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# GEMS Training Delivery Report:

## Environmental Compliance + Environmentally Sound Design & Management in Project Implementation:

*Two Training Workshops for USAID/Senegal Staff and Implementing Partners*

Held 17 February – 21 February 2014 at  
King Fahd Palace Hotel, Dakar, Senegal



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This publication was produced for review by the United States Agency for International Development. It was prepared by Brittany Smith, GEMS Consultant.



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**Held 17 February – 21 February 2014 at  
King Fahd Palace Hotel, Dakar, Senegal**

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**Prepared under:**

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## ACRONYMS

AFR	USAID Bureau for Africa	GEMS	Global Environmental Management Support (Program)
AFR/SD	USAID Bureau for Africa, Office of Sustainable Development	GOS	Government of Senegal
AOR	Agreement Officer's Representative	IEE	Initial Environmental Examination
BEO	Bureau Environmental Officer	IP	Implementing Partner
CERES LOCUSTOX	(Government of Senegal, Ministry of Agriculture) Regional Center for Research of Ecotoxicology and Environmental Safety	LOP	Life-of-Project
CFR	Code of (US) Federal Regulations	M&E	Monitoring & Evaluation
COR	Contracting Officer's Representative	MEO	Mission Environmental Officer
DEEC	(Government of Senegal) Ministry of Environment and Sustainable Development	PDO	Program Development Officer
EIA	Environmental Impact Assessment	PRONALIN	(Government of Senegal, Ministry of Health) National Program to Combat Nosocomial Infections
EMMP	Environmental Mitigation & Monitoring Plan	REA	Regional Environmental Advisor
ENCAP	Environmentally Sound Design and Management Capacity-Building Support for Africa	REO	Regional Environmental Officer
ESDM	Environmentally Sound Design & Management	Reg. 216	22 CFR 216
		US	United States
		USG	United States Government
		USAID	United States Agency for International Development

## I. OVERVIEW

Over 17 February – 21 February 2014, two separate 2.5 day training workshops for USAID/Senegal staff and IPs in “Environmental Compliance + Environmentally Sound Design and Management in Project Implementation” were conducted in Dakar, Senegal. Each workshop had a different sector focus. The first workshop had an Agriculture/Economic Growth Focus. The second workshop had a Health Focus.

The workshops were hosted and sponsored by USAID/Senegal, with key technical assistance provided by the GEMS project. The Agriculture/Economic Growth focused workshop had 41 participants, including training team, attend at least part of the workshop: 18 were USAID staff; 3 were GEMS staff/consultants; and 20 were IPs, representing nearly 15 USAID-funded or linked organizations. The Health focused workshop had 39 participants, including training team, attend at least part of the workshop: 18 were USAID staff; 3 were GEMS staff/consultants; and 17 were IPs, representing nearly 7 USAID-funded or linked organizations. The majority of participants in both workshops attended full-time (i.e., all days of their respective 2.5 day workshop).

The workshops were the latest in a series of bilateral trainings for USAID staff and partners delivered in the Africa Region.<sup>1</sup> The overall goal of these workshops was to strengthen environmentally sound design and management (ESDM) of USAID-funded activities in Senegal by assuring that participants (including USAID MEO, CORs/AORs, Activity Managers, Team Leaders, M&E Officers & PDOs, and IPs ) have the motivation, knowledge and skills necessary to: (1) achieve environmental compliance over life-of-project; and (2) otherwise integrate environmental considerations in activity design and management through all aspects of implementation and close-out to improve overall project acceptance and sustainability.

Secondarily, these workshops provided a forum for mission staff and IPs to discuss current environmental compliance and ESDM issues, including the potential need for technical assistance.

Towards these ends, the workshop used a condensed version of a “hybrid” agenda developed in late 2012 by GEMS principal partners, The Cadmus Group, Inc. and Sun Mountain International, and first delivered in Adama, Ethiopia in December 2012 in a course for USAID/Ethiopia staff and partners. The “hybrid” agenda sought to combine the strongest elements of existing Life of Project curricula developed by Cadmus and Sun Mountain under previous contracts, and independent of the current collaboration. Indeed, development of a unified approach to training in environmental compliance + ESDM for USAID staff and partners was a stated objective of the GEMS project. The new training agenda was well received in Ethiopia (workshop evaluations are provided in Section 3 for comparison purposes), and required condensing for the USAID/Senegal workshops.

In the most significant departure from other previous bilateral trainings in the Africa Region, the “hybrid” agenda no longer divides participants into two blocs for targeted skill building in pre-implementation compliance and compliance during project implementation—“upstream” and “downstream” compliance, respectively. Participants of the USAID/Senegal workshops were instead given an opportunity to select from two different sector-focused training agendas.

The final training programs were developed by GEMS in consultation with USAID/Senegal. Logistics support was provided by GEMS and USAID/Senegal.

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<sup>1</sup> Recent previous workshops in this series were held in Mangochi, Malawi (2013) and Harare, Zimbabwe (2013), which were also delivered under the Global Environmental Management Support (GEMS) program.

This report is not a proceedings document, but is intended to document the workshops’:

- Learning approaches and structures, as reflected in agendas, materials & facilitation;
- Outcomes (including evaluations and issues for follow-up); and
- Key attributes and implementation arrangements.

## 2. AGENDAS & LEARNING APPROACHES

**Background: the “Life of Project” agenda.** The first Life of Project training agenda and materials were piloted at a June 2008 workshop in Bagamoyo, Tanzania delivered under the ENCAP project.<sup>2</sup> This curriculum focused on environmental compliance and ESDM across the project lifecycle, and serves as the basis—along with similar content developed by Sun Mountain International—for the “hybrid” training program developed under GEMS and adapted and condensed for USAID/Senegal. Consistent with adult learning techniques and a focus on practical application, the agenda reflected the principle that group exercises/field visits should represent at least 50 percent of total workshop time, if not more, and that classroom theory should be systematically reinforced with exercises and a field visit component. In addition, the training concept was progressive, beginning with basic skills and addressing the project lifecycle sequentially, from beginning to end.

