

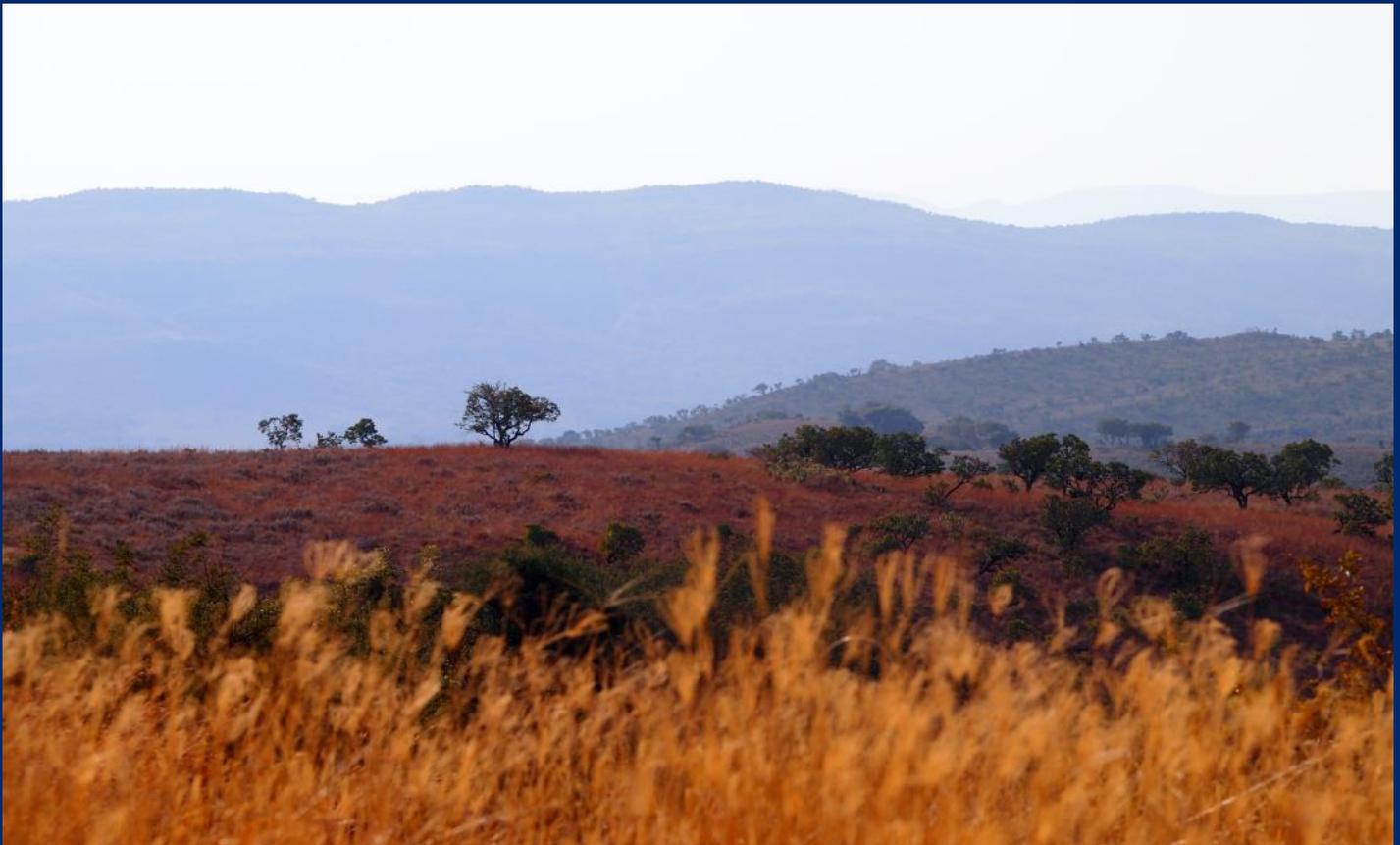


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GEMS Training Workshop Delivery Report:

Life-of-Project Environmental Compliance and
Environmentally Sound Design and Management:
A Training Workshop for USAID/Southern Africa Staff and Partners

Held 02–04 December 2014 at
Cricklewood Manor, Pretoria, South Africa



29 December 2014

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A Training Workshop for USAID/Southern Africa Staff and Partners

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Cricklewood Manor, Pretoria, South Africa

Prepared by:

Arianne Neigh, The Cadmus Group, Inc.
arianne.neigh@cadmusgroup.com

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The Cadmus Group, Inc.
100 Fifth Avenue, Suite 100
Waltham, MA 02451 USA
+1.617.673.7000 ■ Fax +1.617.673.7001
www.cadmusgroup.com



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ACRONYMS

ADS	Automated Directives Systems
A/COR	Agreement/Contracting Officer's Representative
BEO	Bureau Environmental Officer
CatEx	Categorical Exclusion
CFR	Code of Federal (US) Regulations
DO	Development Object (Formerly SO)
EIA	Environmental Impact Assessment
EMMP	Environmental Mitigation & Monitoring Plan
ENCAP	Environmentally Sound Design and Management Capacity-Building Support for Africa
ESDM	Environmentally Sound Design & Management
FAA	Foreign Assistance Act
GEMS	Global Environmental Management Support (Program)
IEE	Initial Environmental Examination
IP	Implementing Partner
MEO	Mission Environmental Officer
ND	Negative Determination
ND w/C	Negative Determination with Conditions
PAD	Project Appraisal Document
REGO	Regional Economic Growth Office
REO	Regional Environmental Officer
RESILIM	Resilience in the Limpopo River Basin
RFA/P	Request for Applications/Proposals
RHAP	Regional HIV/AIDS Program
SAIEA	Southern African Institute for Environmental Assessment
USAID	United States Agency for International Development

I. OVERVIEW

In collaboration and with funding from USAID/Southern Africa, GEMS delivered a Life-of-Project Environmental Compliance and Environmentally Sound Design Management training workshop for Mission staff and partners over 3 days, 2–4 December 2014, in Pretoria, South Africa. Eleven Mission staff from South Africa, Southern Africa Regional, Malawi, and Mozambique and eight partner staff attended. The workshop trained participants in: (1) compliance with USAID’s environmental procedures over life-of-project; (2) the objective of these procedures: environmentally sound design and management (ESDM) of USAID-funded activities; and 3) special topics relevant to Southern Africa.

This report is not a proceedings document, but is intended to document the following elements of the training workshop:

- ❖ Learning approach and structure, as reflected in agenda, materials, and facilitation;
- ❖ Outcomes (including evaluations and issues for follow-up); and
- ❖ Conclusions.

2. BACKGROUND

Environmental Compliance is a mandatory requirement for all USAID-funded programs and activities. The Foreign Assistance Act (FAA) of 1961 requires that USAID consider impacts arising from USAID activities on the environment and that USAID include environmental sustainability as a central consideration in designing and carrying out its development programs. This mandate is implemented in 22 Code of Federal Regulations (CFR) 216 and USAID’s Automated Directives System (ADS) chapters 201 and 204, inter alia. Therefore, it is extremely important for staff and implementing partners (IPs) to be able to understand their requirements and roles and be empowered to implement and monitor the environmental implications of their programs.

It is good practice to offer initial training and refresher training every 3 to 5 years. The last full training workshop in South Africa was given in 2010. An abbreviated 4-hour environmental compliance training workshop was provided to approximately 30 bilateral health partners in April of 2014, but Mission staff were not in attendance, and most of the Agreement/Contracting Officer’s Representatives (A/CORs) within the USAID Southern Africa Mission had not received the formal 3-day training. In addition, several new programs have been housed in the USAID Southern Africa Mission, including Power Africa. Therefore, the Regional Environmental Officer (REO), Dr. Diana Shannon, and the new Southern Africa Environmental Compliance Officer (Regional Mission Environmental Officer [MEO]), Ms. Judith Mlanda Zvikaramba, requested and supported the training workshop. An invitation was also extended to MEOs and deputy MEOs in the Southern Africa region as well as the Mission’s IPs.

This training workshop is timely as three new MEOs or deputy MEOs have joined the Missions. Additionally, USAID Southern Africa Regional HIV/AIDs Program (RHAP), the Regional Economic Growth Office (REGO), and Power Africa are developing new environmental compliance documentation.

