation to Marcus and Albert for their contributions during the week. Their transport left directly from the boat dock to the airport.

## **Day Thirteen, Saturday, May 27**

### **Opening**

Denny began the day with a review of the navigation notes from the evening before. Ingo updated everyone on the room situation and arrangements were made for those people who had to check out today to leave their bags in the rooms of people who were not checking out until tomorrow.

### **Review of RA Tools**

The participants returned to the questions and issues raised about the training manual, ANUBIS and Moodle. Each issue, which was written on a card, was reviewed during the session and facilitated by Fred. The output was a revised list of contents for the training manual and those issues that will be highlighted in Moodle ([D13S02 O](#)).

### **Action Planning**

The participants were invited to meet in regional groups to discuss the current situation with the BCH with the countries in their region and to draft an action plan for the next year. Work continued until coffee break. Each region then shared it's action plan in plenary ([D13S03 O](#)).

### **Next Steps**

The final session of the workshop was a quick listing of next steps ([D13S04 O](#))

## **Overall Synthesis, Evaluation and Closure**

The workshop concluded with comments from several of the participants who expressed their appreciation of the training team, the workshop and the support provided by the hotel. Denny thanked the participants for their continued enthusiasm and commitment and for making it a truly enjoyable workshop. Jyoti added her thanks to the participants, the BCH Team and to Denny for their contributions to making the workshop a success. The workshop ended at 12:30 PM.

## **Exit Interviews**

Each of the new IT and CPB RAs was interviewed by either Denny or Jyoti. The interviews were intended to welcome the new RAs to the BCH team; explain the circumstances that may accompany their first mission (some RAs will do a first mission in the company of an experienced RA); and, in one case, to inform a participant that they had not met the selection criteria established at the start of the training.

## **Conclusions and Recommendations**

### **Conclusion**

Without having seen the workshop evaluation, which is included among the outputs of the workshop, it is fair to say the training was a success. Much was learned from the first TOT and applied in the planning and implementation of this workshop. Feedback provided throughout the process supports this conclusion.

### **Recommendations**

While there may not be a third ToT as part of this project, there are several elements of this workshop that should be retained and some things we learned in this workshop that can be applied in the upcoming, but as yet unscheduled regional workshops.

The workshop navigation process must be continued. It provides invaluable feedback and builds ownership of the training process among the participants.

Separation of CPB and IT RAs for some sessions is essential to provide focus for specific issues and skills. It is recommended that each time there is a

separate session, participants from each group be invited to brief the RAs from the other. For example, the Donor Applications presented to and learned by the IT RAs in this workshop were presented in summary by one or two IT RAs to the CPB RAs, and this was found to be very valuable. This approach reinforces the notion that one learns a subject better when one has to teach it to others.

The IT and CPB training included a number of case studies. This approach should continue in regional meetings and may be augmented by simulation exercises that involve both IT and CPB RAs. .

### **Conclusion**

The BCH Project team has continued to upgrade their own skills and develop tools that can support the efforts of RAs in the field. The training manual and Moodle have significant potential to enhance communication.

### **Recommendation**

If one looks at the Training Manual and Moodle from the perspective of the Push – Pull options of the BCH, it may be wise for the project team to adopt a Push strategy in the early stages. This would mean that the Project team maintains the initiative it has developed and pushes information to the RAs. Once the value of sharing is realized, the RAs are more likely to use the tools.

### **Conclusion**

The workshop session on report writing was a good introduction to a workable standard reporting format.

### **Recommendation**

The value of a standardized reporting approach will be reinforced by the provision of feedback from the BCH Team to the individual RAs as reports are submitted. It is also recommended that examples of well-written report segments be posted onto Moodle.