In contrast, previous workshops had focused substantially on building skills and knowledge for “upstream” compliance—i.e., for the pre-implementation environmental review process defined by Reg. 216, IEE development and associated EIA skills. Incremental refinements to this agenda were made and some materials upgraded for delivery of the two most recent bilateral workshops in the Africa Region prior to the December 2012 launch of the “hybrid” program in Adama, Ethiopia (Takoradi, Ghana, March 2012 & Chipata, Zambia, May 2012).

**Adaptations and improvements for these workshops.** Through condensed and revised “hybrid” agendas, these workshops carried forward the basic elements of the earlier LOP agenda and training delivery, but made three key changes in structure:

1. Participants were no longer divided into “upstream” and “downstream” compliance sub-groups following the delivery of ‘core’ content. The upstream/downstream approach was taken in numerous preceding bilateral and regional workshops as a means of allowing participants to engage in more depth with the LOP compliance elements most relevant to their responsibilities without detracting from time spent on other topics. This approach is particularly beneficial when training USAID staff and IPs in the same workshop curriculum, as each group typically engages on issues of environmental compliance and ESDM at different points in the project lifecycle.<sup>3</sup> After covering core skills and concepts as well as an *overview* of LOP compliance requirements, one group focused on upstream compliance (see Background above) and one on downstream compliance (with a focus on the environmental mitigation and monitoring plan [EMMP] as a tool to facilitate this process).

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<sup>2</sup> Environmentally Sound Design and Management Capacity Building for Partners and Programs in Africa (ENCAP) was a program of USAID/AFR/SD implemented by International Resources Group, prime contractor, and The Cadmus Group, Inc., subcontractor via contract no. EPP-I-00-03-00013-00, Task Order No. 11. Additional information on the ENCAP program is available at [www.encapafrika.org/about.htm](http://www.encapafrika.org/about.htm)

<sup>3</sup> This structure was piloted at a similar training workshop for USAID/Philippines staff and partners held in Manila in October 2010. The workshop was co-funded by USAID/Philippines and USAID/ANE/TS, under the EMCB Project.

2. Based on the request of USAID/Senegal, participants were given an opportunity to attend a 2.5 day workshop focused on Agriculture/Economic Growth or a 2.5 day workshop focused on Health, instead of a single weeklong training workshop. Given the condensed nature of the two USAID/Senegal training workshops, participants had the opportunity to visit a single field site where the focus was on EMMP development
3. A set of sessions to be presented by local guest presenters were selected by USAID/Senegal for delivery on Day 1 of both training workshops prior to the delivery of core content, field visits, EMMP development, and report outs. These sessions were selected based on the regional project portfolios, as well alignment with other workshop training themes.

Finally, new field visit briefings and exercises were developed, specific to the case site visits conducted in/around Dakar (detailed in Section 5).

### 3. EVALUATIONS

Different methods were used to evaluate the success of the workshop in meeting its objectives. These methods can be split into two categories and indicate that the workshop strongly achieved its objectives.

#### I. EXPECTATIONS TRACKING.

During participant enrollment, USAID/Senegal collected data on the expectations of participants. This information was provided to the GEMS trainers and incorporated into the training materials as appropriate before the start of each training workshop. The most substantial input on expectations at time of enrollment came from participants planning to attend the Agriculture/Economic Growth focused workshop.

##### *Agriculture/Economic Growth Focused Workshop*

In addition to the collection of expectations during participant enrollment, at the start of the first workshop, GEMS trainers established a norm whereby participants were invited to use the notebook paper provided to them to write down any comments, expectations, questions, or other forms of feedback at any time during the training. These written forms of feedback were collected regularly and systematically addressed throughout the workshop. Participants of workshop one took full advantage of this opportunity and submitted a constant flow of written feedback.

##### *Health Focused Workshop*

GEMS trainers during workshop two tried to establish the same norm as was established in workshop one, but very little written feedback was provided by participants on the notebook paper provided. To ensure expectations were sufficiently met, GEMS trainers introduced a small group exercise on Day 1 of workshop 2. Each group was asked to identify expectations as a team and then reported out on these key expectations. Throughout the rest of the workshop, trainers adapted as necessary to meet these expectations. At the end of the training, the expectations were reviewed, and it was confirmed that all topics were successfully addressed.

#### 2. INDIVIDUAL WORKSHOP EVALUATION & FEEDBACK INSTRUMENT.

At the conclusion of the workshop, participants were asked to complete an individual GEMS workshop evaluation form (attached). It is designed to both solicit evaluations of learning approach and to differentiate evaluations according to the level of prior knowledge of participants.

The latter is intended to evaluate workshop performance against and inform future workshop design with respect to a consistent challenge in this training series: simultaneously meeting the needs of both relatively experienced and novice participants in the areas of ESDM and USAID environmental procedures.

The tables below summarize the responses received. *In all overall substantive evaluation categories (technical program, facilitation, and field work; table A), the scores lie between “acceptable” and “excellent” and are consistent with recent trainings in this series.*

Spreadsheets containing full transcriptions of the evaluations are available from the GEMS program upon request. Individual comments on the evaluations also offered a number of insights for strengthening future workshops in the series.