3. OBJECTIVES, AGENDA AND LEARNING APPROACH

Primary Objectives

The primary objectives of the training workshop were to assist USAID/Southern Africa mission staff to:

- A. Better understand and apply USAID Environmental Procedures (22 CFR 216, ADS 201, ADS 204) and documentation and review requirements;

- B. Design and implement environmentally-sound activities to improve program and project sustainability;
- C. Assess reasonably foreseeable environmental impacts and mitigation and monitoring tools to minimize adverse impacts and design errors;
- D. Review how USAID procedures are to be applied in the context of evolving host country policies and emerging private sector practice in environmental impact assessment (EIA) and environmentally sound design and management;
- E. Consider answers to the questions: "How can environmentally sound design processes be strengthened within the Southern Africa Missions and the Agency?" and "What are some state-of-the-art approaches to mainstreaming environmental considerations into USAID regional and bilateral programs?";
- F. Discuss capacity building needs, options, and approaches, and review new approaches to knowledge management and their potential application to Agency and Mission responsibilities to promote environmentally sound design; and
- G. Inform participants on new initiatives and practices such as the use of Development Objective (DO) Initial Environmental Examinations (IEEs).

Mission Training Needs Identified During Planning

There was no planning trip conducted for this training workshop, but with the facilitator's familiarity with the Mission and the assistance of the REO and Regional MEO, the following training needs were identified:

1. Limited follow-through on Environmental Mitigation and Management Plan (EMMP) development and planning.
2. Limited or lack of understanding on roles and responsibilities for environmental compliance reporting.
3. Expectations for DO-level IEEs and how they are to be used and communicated to partners.
4. Limited or lack of understanding of the requirements in 22 CFR 216, ADS 201, and ADS 204, pertaining to threshold decisions:
 - ❖ Categorical Exclusions (CatEx).
 - ❖ Negative Determination (ND).
 - ❖ Negative Determination with Conditions (ND w/C).
5. Lack of use of standardized environmental compliance language and environmental compliance review over the entire life of the project including Project Appraisal Document (PAD) development, drafting Requests for Applications/Proposals (RFA/Ps), proposal review, and quarterly and annual reporting cycles.
6. Proposed special topics to be addressed at the training workshop include:
 - ❖ Climate Change
 - ❖ DO-level IEEs
 - ❖ Environmental Impact Assessment in Southern Africa
 - ❖ Sub-project Reviews

The program design, development, and subsequent delivery adequately addressed issues as reflected by the training workshop agenda and materials.

Background: the Life-of-Project agenda.

The first Life-of-Project training workshop agenda and materials were piloted at a June 2008 training workshop in Bagamoyo, Tanzania delivered under the ENCAP project.¹ That curriculum focused on

¹ 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.encapfrica.org/about.htm

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 workshop developed under GEMS and adapted for USAID/Southern Africa. Consistent with adult learning techniques, including a focus on practical application, the agenda reflected the principle that group exercises and field visits should represent at least 50 percent of total training workshop time, if not more, and that classroom theory should be systematically reinforced with exercises and a field visit component. However, due to the shortened nature of the training workshop, the actual amount of time spent in group work was closer to 35 percent.

Specific Adaptations Made for the USAID/Southern Africa Training Workshop Agenda

- The training workshop was given in 3 days instead of the standard 4.5 days at the request of the Mission. This required the elimination of field visits in exchange for the use of “virtual” field visits.
- Since a premier focus was to encourage participation, the agenda was adapted throughout the week to adjust for the pace of the group’s learning. The goal was to ensure that participants could ask and receive attention to specific questions they brought to the training workshop rather than strictly adhering to the agenda and materials.

➤ Virtual Field Visit

With a focus on practical application and with limited time to conduct a field visit, participants were led on a virtual field visit undertaken at the end of Day 1. This afforded participants an opportunity to practice information gathering and develop observations skills needed to identify and prioritize potential environmental impacts or issues of concern, and discuss approaches to limit adverse effects on the environment.

A second field visit was utilized in an exercise to develop EMMPs on Day 3. Participants had the option of working from this virtual field visit example about a regional hospital to develop an example EMMP.

- During an exercise that filled most of Day 3, participants, especially IPs, were encouraged to bring their IEE and existing EMMPs, if available, to the training workshop. The participants then worked in teams to assist the IPs with their EMMP development. The goal was to work collaborative to develop an EMMP for the IPs programs. Partners either went home with completed EMMPs or with nearly complete ones that they will then take to their A/CORs for approval.

➤ Inclusion of Southern Africa EIAs

Three special topics sessions were included: Climate Change, DO-Level IEEs, and EIAs in Southern Africa. To encourage participation and interaction, climate change activities currently in the USAID Southern Africa portfolio were discussed by USAID staff and an IP. Specific issues to EIA in Southern Africa were discussed by Dr. Peter Tarr from the Southern Africa Institute for Environmental Assessment (SAIEA). Dr. Tarr is an expert in EIA and provides technical assistance and quality assurance reviews to Southern Africa governments on EIA documentation.

