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SUDAN TRANSITIONAL ENVIRONMENT PROGRAM

REPORT ON THE PROCEEDINGS OF THE 7TH TRAINING WORKSHOP



December 2007

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Cover Photo: Group Photograph of Participants to the 7th USAID/STEP Training Course in EIA/ESD Held at the MAF Conference Room in Juba, Southern Sudan from the 10th – 14th December 2007

SUDAN TRANSITIONAL ENVIRONMENT PROGRAM

REPORT ON THE PROCEEDINGS OF THE 7TH TRAINING WORKSHOP

IN ENVIRONMENTAL ASSESSMENT AND ENVIRONMENTALLY SOUND
DESIGN FOR SMALL-SCALE ACTIVITIES FUNDED BY USAID/SUDAN TRANSITIONAL
ENVIRONMENT PROGRAM (STEP)

10-14th DECEMBER, 2007

JUBA, SOUTHERN SUDAN

December 2007

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government

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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CAR	Central African Republic
DRC	Democratic Republic of Congo
EA	Environmental Assessment
EIA	Environmental Impact Assessment
ENCAP	Environmental Capacity Project
ERF	Environmental Review Form
GoS	Government of Sudan
GNU	Government of National Unity
GoSS	Government of Southern Sudan
HIV	Human Immuno-deficiency Virus
IDP	Internally Displaced Persons
IEE	Initial Environmental Examination
NGO	Non Governmental Organization
PEA	Programmatic Environmental Assessment
PERSUAP	Pesticide Evaluation and Safer Use Action Plan
REDSO/ESA	Regional Economic Development Services Office for East and Southern Africa (USAID)
SEA	Strategic Environmental Assessment
SFO	Sudan Field Office
USAID	United States Agency for International Development
IRG	International Resources Group
STEP	Sudan Transitional Environment Program
MAF	Ministry of Agriculture and Forestry

I. INTRODUCTION

This was the 7th round of EIA training courses funded under the USAID/Sudan Transitional Environment Program (STEP). The training was targeted at the Staff of the Ministry of Environment, Wildlife Conservation and Tourism (MEWCT) who had been recruited after February 2007, and had therefore not participated in the EIA courses conducted in the past. The Ministry of Agriculture and Forestry (MAF) was also invited to nominate female candidates to the course. In total, 19 participants from both Ministries attended the course which commenced on the 10th and ended on the 14th of December 2007. The gender ratio in this course was 11 Males: 8 Females.

I.1. OPENING SESSIONS

Ms. Jane Kahata welcomed the participants to the EIA training course which she noted was the 7th round under the USAID/STEP project. She then thanked them for the interest they shown in the course, which she noted was supposed to raise their awareness in EIA as a tool for ensuring that environmental issues are taken into consideration in all developmental activities.

I.2. PARTICIPANTS INTRODUCTIONS AND EXPECTATIONS

Facilitated by Jane Kahata

The participants introduced themselves by giving their names, the organizations they worked for, their positions/designation and their expectations from the course. The following is a summary of their expectations:

- To learn and understand more about the environment;
- Acquire new knowledge, skills and experiences that would enable them disseminate what they learn to the rest of the people of Southern Sudan;
- Become better equipped to conserve and protect their environment;
- Learn and understand the EIA process;
- Learn about the effects/impacts of development on the environment and how to manage them;
- Share knowledge and experiences with the rest of the participants;
- Be able to initiate better projects that are environmentally sound in design;
- Learn about how some of the environmental problems that Southern Sudan has can be solved

I.3. PRESENTATION OF COURSE OBJECTIVES

By Ms. Jane Kahata

The course objectives were summarized as follows:

1. Develop a deeper understanding of how environmental issues can affect the sustainability of development programs and activities;
2. Understand the Environmental Impact Assessment (EIA) process;
3. Build skills to identify and assess reasonably foreseeable environmental impacts;
4. Design Mitigation and monitoring measures to avoid adverse environmental impacts.

The focus of the course therefore was to develop the participants' capability to (a) prepare an environmental impact assessment or environmental review report as well as provide relevant supporting materials, and (b) design mitigation, monitoring and evaluation plans for activity components with potential negative impacts.