### ***Agriculture/Economic Growth Focused Workshop***

**TABLE A: OVERALL EVALUATION RESULTS**

Scoring scheme: (1=very poor; 2=poor; 3= acceptable; 4=good; 5=excellent)

Evaluation Element	Current workshop (Senegal 2014) Average scores & Good vs. Excellent Reviews (29 evaluations received)			Previous workshops in the series Average scores for all participants		
	Average Scores	Assessment: Good and Excellent		Mangochi, Malawi 2013	Harare, Zimbabwe 2013	Adama, Ethiopia Dec. 2012
		Good	Excellent			
Technical Program	4.29	16	10	4.61	4.25	4.41
Facilitation	4.15	15	8	3.87	3.89	4.21
Logistics	3.82	16	5	3.77	4.09	3.79
Venue	4.3	17	9	3.74	3.96	4.00
Field Visit	4.39	11	14	4.35	4.48	4.38

**TABLE B: IMPACT**

(3= ideal score in all cases)

Evaluation Element	Scoring scheme	Score*	Interpretation
Empowerment (Knowledge & Capabilities)	1=not at all increased 2=moderately increased	2.71	With the exception of 1 participant, all other participants who commented on the Impact section of the evaluation reported that their motivation and empowerment were either moderately or strongly increased, with the latter predominating.
Motivation	3=strongly increased	2.96	

\*average across all participants

**TABLE C: LEARNING APPROACH**

(3=ideal score in all cases)

Evaluation Element	Scoring scheme	Score*	Interpretation
Field vs.	1=much more field time needed	2.69	On average, the results indicate that more

Class time balance	3=right balance 5=much more classroom time needed		emphasis on exercises/discussions would be desirable.
Presentations vs Exercises balance	1=much more emphasis on presentations needed 3=right balance 5=much more exercise/discussion time needed	4.0	
Technical Level & Pace	1=too heavy 3=about right 5=too light	2.85	
Learning from training team vs learning from peers	1=need to hear much more from facilitators 3=right balance 5=need much more peer learning	3.39	

\*average across all participants

## HIGH RATED/LOW-RATED SESSIONS

Participants were asked to identify the 1 or 2 sessions they rated most highly and least highly for content, usefulness, approach, or other reasons.

- The highest-rated sessions were Session 5 on USAID Environmental Procedures and the IEE, Session 6 on EMMP Development, and the field visits with EMMP development exercise.
- Participants indicated in the comments section that the EMMP session was practical and especially useful for IPs and that the fieldwork allowed them to put classroom skills to work in the field. These sessions corresponded directly to the critical core content of the workshop.
- Several participants also cited Session 2a & 2b on ESDM and a Regulatory Perspective of Environmental Compliance and ESDM in Senegal as high-rated sessions because of the Senegal-specific information provided.
- The sessions that were most consistently low-rated were Session 9 on Environmental Compliance Reporting and Session 10 on Roles, Responsibilities, and Resources. One comment suggested that session 10 was more relevant to USAID staff than to IPs and that session 9 was delivered too fast. Participants did not provide further comments regarding these ratings.

## Health Focused Workshop

**TABLE A: OVERALL EVALUATION RESULTS**

Scoring scheme: (1=very poor; 2=poor; 3= acceptable; 4=good; 5=excellent)

Evaluation Element	Current workshop (Senegal 2014) Average scores & Good vs. Excellent Reviews (22 evaluations received)			Previous workshops in the series Average scores for all participants		
	Average Scores	Assessment: Good and Excellent		Mangochi, Malawi 2013	Harare, Zimbabwe 2013	Adama, Ethiopia Dec. 2012
		Good	Excellent			
Technical Program	4.33	8	10	4.25	4.25	4.41
Facilitation	4.14	12	6	3.89	3.89	4.21

Logistics	4.52	8	12	4.09	4.09	3.79
Venue	4.14	10	7	3.96	3.96	4.00
Field Visit	4.38	9	10	4.48	4.48	4.38

**TABLE B: IMPACT**

(3= ideal score in all cases)

Evaluation Element	Scoring scheme	Score*	Interpretation
Empowerment (Knowledge & Capabilities)	1=not at all increased 2=moderately increased	2.38	With the exception of 1 participant, all other participants who commented on the Impact section of the evaluation reported that their motivation and empowerment were either moderately or strongly increased, with the latter predominating.
Motivation	3=strongly increased	2.81	

\*average across all participants

**TABLE C: LEARNING APPROACH**

(3=ideal score in all cases)

Evaluation Element	Scoring scheme	Score*	Interpretation
Field vs. Class time balance	1=much more field time needed 3=right balance 5=much more classroom time needed	2.82	On average, the results indicate that more emphasis on peer learning would be desirable.
Presentations vs Exercises balance	1=much more emphasis on presentations needed 3=right balance 5=much more exercise/discussion time needed	3.27	
Technical Level & Pace	1=too heavy 3=about right 5=too light	2.91	
Learning from training team vs learning from peers	1=need to hear much more from facilitators 3=right balance 5=need much more peer learning	3.50	

\*average across all participants

### HIGH RATED/LOW-RATED SESSIONS

Participants were asked to identify the 1 or 2 sessions they rated most highly and least highly for content, usefulness, approach, or other reasons.

- The highest-rated sessions were Session 2b on a Regulatory Perspective of Environmental Compliance and ESDM in Senegal and Session 6 on the EMMP. Other highly rated sessions were Session 4 on Fundamental Skills of EIA and the field visits with EMMP development exercise.

- Participants indicated in the comments section that the Senegal-specific session, specifically Session 2b, made the information less generic and that it was helpful to see the Government of Senegal's perspective.
- Participants also cited that the EMMP session was informative, useful for AOR work, and helped clarify mitigation measures, and that the fieldwork was practical and helped to understand environmental impacts.
- The Session that was most consistently low-rated was Session 10 on Roles, Responsibilities, and Resources. The only explanation received was that the information was too specific to USAID processes for a group mixed with IPs. Beyond this, no consistent trend emerged from the low-rated sessions.