4. EVALUATIONS

Two different formal methods were used to evaluate the success of the training workshop in meeting its objectives. Both indicated that the training workshop strongly achieved these objectives:

1. **Environmental Mitigation and Monitoring Report Presentations.** Following the conclusion of EMMP development exercises and group work on Day 3, a review of this content was conducted in the form of presentations. Small teams presented EMMPs in the role of IPs to an audience playing the role of A/COR. This exercise provided USAID staff an opportunity to both provide and receive feedback on what comprises an effective EMMP. EMMPs were developed in groups with IPs and USAID staff working together. Facilitators provided guidance following the presentations as to how the EMMP could be further strengthened to better improve efficacy.
2. **Individual Training Workshop Evaluation and Feedback Instrument.** At the conclusion of the workshop, participants were asked to complete an individual GEMS training workshop evaluation form (attached). The form is designed to solicit evaluations of the learning approach and to differentiate evaluations according to the level of prior knowledge of participants.

The latter is intended to evaluate training workshop performance against and inform future training workshop design with respect to a consistent challenge in this training workshop 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 evaluation categories, except venue, the scores fall between “good” and “excellent.”

A. Overall evaluation results:

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

Evaluation Element	Pretoria 2014	Previous training workshops in the series Average scores for all participants		
		Uganda 2014*	Senegal 2014**	Malawi 2013**
Technical Program	4.20	3.89	4.33	4.25
Facilitation	4.13	3.54	4.14	4.33
Logistics	4.36	3.94	3.22	4.36
Venue	3.50	3.86	2.95	4.12

*bilateral workshop

**AFR regional workshops

B. Impact

Scoring scheme: 1=not at all increased; 2=moderately increased; 3=strongly increased

Evaluation Element	Average Score*	Interpretation
Empowerment	2.69	Nearly all participants identified that their motivation was strongly increased.
Motivation	2.88	

*average across all participants. The average self-evaluated “baseline knowledge” of participants prior to attending the workshop was 1.63 out of 3, where: 1 =Had poor or limited understanding of ESDM and USAID’s Environmental Procedures; 2 = Understood the basics, lacked some details; 3 =Had a strong and detailed understanding.

C. Learning Approach

Scoring scheme: varies by element, see column in table, 3 is the ideal score in all cases

Evaluation Element	Scoring scheme	Average Scores	Interpretation
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Presentations vs. Exercises balance	1=much more emphasis on presentations needed 3=right balance; 5=much more exercise/discussion time needed	3.0	Overall participants felt that training workshop was well-balanced. Those providing comments thought it could be shortened to 2 days by removing Day 1. They also thought acronym use was a bit heavy for participants new to USAID.
Technical level and pace	1=too heavy; 3=about right 5=too light	2.69	
Opportunities for peer exchange	1=need to hear much more from facilitators 3=right balance; 5=need much more peer learning	2.88	

*average across respondents

D. High rated/low-rated sessions

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

Total citations to high-rated sessions totalled 16 with many participants identifying no low-rated sessions or session as “all relevant”.

Highest-rated

1. The highest-rated sessions were the focused bloc of sessions on USAID Environmental Procedures, EMMP development, DO-level IEEs.
2. The special presentation by Peter Tarr was noted as a highlight of the training workshop.

Lowest-rated

1. Only three respondents noted a lowest rated session.
 - a. The Day 1 opening sessions were noted by two respondents.
 - b. The climate change special session was noted by one respondent.

5. CONCLUSIONS

Successes

1. Partners were encouraged to bring their existing EMMPs or to draft EMMPs if they did not already have them. Partners went home with either complete or nearly complete EMMPs, which was one of the primary objectives for participants.
2. Partners and USAID staff identified that they had a greater understanding of the IEE and how to develop EMMPs.
3. The virtual field visit model seemed to work satisfactorily in the absence of an actual field visit.
4. Participants were generally very engaged in the sessions rather than attending to work matters, especially considering the proximity to the local Mission. This was significantly different from experiences in other training workshops that were located close to the hosting Mission. It is unclear whether the engagement levels were related to the attendee’s interest in the content or to the altered format, which focused on discussion throughout the training workshop.