## **Annex A: List of Participants**

### **Training of Regional Advisors**

**Bangkok, Thailand**

**15 - 27 May 2006**

### **CARTAGENA PROTOCOL ON BIOSAFETY**

- |          |  |          |  |
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- 12** Ms. Diana Ponce-Nava  
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| <p><b>42</b> Mr. Marcus Ballinger<br/>Sr. Policy Advisor<br/>Office of Biosafety<br/>Environment Canada<br/>Gatineau, Quebec</p>                 | <p><b>43</b> Mr. Denny Hamilton (Facilitator)<br/>381 NE Tiger Way E<br/>Belfair, Washington<br/>98528 USA</p>            |

#### UNEP-GEF

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|---|--|
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| <p><b>46</b> Mr. Charles Gbedemah<br/>Regional Coordinator for Africa,<br/>Biosafety<br/>Division of GEF Coordination<br/>Nairobi, Kenya.</p> | <p><b>47</b> Mr. Leonard O'Garro Ph. D<br/>Regional Coordinator for the<br/>Caribbean<br/>UNEP-GEF Biosafety Unit<br/>Barbados</p> |
| <p><b>48</b> Ms. Jyoti Mathur-Filipp<br/>BCH Project Manager<br/>UNEP-GEF Biosafety Unit<br/>Geneva, Switzerland</p>                          | <p><b>49</b> Mr. Ingo Piegeler<br/>BCH Task Manager for Africa<br/>UNEP-GEF Biosafety Unit<br/>Geneva, Switzerland</p>             |



United Nations  
Environment Programme

UNEP-GEF Project for Capacity Building for the Effective  
Participation  
Biosafety Clearing House (BCH)



Global Environment  
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- |           |  |           |   |
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| <b>52</b> | Ms. Yenny Ezquerro<br>Administrative Assistant<br>UNEP-GEF Biosafety Unit<br>Geneva, Switzerland | <b>53</b> | Mr. Ernesto Ocampo<br>Regional Specialist<br>UNEP-GEF Biosafety Unit<br>Uruguay                             |

## Annex B&C: Compilation of Materials and Outputs

### AGENDA with Handouts and Material 2<sup>nd</sup> Training Workshop for Regional Advisors Bangkok, Thailand 15 – 27 May 2006

**Sessions: 09:00 – 10:30, 11:00 – 12:30, 14:00 – 15:30, and 16:00 – 18:00**

**Coffee: 10:30 – 11:00 and 15:30 – 16:00**

**Lunch: 12:30 – 14:00**

Monday, 15 May		
Time	Title	Material (M) / Outputs (O) / NWL
09:00	Workshop Opening Introductions / Expectations Ground Rules	<ul style="list-style-type: none"> <li>• <a href="#">D01S01 O Poster - 1st day Introduction&amp;expectations.doc</a></li> <li>• <a href="#">D01S01 M1 Jyoti Opening Presentation Session.ppt</a></li> <li>• <a href="#">D01S01 M2 Agenda 1<sup>st</sup> week</a></li> </ul>
11:00	Communication Skills	<ul style="list-style-type: none"> <li>• <a href="#">D01S02 M1 Presentation Skills Summary.doc</a></li> <li>• <a href="#">D01S02 M2 Presentation Skills Checklist.doc</a></li> </ul>
02:00	UN, UNEP, GEF and CBD	<ul style="list-style-type: none"> <li>• <a href="#">D01S03 M What is UNEP.ppt</a></li> </ul>
04:00	UNEP – GEF Projects	<ul style="list-style-type: none"> <li>• <a href="#">D01S04 M Charles BCH Bangkok.ppt</a></li> </ul>
06:00	Workshop Navigation Meeting	<ul style="list-style-type: none"> <li>• <a href="#">D01S05 O Workshop Navigation Meeting May 15.doc</a></li> </ul>

Tuesday, 16 May		
09:00	Opening	<ul style="list-style-type: none"> <li>• <a href="#">D02S01O Poster acronyms 160506.doc</a></li> </ul>
09:15	Communication Skills	<ul style="list-style-type: none"> <li>• <a href="#">D02S02 M Starcode Revised.doc</a></li> </ul>
11:30	Biosafety and the Environment	<ul style="list-style-type: none"> <li>• <a href="#">D02S03&amp;04 M Leonard Biosafety and the Environment.ppt</a></li> <li>• <a href="#">D02S03 O -1 IMG 2573.JPG</a></li> </ul>
02:00	Biosafety and the Environment (cont)	<ul style="list-style-type: none"> <li>• <a href="#">D02S03 O -2 IMG 2574.JPG</a></li> </ul>
03:00	The Cartagena Protocol on Biosafety	<ul style="list-style-type: none"> <li>• <a href="#">D02S05 M1 Text of Cartagena Protocol (English)</a></li> <li>• <a href="#">D02S05 M2 Introduction to CPB Eng. C.L. 2006.ppt</a></li> <li>• <a href="#">D02S05-1 O IMG 2575.JPG</a></li> <li>• <a href="#">D02S05-2 O IMG 2577.JPG</a></li> <li>• <a href="#">D02S05-3 O IMG 2578.JPG</a></li> <li>• <a href="#">D02S05-4 O IMG 2579.JPG</a></li> <li>• D02S05 IM1 INTERACTIVE MODULE on CPB, Web Link <a href="http://www.unep.ch/biosafety/BCH/training/InteractiveModules.zip">http://www.unep.ch/biosafety/BCH/training/InteractiveModules.zip</a> [25MB]</li> </ul>