## 4. LESSONS LEARNED

1. **Clarify language requirements for training delivery at earliest possible point in planning process.** In the final weeks leading up to workshop delivery, it was communicated that English-language instruction would be inadequate for many participants, especially IPs. However, per earlier agreement on the issue, the formal workshop announcement had been distributed indicating English-language instruction (with some French-language capabilities). Also, English-language training materials were finalized and ready for printing, and the lead trainer was not fluent in French. Immediately prior to training delivery, it was agreed as a compromise that presentations delivered in French would be accompanied by English-language PowerPoints, and that presentations delivered in English would be accompanied by French-language PowerPoints. Some handouts would be provided in French, and some in English, while field visits and group discussions would be conducted in French.

There were several people in both workshops who announced that they had difficulty understanding English, as well as a couple people in the second workshop that made it known that they had difficulty understanding French. As a result, there was some confusion at times and all of the technical content may not have been understood by everyone. In the future, participant language requirements should be discussed more thoroughly at the pre-planning stage and an acceptable plan for training delivery developed and agreed with stakeholders. If, in the course of this discussion, it is determined that training delivery in a single language is not appropriate, the following actions may be considered: 1) ensure all trainers speak both languages fluently, 2) hire simultaneous interpreters and equipment if necessary, 3) develop materials in both languages, including PowerPoints that are to be projected, and 4) consider doing separate trainings, each in a different language.

2. **Program adequate time for quality participant learning and workshop facilitation.** Given anticipated training enrollment of 70 – 80 staff and IPs, it was determined that rather than a single, full-week workshop, USAID would host two shorter workshops in back-to-back configuration (to ensure effectiveness, maximum participation for a single field-focused workshop is normally set at 40 - 45). This approach understandably limited learning opportunities for participants and reduced the amount of time allocated to dialogue and discussion. This also left the facilitation team with only a couple hours to transition from the first workshop to the second. In the future, if two condensed workshops are required, it may be more appropriate to have each workshop last at least 3 full days and overlap a weekend – e.g. start the first workshop on a Wednesday morning and have the second workshop start the following Monday. The weekend in between would also allow for proper debrief of the first workshop and to address any needed modifications before the start of the second workshop.

3. **Do not work again with logistics provider Pacific Agency.** Despite a referral from a reliable source, and a smooth planning and contracting process, Dakar-based Pacific Agency was ultimately poorly suited to the logistics requirements of workshop delivery. There were challenges related to both sourcebook production and group transport and in the opinion of the GEMS team the firm should not be engaged for these types of services in the future.
4. **Take cultural considerations into account.** The last day of the second workshop was a Friday. In Senegal, Fridays are normally short days and most of the population takes several hours in the afternoon for Islamic prayer time. The agenda published in the Participant Sourcebooks didn't take these considerations into account. Last minute changes to the agenda were made to accommodate a two hour lunch and prayer time. In the future, religious and cultural considerations should be researched and addressed before finalizing agendas and other training materials.

## 5. KEY WORKSHOP ATTRIBUTES & IMPLEMENTATION ARRANGEMENTS

### PLACE, DATES AND PARTICIPANTS

Dates	<p><b>Agriculture/Economic Growth</b></p> <p>17 February – 19 February 2014</p> <p><b>Health</b></p> <p>19 February – 21 February 2014</p>
Venue	<p>King Fahd Palace Hotel, Pointe des Almadies, Dakar, Senegal</p> <p>Transportation from venue to field sites provided through Pacific Agency in Dakar under agreement with GEMS.</p> <p>Participants were responsible for their own lodging arrangements, if needed. However, most if not all, participants were resident in Dakar and commuted to/from the workshop venue on a daily basis.</p>
Participants (full participant list is attached)	<p><b>Agriculture/Economic Growth</b></p> <p>Total full-time participants, including training team at first workshop: 31</p> <p>Full-time participants, excluding training team at first workshop: 25 (11 from USAID/Senegal and 14 IPs representing nearly 15 USAID-funded or linked organizations)</p> <p><b>Health</b></p> <p>Total full-time participants, including training team at second workshop : 28</p> <p>Full-time participants, excluding training team at first workshop: 22 (9 from USAID/Senegal and 12 IPs representing nearly 7 USAID-funded or linked organizations)</p> <p><b>Training team</b></p> <p>USAID: 3 (see “USAID training team” below)</p> <p>GEMS: 3 (see “GEMS training team” below)</p>
Working language	French

	(Training materials and presentation delivery provided via a combination of English and French).
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## STAFFING AND LOGISTICS

Planning leads and coordination	<p><b>Key planning leads</b></p> <p>Logistics: Ashley Fox &amp; Patrick Hall, Cadmus</p> <p>Case sites: Ashley Fox &amp; Patrick Hall, Cadmus &amp; Oumou Ly, USAID/Senegal MEO &amp; Razia Baqai , USAID/Senegal Environmental Officer (with support from rest of Mission team)</p> <p>Materials preparation: Ashley Fox, Cadmus</p> <p>Mission team: Oumou Ly, USAID/Senegal MEO &amp; Hawa Ka, USAID/Senegal Deputy MEO &amp; Razia Baqai USAID/Senegal Environmental Officer</p>
Registration	Participant registration/enrollment was handled exclusively by USAID/Senegal.
In-country logistics	<p>In-country logistical support was provided by GEMS &amp; by Pacific Agency in Dakar under agreement with GEMS.</p> <p>Supervision was provided by Ashley Fox, Cadmus.</p>
GEMS training team	<p><b>Trainers</b></p> <p>Brittany Smith, GEMS Consultant served as the lead trainer.</p> <p>Saliou Diallo, GEMS Consultant served as co-trainer.</p> <p><b>Additional support</b></p> <p>Ashley Fox, Cadmus served as logistics lead.</p>
USAID training team	<p>Oumou Ly, USAID/Senegal MEO served as a facilitator for small-group exercises &amp; led a technical presentation.</p> <p><b>Additional support</b></p> <p>Hawa Ka, USAID/Senegal Deputy MEO</p> <p>Razia Baqai, USAID/Senegal Environmental Officer</p>