Facilitators’ Comments and Lessons Learned

1. The training workshop pacing was meant to accommodate a 3-day training workshop. With the shortened schedule, there was less time for group work. Perhaps a few of the sessions could have been changed so there was less repetition and more time for groups to work on applying the lessons.

Lesson Learned: Perhaps consider building in another exercise, particularly into Day 1, that can help teach the material through group work rather than lecture.

2. The venue generally received low scoring for cleanliness, the number of bathroom facilities, and parking. Participants were sent notes on parking at the location, but some still complained about inconvenience. More vegetarian options should have been available.

Lesson Learned: We should have put up signs to the second bathroom at the venue for participants rather than telling them verbally. The parking situation was unavoidable. A separate vegetarian menu was available but we thought there was enough selection for vegetarians with the salads; however it was inadequate and we should have order the separate vegetarian menu.

3. The presenter added acronyms to a list on the wall during the training workshop. Reliance on acronyms is necessary because of the frequency that many of the terms are used (e.g., EMMP, IEE). The challenge was that USAID staff were familiar with some acronyms (e.g., program life cycle) that the few partners attending were not.

Lessons Learned: We discussed inserting acronyms in the sourcebook but could not do it in time for the printing. A list of acronyms may have helped, but in most cases I do not believe that participants would have referenced the lists during the training workshop. However, we could have prepopulated an acronym list on a flip chart and posted it at several locations in the room.

6. SUPPORTING INFORMATION

Key training workshop attributes & implementation arrangements

Place, Date and Participants

Dates	2–4 December 2014
Venue	Cricklewood Manor, Pretoria, South Africa
Participants (full participant list is attached)	11 USAID Staff, eight implementing partners (16 final evaluations received). Training workshop team: USAID: See “USAID Environmental Officers/Advisors” below GEMS: Two facilitators and 2 support staff. See “GEMS training workshop team,” below
Working language	English

Staffing and Logistics

Planning and coordination	GEMS team and USAID/Southern Africa, including Ms. Motsilisi Motsoane, coordinated logistics for the training workshop, including: <ul style="list-style-type: none"> • Invitations to Republic of South Africa officials • Coordinating with the Regional Security Officer regarding venue selection • Venue Booking
Local expertise	Dr. Peter Tarr, Southern African Institute for Environmental Assessment (SAIEA)
GEMS Training Workshop Team	Arienne Neigh (Cadmus, GEMS) served as the lead trainer. Rosie Chekenya (Cadmus, GEMS) served as the lead trainer. The lead GEMS trainers had responsibility for coordinating the training workshop agenda, assigning presenters, and presenting training workshop sessions, as well as daily reviews and group facilitation. The facilitation team met at the end of each day to review and strategize. The lead trainers, with assistance from the Regional MEO and REO, were also

	responsible for managing flow and time and organizing group work.
USAID Environmental Officers/Advisors	Diana Shannon , the Southern Africa Regional Environmental Officer (REO) supported training workshop facilitation. Judith Mlanda Zvikaramba , USAID/Southern Africa Regional MEO supported training workshop facilitation.

Contracts, Funding, and Cost-Shares

Cost shares and funding sources	USAID participants' respective missions/offices covered their travel and per diem. USAID/Southern Africa buy-in to GEMS II covered labor and travel of the GEMS training workshop team, GEMS home office support, training workshop materials, and the venue.
Contract mechanisms	USAID/Southern Africa buy-in to GEMS II.

Agenda, Content, and Materials

Development lead	Arianne Neigh (Cadmus, GEMS)
Agenda	The final agenda is attached. See notes on agenda below.
Hardcopy materials	Participants were provided with the following materials in hardcopy: Sourcebook. 1.5" 3-ring binder x 31 containing the agenda, a brief objectives statement/overview of each module, presentations, and exercises. The sourcebooks were reproduced in the U.S. by Cadmus and then shipped to Pretoria. Additional materials were taken to the Mission for distribution.
Memory sticks (flash drives)/MEO Resource Center	Participants were not provided with flash drives due to USAID internal rules against the use of flash drives. Sourcebook material has been posted to the GEMS website. Participants will be notified of the website location via email.
Virtual site visits	The training workshop was limited to 3 days so the team, in conjunction with USAID, opted to conduct virtual field visits for participant group exercises. Two site visits were used to assist with learning how to identify environmental impacts and the baseline environment. Another site visit was used to help bring EMMP conditions to reality.
Materials archive	Materials are archived on the GEMS website (www.usaidgems.org)