I.4. COURSE TRAINERS/FACILITATORS

Ms. Jane Kahata, EIA Specialist/Training Coordinator, International Resources Group (IRG)

Mr. Alex Santo Jubex, Coordinator of the Nile basin Initiative (Southern Sudan program)

[Contact details in Annex 3]

2. MODULE PRESENTATIONS

This course was based on the ENCAP EIA training materials and PowerPoint presentations, some of which have been adapted to reflect Southern Sudanese environmental issues. This section however only focuses on:

- Issues/discussions arising from the modules that had opportunities for practical group exercises;
- Key issues raised and discussed after presentation of the two national papers;
- Presentations on the Environmental Review Reports and the mitigation and monitoring plans developed after the field case study visits and issues raised and/or discussed.
- Way forward and recommendations

2.1. WHAT IS THE ENVIRONMENT?

Facilitated by Jane Kahata

This introductory exercise was aimed at gauging the participants understanding of the word “Environment” and provided the participants with an opportunity to start the training course with a better and broader meaning of the term. It also provided an opportunity for them to open up and get into a discussion mood pretty early into the training course.

The participants were asked to write on a piece of paper what their understanding of the word “Environment” was. They were also to give three or more ‘things’ that they considered as part of the environment. The following was the feedback received from them.

Definition of the Word Environment

- The living and the non living things;
- Our surroundings comprising the physical, biological and chemical factors which affect the well being of all organisms
- All that surrounds us that consist of the physical, biological, socio economic and their interactions with each other;
- Environment is defined as the totality of all the surroundings including the air, water, soil, fauna and flora, including all that affects and influences our lives directly or indirectly.

Things/Components that the Participants considered part of the Environment

- Water, forests, air, human surrounding, buildings;
- Mountains, buildings, plants, animals, infrastructure, human settlements Land and land uses water, resources, vegetation, people, atmosphere, seas, oceans, lakes and interrelationships

All the participants had a fairly good understanding of the word environment and its components. The only aspects that were left out by most of them are the social and cultural issues.

3. ISSUES ARISING FROM THE PRESENTATION ON THE BIOPHYSICAL AND SOCIO ECONOMIC PAPERS –

- Poor sanitation in Juba town was polluting the waters of the River Nile and plastics had been seen floating on the river at times. This was likely to adversely affect the fisheries resources of the Nile. Further to this, it had been noted that there were occasional oil spills from the barges plying the Nile. These two issues needed to be addressed urgently in order to stem off/reduce the amount of pollution on the Nile.
- Incidence of cholera was high in Juba and other parts of Southern Sudan. It had been observed that cholera prevalence in Juba was at times high even when it should be low. This was attributed to unscrupulous water vendors who used tankers both for transportation of sewerage and water.
- The number of IDPs in some towns of Southern Sudan was quite high and this was creating stress on the existing social facilities and amenities including water resources. Some of the participants observed that was likely to increase the number of conflicts as people fight for the limited resources.
- There was need to organize the resettlement program for IDP's in a better manner, noting that currently, some of the IDPs were being taken to places with no basic facilities. Eventually the IDP's go to the towns that are now getting over crowded. The other problem that the IDPs faced was lack of opportunities to earn a livelihood.

4. FIELD CASE STUDIES AND PRESENTATION OF ENVIRONMENTAL REVIEW REPORTS

On the evening of the second day of the course, each of the participants selected the case study they wished to participate in the following day from the following:

- Environmental Impacts of Rural Roads Rehabilitation Projects: The Case of the Jebel Kujul Road
- Environmental Impacts of Solid Waste Management Projects: The case of the New Solid Waste Dump Site in Juba Town.

On Wednesday morning, the participants were given a brief of what they were to do during the field case studies.

Each of the two groups also identified a team leader and a rapporteur before going to the field. The case study field visits were concluded by 1.00 pm. At 3.00 pm, the groups assembled for a briefing session before starting to prepare the environmental review/preliminary assessment reports. The following standard format of reporting was provided.

CONTENTS OF THE PRELIMINARY ENVIRONMENTAL ASSESSMENT REPORT

- Project name
- Location
- Development objective of your project
- Background to the project
- Screening/screening results
- Project activities and the associated impacts of each activity for every stage of the project cycle (Planning and Design; Construction, Operation & Decommissioning)
- Description of the affected environment
- Recommendations
- Presentation of environmental impacts using the interaction matrix

The following are the reports of the two groups.

Case Study 1: Issues/Discussions arising from the Presentation of the Preliminary Assessment Report of the Rehabilitation of the Jebel Kujul Road.

Group 1 reported that biodiversity loss was a significant environmental impact of the road rehabilitation project. The facilitator reminded them about the screening classification of impacts from rural roads rehabilitation

projects which in essence lead to very little loss of biodiversity. However, opening up of new roads could have more significant impacts.

General lack of maintenance of the Jebel – Kujul road had made the road deteriorate so much, which was made worse by the presence of the many heavy trucks that plied that route from Uganda to Juba. The road had numerous ruts while in some cases, multiple tracks created by vehicles as they tried to avoid bad sections of the road were observed.