## CONTRACTS, FUNDING, AND COST-SHARES

Cost shares & Sources of funding	<p>Participants' respective offices and projects covered any related travel and per diem costs for their staff.</p> <p>Venue costs (including conference facilities and coffee break and lunch service) at King Fahd Palace Hotel were covered through direct agreement with USAID/Senegal.</p> <p>All other workshop costs, including development of the workshop agendas and training materials, travel, salary and per diem for the GEMS training team, and field visit transportation were paid by the GEMS project using funds obligated through a cost-share agreement between USAID/Senegal and USAID/AFR.</p>
Contract mechanisms	<p>USAID/Senegal managed contractual arrangements directly with King Fahd Palace Hotel.</p> <p>GEMS managed contractual arrangements directly with Pacific Agency in Dakar for support with printing &amp; final packaging of Participant Sourcebooks, as well as for vehicle rental for transportation to/from the site visits.</p>

	<p>GEMS Consultant Brittany Smith was engaged through a sub-contract agreement issued by GEMS contractor Sun Mountain International.</p> <p>GEMS Consultant Saliou Diallo was engaged through a sub-contract agreement issued by GEMS prime contractor The Cadmus Group, Inc.</p>
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## AGENDAS, CONTENT AND MATERIALS

Development lead	<p>Agenda and content development by Patrick Hall, Cadmus.</p> <p>Materials production by Ashley Fox, Cadmus.</p>
Agendas	The final agendas are attached. See also notes on the agendas in section 2.
Hardcopy materials	<p>Participants were provided with the following materials in hardcopy:</p> <p><b>Sourcebook.</b> 1.5” three-ring binder containing the agenda, a brief objectives statement/overview of each module, presentations, and exercises.</p> <p><b>Handouts.</b> Participants received a set of handouts depending on their personal interests &amp; the training workshop’s sector focused. Handouts available included a copy of each of the ENCAP Visual Field Guides, a factsheet on commodity fumigation &amp; a factsheet on fertilizer use, a sample water quality assurance plan, a list of USAID acronyms in French and English, &amp; an EMMP template in French.</p> <p>Sourcebooks were reproduced and assembled in Dakar (from PDF originals prepared by Cadmus) with the support of Pacific Agency under the supervision of Ashley Fox, Cadmus. Due to quality requirements, some of the handouts &amp; workshop certificates were reproduced in the US and hand-carried to Dakar.</p>

Case site visits	<p>The final site visit programs were as follows. The visits were hosted by site representatives &amp; each group was accompanied by at least one workshop training team member.</p> <hr/> <p><b>AGRICULTURE/ECONOMIC GROWTH FOCUSED WORKSHOP</b></p> <p><b>Day 2: February 18</b></p> <p>Site Visit for EMMP development</p> <hr/> <table border="1"> <tr> <td data-bbox="488 499 773 604">FULL GROUP</td> <td data-bbox="773 499 1385 604">Forêt Classée de Mbao – forest reserve, agro-forestry, nursery, beekeeping, equestrian sports, new road construction, etc.</td> </tr> </table> <hr/> <p><b>HEALTH FOCUSED WORKSHOP</b></p> <p><b>Day 2: February 20</b></p> <p>Site Visit for EMMP development</p> <hr/> <table border="1"> <tr> <td data-bbox="488 898 773 947">GROUP 1</td> <td data-bbox="773 898 1385 947">Hôpital Roi Baudouin – Urban hospital based in Dakar</td> </tr> <tr> <td data-bbox="488 947 773 1031">GROUP 2</td> <td data-bbox="773 947 1385 1031">Centre de Sante de Pikine – Medical clinic based in the small town of Pikine outside of Dakar</td> </tr> </table> <hr/>	FULL GROUP	Forêt Classée de Mbao – forest reserve, agro-forestry, nursery, beekeeping, equestrian sports, new road construction, etc.	GROUP 1	Hôpital Roi Baudouin – Urban hospital based in Dakar	GROUP 2	Centre de Sante de Pikine – Medical clinic based in the small town of Pikine outside of Dakar
FULL GROUP	Forêt Classée de Mbao – forest reserve, agro-forestry, nursery, beekeeping, equestrian sports, new road construction, etc.						
GROUP 1	Hôpital Roi Baudouin – Urban hospital based in Dakar						
GROUP 2	Centre de Sante de Pikine – Medical clinic based in the small town of Pikine outside of Dakar						

## 6. ATTACHMENT: FINAL AGENDAS



## *Agriculture/Economic Growth Focused Workshop*

The training team, to the best of their ability, followed the below schedule. Some flexibility to the exact times was permitted to meet the needs of participants, but the general flow outlined below was maintained.