Key Contacts

Organization	Name & Position	Contact Info
USAID/AFR/SD	Brian Hirsch, BEO	bhirsch@usaid.gov
USAID/Southern Africa	Diana Shannon, REO	dshannon@usaid.gov
USAID/Southern Africa	Judith Mlanda Zvikaramba, Project Development Specialist-Regional Environment	jzvaramba@usaid.gov
CADMUS/GEMS	Mark Stoughton, GEMS Team Leader	mark.stoughton@cadmusgroup.com
	Arianne Neigh, Facilitator	arianne.neigh@cadmusgroup.com
	Rosie Chekenya Facilitator	rchekenya@gmail.com
	Tara Fortier, Senior Analyst	tara.fortier@cadmusgroup.com
	Jodi O'Grady, Senior Analyst	jodi.ogrady@cadmusgroup.com

ATTACHMENT I:AGENDA

Environmental Compliance + Environmentally Sound Design & Management in Project Implementation

Pretoria, South Africa
2–4 December, 2014

Training Workshop Objective:

The overall goal of the training workshop is to strengthen environmental compliance and environmentally sound design and management (ESDM) of USAID-funded activities 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 training workshop will be conducted in English.

Key Activities:

- Day 1 Overview of EIA and skill-building in Environmental Compliance. Explain USAID Environmental Procedures and compliance documentation.
- Day 2 USAID Environmental Procedures: IEE and EMMPs. Special Topics in Environmental Compliance.
- Day 3 Develop EMMPs; complete small-group presentation of findings and recommendations. Clarify USAID and IP roles responsibilities, including environmental compliance reporting. Highlight key technical resources.

Day/Time	Module	Objective/Content Summary	Presenter/Facilitator
Day 1 Motivation, Core Skills and Overview of Environmental Compliance over Life-of-Project			
08:00-08:30	Participant Registration		
08:30-08:45	Welcome and Opening Statements	Highlight the value of training workshop content and expected results.	USAID/Southern Africa Mission – Michael McCord
08:45-09:00	Session 1: Training Workshop Objectives and Logistics; Participant Introductions	Establish training workshop objectives; brief the agenda and learning approach. Review logistics. Introduce participants; articulate expectations.	Arianne Neigh, GEMS Facilitator
09:00-10:00	Session 2: Life-of-Project: Environmentally Sound Design & Management (ESDM) as a Foundation for Environmental Compliance <i>Presentation and dialogue</i>	Understand linkage between ESDM and project success, consider examples from Southern Africa. Motivate the need to systematically address environmental considerations in development activities. View this process in the context of environmental compliance.	Rosie Chekenya, GEMS Facilitator
10:00-10:20	Break		
10:20-11:20	Session 3: Fundamental Skills of Environmental Impact Assessment (EIA) <i>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.	Rosie Chekenya, GEMS Facilitator
11:20-12:15	Session 4: Core EIA Skills <i>Presentation and dialogue</i>	Characterizing the baseline conditions, identifying impacts, and principals of mitigation	Rosie Chekenya, GEMS Facilitator
12:15-13:15	Lunch		