04:00	The BCH	<ul style="list-style-type: none"> <li>• <a href="#">D02S06 M IntroToBCH.ppt</a></li> <li>• D02S06 IM2 INTERACTIVE MODULE on BCH, Web Link <a href="http://www.unep.ch/biosafety/BCH/training/InteractiveModules.zip">http://www.unep.ch/biosafety/BCH/training/InteractiveModules.zip</a> [25MB]</li> </ul>
06:00	Workshop Navigation Meeting	<ul style="list-style-type: none"> <li>• <a href="#">D02S07 M1 CPB Assessment Form.doc</a></li> <li>• <a href="#">D02S07 M2 IT Assessment Form.doc</a></li> <li>• <a href="#">D02S07 O Workshop Navigation Meeting May 16 2006.doc</a></li> </ul>
<b>Wednesday, 17 May (Afternoon off)</b>		
09:00	Opening	
09:15	Finding Information	<ul style="list-style-type: none"> <li>• <a href="#">D03S02 M1 IntroToMgtCentLab.ppt</a> (same presentation on Day 4).</li> </ul>
11:00	Getting Consensus	<ul style="list-style-type: none"> <li>• <a href="#">D03S03 M1 Facilitation Skills Build Concensus.doc</a></li> <li>• <a href="#">D03S03 M2 Group Decision Making</a></li> </ul>
<b>Thursday, 18 May</b>		
09:00	Opening	
09:15	Finding Information in the BCH (Cont.)	<ul style="list-style-type: none"> <li>• <a href="#">D04S02M1 A-BCH case study - scenario 1.pdf</a></li> <li>• <a href="#">D04S02M2 B-BCH case study - scenario 2.pdf</a></li> </ul>
11:00	Using the BCH Management Center	<ul style="list-style-type: none"> <li>• <a href="#">D04S03M1 IntroToMgtCentLab.ppt</a></li> <li>• <a href="#">D04S03M2 C-BCH case studies 3-6.pdf</a></li> </ul>
02:00	Using the BCH Management Center (Cont.)	
04:00	MoU and Operational Handbook	<ul style="list-style-type: none"> <li>• <a href="#">D04S04M1 BCH Admin Environment.ppt</a></li> <li>• <a href="#">D04S05M1 Operational Handbook.ppt</a></li> <li>• <a href="#">D04S05M2 Operational Handbook.pdf</a></li> <li>• <a href="#">D04S05M3 Sample MoU and Forms V6.4.doc</a></li> <li>• <a href="#">D04S05M4 Sample MoU Annex 3 for software dev.doc</a></li> </ul>
06:00	Workshop Navigation Meeting	<ul style="list-style-type: none"> <li>• <a href="#">D04S06 O1 Workshop Navigation Meeting May 18.doc</a></li> </ul>
<b>Friday, 19 May</b>		
09:00	Opening	<ul style="list-style-type: none"> <li>• D05S01 M (in report)</li> </ul>
09:15	BCH TOT Roadmap	<ul style="list-style-type: none"> <li>• <a href="#">D05S02 M1 Jyoti's poster TOT roadmap.doc</a></li> </ul>
11:00	Facilitation Skills	<ul style="list-style-type: none"> <li>• <a href="#">D05S03 0 Facilitation skills</a></li> </ul>
02:00	Consultation Skills	<ul style="list-style-type: none"> <li>• <a href="#">D05S04 M Consultations skills dilemmas.ppt</a></li> </ul>