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### **Environmental Compliance + Environmentally Sound Design & Management in Project Implementation—Agriculture/Economic Growth Focus**

#### ***A Workshop for USAID/Senegal Staff and Implementing Partners***

*King Fahd Palace Hotel—Dakar, Senegal  
17 – 19 February, 2014*

#### **Training Objective:**

The overall goal of the workshop is to strengthen environmentally sound design and management (ESDM) of USAID-funded activities in Senegal by assuring that participants have the motivation, knowledge and skills necessary to: (1) achieve environmental compliance over life-of-project; and (2) otherwise integrate environmental considerations in activity design and management through all aspects of implementation and close-out to improve overall project acceptance and sustainability.

The workshop will be conducted in English, with limited ability for French-language questions and follow-up conversations. A limited number of training materials will also be provided in French.

#### **Key Activities:**

- Day 1 Overview of ESDM and skill-building in Environmental Impact Assessment (EIA). Explain USAID Environmental Procedures and compliance documentation; prepare for Day 2 site visits.
- Day 2 Complete site visits and develop EMMPs; complete small-group presentation of findings and recommendations.
- Day 3 Clarify USAID and IP roles responsibilities, including environmental compliance reporting. Highlight key technical resources.

<b>Day/Time</b>	<b>Module</b>	<b>Objective/Content Summary</b>	<b>Presenter/Facilitator</b>
<b>Day 1</b>	<b>Motivation, Core Skills and Overview of Environmental Compliance over Life of Project</b>		
8:00-8:30	Participant Registration		
8:30-8:45	Welcome and Opening Statements	Highlight the value of workshop content and expected results.	USAID/Senegal Mission
8:45-9:15	<b>Session 1:</b> Workshop Objectives and Logistics; Participant Introductions	Establish workshop objectives; brief the agenda and learning approach.  Review logistics.  Introduce participants; articulate expectations.	GEMS Trainer
9:15-9:45	<b>Session 2a:</b> Environmentally Sound Design & Management (ESDM) as a Foundation for Environmental Compliance	Understand linkage between ESDM and project success, consider examples from Senegal.  Motivate the need to systematically address	Oumou Ly, Mission Env. Officer USAID/Senegal

Day/Time	Module	Objective/Content Summary	Presenter/Facilitator
	<i>Presentation and dialogue</i>	environmental considerations in development activities. View this process in the context of environmental compliance.	
9:45-10:15	<b>Session 2b:</b> ESDM and Environmental Compliance in Senegal: A Regulatory Perspective	Understand the approach that the Government of Senegal (GOS) takes in promoting ESDM and the specific environmental management requirements that apply to USAID and its partners.	Guest presenter from DEEC
10:15-10:30	Break		
10:30-11:30	<b>Session 3:</b> Sector-Specific Environmental Management Challenges and Opportunities	Review and discuss environmental management in the agriculture sector and for economic growth activities in Senegal.	Guest Presenter from CERES LOCUSTOX
11:30-12:30	<b>Session 4:</b> Fundamental Skills of Environmental Impact Assessment (EIA) <i>Technical presentation and dialogue</i>	Define key terms—baseline, impact, activity—and learn essential classroom theory for baseline characterization, impact identification and mitigation design and how they apply in the EIA framework; the EIA framework is the basis for USAID Environmental Procedures.	GEMS Trainer
12:30-13:30	Lunch		
13:30-14:30	<b>Session 5:</b> Environmental Impact Assessment and “USAID Environmental Procedures”: the Initial Environmental Examination (IEE) and Beyond <i>Technical presentation and dialogue</i>	Review USAID’s implementation of the EIA process and the preparation of project environmental compliance documents; understand how these documents establish environmental management criteria for USAID-funded activities.	GEMS Trainer
14:30-15:30	<b>Session 6:</b> The Environmental Mitigation and Monitoring Plan (EMMP) <i>Technical presentation and dialogue</i>	Understand the EMMP concept and formats: Who develops them. Their role in “operationalizing” key elements of USAID Environmental Procedures and establishing and maintaining project environmental compliance. Introduce key guidance: <i>EMMP Factsheet</i> .	GEMS Trainer
15:30-15:45	Break		
15:45-16:00	<b>Session 7:</b> Introduction to the USAID Sector Environmental Guidelines <i>Presentation</i>	Deepen familiarity with environmental resources and guidelines, particularly the <i>Sector Environmental Guidelines</i>	GEMS Trainer
16:00-16:45	<b>Session 8a:</b> Field Work Component—Briefing and Classroom Preparation <i>Presentation and small-group work</i>	Gain a general awareness of the case study sites that will be visited in the field on Day 2. Divide participants and distribute reference materials.  Discuss potential adverse impacts of the case study sites. Review background and reference materials and discuss approach for EMMP development in small-group format.	GEMS Trainer
16:45-17:00	Announcements and Closing		
<b>Day 2</b>	<b>Complete site visits and develop EMMPs</b>		
8:00-12:00  (includes return	<b>Session 8b</b> Field Work Component—Experiential Practice Developing a Sector-Focused EMMP	Build and apply the core Environmental Analysis skills briefed in previous day via a field trip and follow-up group work to:	Group Participants