Day/Time	Module	Objective/Content Summary	Presenter/Facilitator
13:15-14:45	Session 6 and 7: Experiences with ESIA in Southern Africa <i>*subject to time change</i>	Understanding EIA procedures and processes in Southern Africa	Peter Tarr, Southern African Institute for Environmental Assessment
14:45-15:00	Break		
15:00-15:30	Session 5a: Practicing Core EIA Skills: Virtual Field Visits <i>Photo Tour</i>	Practice information-gathering and observation skills needed to identify impacts/issues of concern	Arianne Neigh, GEMS Facilitator
15:30-16:30	Session 5b: Practicing Fundamental EIA Skills: Virtual Field Visits <i>Group Work & Plenary Synthesis</i>	Synthesize virtual field observations and prioritize impacts/issues of concern; discuss possible approaches for limiting adverse effects on the environment.	Group Work
Day 2	Motivation, Core Skills and Overview of Environmental Compliance over Life-of-Project		
08:30-10:30	Session 8: Environmental Impact Assessment and “USAID Environmental Procedures”: the Initial Environmental Examination (IEE) and Beyond <i>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.	Arianne Neigh, GEMS Facilitator
10:30-10:50	Break		
10:50-11:30	Session 10: Principles of Environmental Monitoring <i>Presentation and dialogue</i>	Monitoring is the essential complement to mitigation: its objective is to determine clearly and cost-effectively if mitigation is sufficient and effective. We will understand this objective, brief the two types of environmental monitoring indicators & achieve a common understanding of the principles of environmental monitoring design.	Rosie Chekenya, GEMS Facilitator
11:30-12:30	Session 11: The Environmental Mitigation and Monitoring Plan (EMMP) for Partners <i>Presentation and dialogue</i>	EMMPs set out the mitigation and monitoring measures by which a project will respond and comply with IEE or EA conditions. We will understand the basic EMMP concept and formats.	Arianne Neigh, GEMS Facilitator
12:30-13:30	Lunch		
13:30-13:45	Session 12: Introduction to the USAID Sector Environmental Guidelines and Other Resources <i>Presentation</i> <i>Sector Environmental Guidelines</i>	Understand environmental resources and guidelines, particularly the <i>Sector Environmental Guidelines</i>	Arianne Neigh, GEMS Facilitator
13:45-14:15	Session 14a: Special Topics: Climate Change <i>Technical presentation with live demonstration and dialogue</i>	Discuss USAID Agency action and USG Executive Order on Climate Change. Highlight USAID Southern Africa climate change programs.	Graham Paul, USAID Southern Africa David Gaad, RESILIM
14:15-15:15	Session 14b: Special Topics: DO Level IEEs & Translating IEE Conditions <i>“Conditions to Actions” discussion/exercise</i>	Deepen familiarity with DO-level IEEs and how to utilize them. Discuss translating DO level IEE conditions. Review IEE development during the PAD.	Arianne Neigh, GEMS Facilitator
15:15-15:30	Break		
15:30-16:30	Session 13b: Group Presentations	Practice a key EMMP skill on DO level IEEs Translating IEE conditions to specific mitigation actions. Participants report out on conditions and mitigation measures.	Group Work

Day/Time	Module	Objective/Content Summary	Presenter/Facilitator
Day 3	EMMP Development and Reporting, and Roles and Responsibilities		
Day 3	Develop EMMPs and Discuss Roles and Responsibilities		
8:30-11:30 (tea break at leisure)	Session 15a: Experiential Practice Developing an EMMP <i>Prepare Small-Group Presentation</i>	Briefing on the extended EMMP development exercise and the virtual case sites that will form the basis of the exercise. Build and apply the core Environmental Analysis skills briefed in Day 1 and Day 2 via a virtual visit and follow-up group work to: <ol style="list-style-type: none"> 1) Discuss observations; and 2) Identify possible mitigation measures for the top two issues/impacts of concern at each site, with reference to the <i>SEGs</i>. 3) Advance discussions and compilation of results into an EMMP format and a group presentation. 	Group Work
11:30-12:30	Session 15b: EMMP Group Presentations <i>Group presentations in plenary</i>	Articulate field visit findings, analysis, and EMMP development.	Group Work
12:30-13:30	Lunch		
13:30-14:30	Session 15b (cont.): EMMP Group Presentations <i>Group presentations in plenary</i>	Articulate field visit findings, analysis, and EMMP development.	Group Work
14:30-15:30	Session 16: 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.	Diana Shannon USAID/Southern Africa
15:30-15:45	Session 18: Parking Lot	Address unresolved questions or issues and summarize information presented throughout the training workshop.	GEMS Facilitators
15:45-16:15	Session 20: Training Workshop Final Evaluations and Closing Ceremony	Participants complete evaluation form	GEMS Facilitators and USAID/Southern Africa

ATTACHMENT 2: INDIVIDUAL EVALUATION INSTRUMENT

Environmental Compliance & Environmentally Sound Design & Management

Pretoria, South Africa ▪ December 2014

Your frank and honest feedback will help strengthen future training workshops 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
Balance of time in classroom to time in field	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	
In the classroom, balance of presentations to exercises, group work & discussions	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	
Technical level & pace	Much too heavy	A little too heavy	About right	A bit too light	Much too light	
Opportunities for peer exchange & learning	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
Baseline Knowledge In light of what you have learned in this training workshop, how would you rate your understanding of ESDM and USAID's Environmental Procedures BEFORE this training workshop?	Had poor or limited understanding	Understood the basics, lacked some details	Had a strong and detailed understanding	
Empowerment To what extent has this training 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	
Motivation To what extent has this training workshop increased your <u>motivation to proactively</u> 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.