04:00	<ul style="list-style-type: none"> <li>Decision Process on LMO (example)</li> <li>Operational Handbook and, Biosafety Project and Country MOUs (cont.)</li> <li>Pedagogy Assignments</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">D05S05 M Charles FLOW Chart.doc</a></li> <li><a href="#">D05S06 M1 Lydia-ppt MoU BKK.ppt</a></li> <li><a href="#">D05S06 M2 Jyoti Intro to BCH Obligations 021104.ppt</a></li> <li><a href="#">D05S07 M PedagogyAssignmentGroup1-4.doc</a></li> </ul>
06:00		<ul style="list-style-type: none"> <li><a href="#">D05S08 WNM</a></li> </ul>
<b>Saturday, 20 May</b>		
09:00	Opening	
09:15	Consultation Skills – Role Play	<ul style="list-style-type: none"> <li><a href="#">D06S02 M Role play</a> (output in the report)</li> </ul>
11:00	Training Methods and Training Design	<ul style="list-style-type: none"> <li><a href="#">D06S03 M1 Training as Theater.doc</a></li> <li><a href="#">D06S03 M2 Training Design Checklist.doc</a></li> <li><a href="#">D06S03 M3 Training Method Introductions.doc</a></li> <li><a href="#">D06S03 M4 Workshop Design.doc</a></li> </ul>
02:00	Group Work on Assignments	
05:00	Focus Group Evaluations	<ul style="list-style-type: none"> <li><a href="#">D06S04 M Focus Group Feedback Form.doc</a></li> </ul>
<b>Monday, 22 May</b>		
09:00		<ul style="list-style-type: none"> <li><a href="#">D08S02 O Expectations.doc</a></li> </ul>
09:15		<ul style="list-style-type: none"> <li><a href="#">D08S03 M Jyoti's week 2 agenda</a></li> </ul>
11:00	Presentations on Field Experience	<ul style="list-style-type: none"> <li><a href="#">D08S05 M1 BCH Albania Bangkok.ppt</a></li> <li><a href="#">D08S05 M2 BCH RA Experiences AlexLamine.ppt</a></li> <li><a href="#">D08S05 M3 Moldova experience.ppt</a></li> <li><a href="#">D08S05 M4 Rohit Experiences.ppt</a></li> <li><a href="#">D08S05 M5 Tajikistan Mission.ppt</a></li> </ul>
02:00	Presentations on Field Experience (cont.)	
04:00	Pedagogy Assignment Presentations and Feedback	<ul style="list-style-type: none"> <li><a href="#">D08S06 O Elsa Groupe AP UNEP-GEF RTAs-IT Knowledge based.ppt</a></li> </ul>
06:00	Workshop Navigation Meeting	<ul style="list-style-type: none"> <li><a href="#">D08S07 WNM</a></li> </ul>
<b>Tuesday, 23 May</b>		
09:00	Opening	

09:15	General Overview and Update on CPB	<ul style="list-style-type: none"> <li>• <a href="#">D09S02 M 06-05 BCH &amp; CPB - Tuesday.ppt</a></li> </ul>
11:00	UN Core Values and Competencies	<ul style="list-style-type: none"> <li>• D09S03 O UN core values (in the report text)</li> <li>• <a href="#">D09S03 M UN core values.doc</a></li> </ul>
02:00	IT: Intro to BCH Reporting Options CPB: BCH Case Studies	<ul style="list-style-type: none"> <li>• <a href="#">D09S04 M IT Philippe Leblond National Options 1 (Bangkok).ppt</a></li> <li>• D09S05 M CPB Case studies by Morven (for pax only)</li> </ul>
04:00	IT – Intro to the Canadian Application	<ul style="list-style-type: none"> <li>• <a href="#">D09S06 M IT CANADA System Overview.ppt</a></li> <li>• <a href="#">D09S06 WL Web Link to the CAN Application</a> <a href="http://199.212.18.83:8080/default/main">http://199.212.18.83:8080/default/main</a></li> </ul>
06:00	Workshop Navigation Meeting	<ul style="list-style-type: none"> <li>• <a href="#">D09S07 O WNM</a></li> </ul>