Day/Time	Module	Objective/Content Summary	Presenter/Facilitator
from field)	Site Visit: <i>La Forêt classée de Mbaou</i>	1) synthesize field observations; and 2) identify possible mitigation measures for the top two issues/impacts of concern at each site, with reference to the <i>Sector Environmental Guidelines</i> .	
12:00-13:00	Refresh and Lunch		
13:00-15:00 (tea break taken at leisure)	<b>Session 8c:</b> Field Work Component— Develop EMMP and Prepare Small-Group Presentation  <i>Small group work</i>	Advance discussions and compilation of field visit results into an EMMP format and a group presentation.	Group Participants
15:00-17:00	<b>Session 8d:</b> Field Work Component— EMMP Group Presentations  <i>Group presentations in plenary</i>	Articulate field visit findings, analysis, and EMMP development.	Group Participants
17:00	Announcements and Closing		
<b>Day 3 Reporting, and Roles and Responsibilities</b>			
8:00-9:00	<b>Session 9:</b> Environmental Compliance Reporting  <i>Technical presentation and dialogue</i>	Guidance on EMMP-related and other environmental compliance reporting, including integration with broader project M&E and PMP reporting requirements.	GEMS Trainer
9:00-9:30	<b>Session 10:</b> Roles, Responsibilities & Resources  <i>Technical presentation and dialogue</i>	Summarize the various responsibilities of USAID staff and Implementing Partners (IPs); introduce additional key resources available to support environmental compliance and ESDM.	GEMS Trainer
9:30-9:45	Break		
9:45-10:15	<b>Session 11:</b> General Q&A		GEMS Trainer
10:15-10:30	<b>Session 12:</b> Workshop Final Evaluations	Participants complete evaluation form	GEMS Trainer
10:30-11:00	Closing Ceremony	Conclude workshop and distribute certificates.	USAID/Senegal Mission

## *Health Focused Workshop*

Day 3 of the second workshop was modified to accommodate two hours for lunch and Islamic prayer time. The below schedule reflects the outcome of these changes. Some flexibility to the exact times was permitted to meet the needs of participants, but the general flow outlined below was maintained.

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## **Environmental Compliance + Environmentally Sound Design & Management in Project Implementation—Health Focus**

### ***A Workshop for USAID/Senegal Staff and Implementing Partners***

*King Fahd Palace Hotel—Dakar, Senegal  
19 – 21 February, 2014*

#### **Training Objective:**

The overall goal of the workshop is to strengthen environmentally sound design and management (ESDM) of USAID-funded activities in Senegal by assuring that participants have the motivation, knowledge and skills necessary to: (1) achieve environmental compliance over life-of-project; and (2) otherwise integrate environmental considerations in activity design and management through all aspects of implementation and close-out to improve overall project acceptance and sustainability.

The workshop will be conducted in English, with limited ability for French-language questions and follow-up conversations. A limited number of training materials will also be provided in French.

#### **Key Activities:**

- Day 1 Overview of ESDM and skill-building in Environmental Impact Assessment (EIA). Explain USAID Environmental Procedures and compliance documentation; prepare for Day 2 site visits.
- Day 2 Complete site visits and develop EMMPs; complete small-group presentation of findings and recommendations.
- Day 3 Clarify USAID and IP roles responsibilities, including environmental compliance reporting. Highlight key technical resources.

<b>Day/Time</b>	<b>Module</b>	<b>Objective/Content Summary</b>	<b>Presenter/Facilitator</b>
<b>Day 1</b>	<b>Motivation, Core Skills and Overview of Environmental Compliance over Life of Project</b>		
12:30-13:00	Participant Registration		
13:00-13:15	Welcome and Opening Statements	Highlight the value of workshop content and expected results.	USAID/Senegal Mission
13:15-13:45	<b>Session 1:</b> Workshop Objectives and Logistics; Participant Introductions	Establish workshop objectives; brief the agenda and learning approach.  Review logistics.  Introduce participants; articulate expectations.	GEMS Trainer
13:45-14:15	<b>Session 2a:</b> Environmentally Sound Design & Management (ESDM) as a Foundation for Environmental Compliance	Understand linkage between ESDM and project success, consider examples from Senegal.	Oumou Ly, Mission Env. Officer USAID/Senegal

Day/Time	Module	Objective/Content Summary	Presenter/Facilitator
	<i>Presentation and dialogue</i>	Motivate the need to systematically address environmental considerations in development activities. View this process in the context of environmental compliance.	GEMS Trainer
14:15-14:45	<b>Session 2b:</b> ESDM and Environmental Compliance in Senegal: A Regulatory Perspective	Understand the approach that the Government of Senegal (GOS) takes in promoting ESDM and the specific environmental management requirements that apply to USAID and its partners.	Guest presenter from DEEC
14:45-15:00	Break		
15:00-16:00	<b>Session 3:</b> Sector-Specific Environmental Management Challenges and Opportunities	Review and discuss environmental management in the health sector and for health care-related programming in Senegal.	Guest Presenter from PRONALIN
16:00-17:00	<b>Session 4:</b> Fundamental Skills of Environmental Impact Assessment (EIA) <i>Technical presentation and dialogue</i>	Define key terms—baseline, impact, activity—and learn essential classroom theory for baseline characterization, impact identification & mitigation design and how they apply in the EIA framework; the EIA framework is the basis for USAID Environmental Procedures.	GEMS Trainer
<b>Day 2 Motivation, Core Skills and Overview of Environmental Compliance over Life of Project + Site Visit</b>			
8:00-9:00	<b>Session 5:</b> Environmental Impact Assessment and “USAID Environmental Procedures”: the Initial Environmental Examination (IEE) and Beyond <i>Technical presentation and dialogue</i>	Review USAID’s implementation of the EIA process and the preparation of project environmental compliance documents; understand how these documents establish environmental management criteria for USAID-funded activities.	GEMS Trainer
9:00-10:00	<b>Session 6:</b> The Environmental Mitigation and Monitoring Plan (EMMP) <i>Technical presentation and dialogue</i>	Understand the EMMP concept and formats: Who develops them. Their role in “operationalizing” key elements of USAID Environmental Procedures and establishing and maintaining project environmental compliance. Introduce key guidance: <i>EMMP Factsheet</i> .	GEMS Trainer
10:00-10:15	Break		
10:15-10:30	<b>Session 7:</b> Introduction to the USAID Sector Environmental Guidelines <i>Presentation</i>	Deepen familiarity with environmental resources and guidelines, particularly the <i>Sector Environmental Guidelines</i>	GEMS Trainer
10:30-11:30	<b>Session 8a:</b> Field Work Component—Briefing and Classroom Preparation <i>Presentation and small-group work</i>	Gain a general awareness of the case study sites that will be visited in the field on Day 2. Divide participants and distribute reference materials.  Discuss potential adverse impacts of the case study sites. Review background and reference materials and discuss approach for EMMP development in small-group format.	GEMS Trainer
11:30-12:30	Lunch		
12:30-17:00 (includes return	<b>Session 8b</b> Field Work Component—Experiential Practice Developing a Sector-Focused EMMP <i>Site Visits:</i>	Build and apply the core Environmental Analysis skills briefed in previous day via a field visit and follow-up group work to:  3) synthesize field observations; and	Group Participants

Day/Time	Module	Objective/Content Summary	Presenter/Facilitator
from field)	1. <i>Centre de Sante de Pikine</i> 2. <i>Hôpital Roi Baudoin</i>	4) identify possible mitigation measures for the top two issues/impacts of concern at each site, with reference to the <i>Sector Environmental Guidelines</i> .	
<b>Day 3 EMMP Development and Reporting, and Roles and Responsibilities</b>			
9:00-10:00	<b>Session 9:</b> Environmental Compliance Reporting <i>Technical presentation and dialogue</i>	Guidance on EMMP-related and other environmental compliance reporting, including integration with broader project M&E and PMP reporting requirements.	GEMS Trainer
10:00-10:30	<b>Session 10:</b> Roles, Responsibilities & Resources <i>Technical presentation and dialogue</i>	Summarize the various responsibilities of USAID staff and Implementing Partners (IPs); introduce additional key resources available to support environmental compliance and ESDM.	GEMS Trainer
10:30-12:30 (tea break taken at leisure)	<b>Session 8c:</b> Field Work Component— Develop EMMP and Prepare Small-Group Presentation <i>Small group work</i>	Advance discussions and compilation of field visit results into an EMMP format and a group presentation.	Group Participants
12:30-14:30	Lunch		
14:30-15:30	<b>Session 8d:</b> Field Work Component— EMMP Group Presentations <i>Group presentations in plenary</i>	Articulate field visit findings, analysis, and EMMP development.	Group Participants
15:30-15:45	Break		
15:45-16:15	<b>Session 11:</b> General Q&A		GEMS Trainer
16:15-16:30	<b>Session 12:</b> Workshop Final Evaluations	Participants complete evaluation form	GEMS Trainer
16:30-17:00	Closing Ceremony	Conclude workshop and distribute certificates.	USAID/Senegal Mission

## 7. ATTACHMENT: PARTICIPANT LISTS





# Workshop Evaluation

## Environmental Compliance + Environmentally Sound Design & Management in Project Implementation

A Workshop for USAID/Senegal Staff and Implementing Partners

Dakar, Senegal ▪ February 2014

*Your frank and honest feedback will help strengthen future trainings and help prioritize ESDM and environmental compliance support to USAID Programs and Missions in Africa and globally. Thank-you for your time!*

### Learning approach

*For each issue, please check or circle the assessment you most agree with*

Issue	Assessment					Comments
<b>Balance of time in classroom to time in field</b>	Much more time in field needed	A bit more time in field needed	About right	A bit more time in classroom needed	Much more time in classroom needed	
<b>In the classroom, balance of presentations to exercises, group work &amp; discussions</b>	Much more emphasis on presentations needed	A bit more emphasis on presentations needed	About right	A bit more emphasis on exercises/ discussions needed	Much more emphasis on exercises/ discussions needed	
<b>Technical level &amp; pace</b>	Much too heavy	A little too heavy	About right	A bit too light	Much too light	
<b>Opportunities for peer exchange &amp; learning</b>	Needed to hear and learn much more directly from facilitators	Needed to hear and learn more directly from facilitators	About right	Some more opportunities for peer learning/ exchange are needed	Many more opportunities for peer learning/exchange are needed	

### Highest/Lowest-rated sessions

Please identify the 1 or 2 sessions that you rate most highly (for content, usefulness, approach or for other reasons). Please also identify the 1 or 2 sessions that you found least engaging/useful/relevant. Please briefly indicate the reasons for your choice. (You may wish to refer to the agenda to refresh your memory.)

Session		Comment (Please explain why you made this choice.)
HIGH-RATED		
HIGH-RATED		
LOW-RATED		
LOW-RATED		

### Overall evaluations

Please check the assessment you most agree with.

Issue	Assessment					Comments
	Very poor	Poor	Acceptable	Good	Excellent	
Technical quality (Program & Content)						
Facilitation						
Logistics						
Venue						
Field visits						

## Impact

Please circle the characterization you most agree with.

Question	Characterization			Comments
<b>Baseline Knowledge</b> In light of what you have learned in this workshop, how would you rate your understanding of ESDM and USAID's Environmental Procedures BEFORE this workshop?	Had poor or limited understanding	Understood the basics, lacked some details	Had a strong and detailed understanding	
<b>Empowerment</b> To what extent has this workshop increased your <u>knowledge and capabilities</u> to address environmental compliance requirements in the context of your job function/professional responsibilities?	Not at all	Moderately	Strongly	
<b>Motivation</b> To what extent has this workshop increased your <u>motivation</u> to <i>proactively</i> address environmental compliance and ESDM in the context of your job function/professional responsibilities?	Not at all	Moderately	Strongly	

### Key topics not covered

Were there any topics of key important to you that were not covered/given very limited attention?	
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### Support needs

Are there particular environmental compliance/ESDM support needs or resources that you require?	
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**Additional comments welcome on any topic.**