### Wednesday, 24 May

09:00	Opening	
09:15	Giving and receiving Feedback	<ul style="list-style-type: none"> <li>• <a href="#">D10S02 O Behaviours that enhance giving and receiving the feedback</a></li> <li>• <a href="#">D10S02 M1 Definition of feedback</a></li> </ul>
11:00		<ul style="list-style-type: none"> <li>• D10S03 O CPB Part. Developed case studies (not for distribution, not available)</li> </ul>
02:00	IT RAs – The Swiss Application	<ul style="list-style-type: none"> <li>• <a href="#">D10S04 M1 IT Bangkok CH BCH description.ppt</a></li> <li>• <a href="#">D10S04 M2 IT Bangkok CH Biotech Law.ppt</a></li> <li>• <a href="#">D10S04 M3 IT CH-BCH User Guide.pdf</a></li> <li>• D10S04 WL1 – <a href="http://www.ch-bch.ch/">http://www.ch-bch.ch/</a></li> <li>• D10S04 WL2 – <a href="http://test.ch-bch.ch/demo">http://test.ch-bch.ch/demo</a></li> <li>• <a href="#">D10S04 O IT Swiss App QAs.doc</a></li> </ul>
04:00	IT Ras Interoperability –	<ul style="list-style-type: none"> <li>• <a href="#">D10S05 M IT Philippe Leblond National Options 2 (Bangkok).ppt</a></li> <li>• <a href="#">D10S05 M2 cna.xml</a></li> <li>• <a href="#">D10S05 O IT Q&amp;As.doc</a></li> </ul>
06:00	Workshop Navigation Meeting	<ul style="list-style-type: none"> <li>• <a href="#">D10S06 O WNM</a></li> </ul>

### Thursday, 25 May (Afternoon off)

09:00	Opening	
09:15	CPB RAs - Intro to Donor Applications for CPB Ras IT RAs – Intro to the American Application	<ul style="list-style-type: none"> <li>• <a href="#">D11S02 M donors apps.ppt</a></li> <li>• <a href="#">D11S03 M1 US BCH by fvo.ppt</a></li> <li>• <a href="#">D11S03 M2 US BCH Exercise fvo.ppt</a></li> </ul>
11:00		<ul style="list-style-type: none"> <li>• D11S04 M Last Kirsty session (not available)</li> <li>• <a href="#">D11S05 M1 Register.doc</a></li> <li>• <a href="#">D11S05 M2 Query.doc</a></li> </ul>

<b>Friday, 26 May</b>		
09:00	Opening	
09:15	<b>Active Listening and Coaching Skills</b>	<ul style="list-style-type: none"> <li>• <a href="#">D12S01 O Active Listening Behaviours</a></li> <li>• <a href="#">D12S02 O Active listening and coaching Outputs</a></li> <li>• <a href="#">D12S02 M Coaching Skills</a></li> </ul>
11:00	Tools for RAs	<ul style="list-style-type: none"> <li>• <a href="#">D12S03 M1 Regional Advisors Training Resources</a></li> <li>• <a href="#">D12S03 M2 ANUBIS</a></li> <li>• WL <a href="http://anubis.unep.ch/">http://anubis.unep.ch/</a></li> <li>• <a href="#">D12S03 M3 RA Training Manual and MOODLE</a></li> <li>• and WL <a href="http://moodle.unep.ch/">http://moodle.unep.ch/</a></li> </ul>
02:00	Review of the BCH Memorandum of Understanding	<ul style="list-style-type: none"> <li>• <a href="#">D12S04 M Review of MoU</a> (same as D04S05 M3)</li> </ul>
04:00	Report Writing	<ul style="list-style-type: none"> <li>• <a href="#">D12S05 O Conclusion and recommendation exercise</a></li> <li>• <a href="#">D12S05 M1 Report writing.ppt</a></li> <li>• <a href="#">D12S05 M2 Report writing tips</a></li> </ul>
06:00	Workshop Navigation Meeting	<ul style="list-style-type: none"> <li>• <a href="#">D12S06 O WNM</a></li> </ul>
<b>Saturday, 27 May</b>		
09:00	Opening	
09:15	Review of RA tools	<ul style="list-style-type: none"> <li>• <a href="#">D13S02 Review of RA tools</a></li> </ul>
10:00	Action Planning & Next Steps	<ul style="list-style-type: none"> <li>• <a href="#">D13S03 O Regional Action Plans</a></li> <li>• <a href="#">D13S04 O Next steps</a></li> </ul>
11:30	Conclusion & Recommendations	