A shallow borrow pit used to provide the gravel for making the road had not been decommissioned and had been used for sometime as a solid waste dump site. There was also a lot of dumping of solid wastes along this section of the road which made the place lose its aesthetic appeal.

Dust was a major problem especially during the dry season and this led to poor visibility for motorist, which in turn caused traffic accidents. The long term solution to the dust problem and the poor condition of the road would be to pave the road.

The road was not well sign posted, nor were there speed bumps. This increased the number of traffic accidents. Most of the drivers in Southern Sudan did not have any formal training in driving and they also drove carelessly without observing the traffic rules. There was an urgent need to provide adequate training to many of those driving in Juba.

The section of the road under consideration was also not well drained with very few culverts and no side and mitres drains.

Case Study 2: The Environmental Impacts of Solid Waste Management Projects – the Case of the Juba Solid Waste Dump Site.

Juba town faces an enormous challenge of managing its solid and liquid wastes. The issue is further compounded by the large numbers of people who have recently moved into the town which does not have an appropriate infrastructure for such as vehicles for transporting the wastes and personnel for solid waste management.

The delay by the local authority/GOSS in allocating a solid waste dump site did not make the situation better, although much more recently, the site under study has been set aside for that purpose.

Although a large site had been set aside, there was absolutely no management on site. This has led to a lot of dumping along the access road to the site. A lot more wastes had been dumped along the Jebel – Kujul road. At the dump site itself, there was absolutely no control and regulation of the vehicles as they got into the pit to off-load the wastes. As a result, lots of wastes have been dumped at the entrance thus blocking the way into the pit.

As of the time of the field visit, waste segregation was not being undertaken at all.

Waste pickers did not have any kind of protective clothing, which increased the health and physical hazards associated with the job.

Waste compaction was not being undertaken and this will reduce the life of the dump site.

Burning of wastes was observed at the site, although some of the wastes such as organic wastes could not readily burn.

Due to the presence of huge amounts organic wastes, the place was heavily infested with flies and other disease pathogens and carrion birds. The participants noted this could increase the transmission of certain diseases.

Burning of plastic wastes produces gases that are carcinogenic and this should be discouraged. The possibility of recycling some of the wastes such as plastic bottles, scrap metal and paper should be explored as a means of reducing this type of waste stream.

Organic wastes mainly coming from the market could be composted and the compost used in to improve agricultural production.

A lot of cereals especially maize had been dumped at the site. Some of the participants felt that such kind of disposal of spoilt grains could lead to introduction of exotic species in an area.

Waste receptacles should also be provided in various strategic places in the town to avoid littering all over.

Recommendations and Way Forward

There is need to create a lot of awareness on a traffic rules in order to reduce the number of accidents in Juba town. Drivers also needed to be trained/retrained.

The only way of curbing the dust problem on the Juba – Uganda route was to pave the road, although this is expensive.

Greater collaboration between the Local Authorities in Juba and GOSS was needed in order to address the solid waste management problem in Juba. A system of monitoring the movement of the trucks used for ferrying the wastes needed to be introduced so as to reduce the incidence of dumping by the road side. Stiff penalties should also be meted against those found committing the offence.

Sewerage System should be improved in Juba town in order to contain the problem of Cholera outbreaks which were quite frequent. There was also an urgent need to construct sewerage treatment ponds. General sanitation also needed to be improved by construction of more pit latrines coupled with an awareness creation program that would educate people about the importance of keeping their environment clean.

ANNEX I: EVALUATION

EVALUATION RESULTS OF THE 7TH ROUND OF EIA TRAINING COURSE HELD IN JUBA, SOUTHERN SUDAN FROM 10TH – 14TH DECEMBER 2007

ISSUE/ITEM	AVERAGE SCORES 1 is lowest, 5 is highest
1. 1. How would you assess the overall quality of the course content?	4.1
2. 2.The extent to which the course improved the understanding of environmental assessment and management	4.5
3. 3. The extent to which you now feel prepared to undertake or assist in the preparation of a preliminary assessment.	3.5
4. 4. Course scheduling and organization.	4.1
5. 5. Course logistics and venue.	2.8
6. 6.Content of participant's source book	4.5
7. 7. Content of environmental guidelines for small scale activities.	4.4
8. 8. Facilitation.	3.6
Average scores.	3.9

ADDITIONAL COMMENTS ON THE EVALUATION QUESTIONS

1. How would you assess the Overall Quality of the Course Content?

- The course is good as it covered a lot of ground
- The course was so educative.
- The course has raised my awareness about how to keep Juba town clean. The participants will be able to tell people about how to maintain their environment.
- Good, the course is important for purposes of improving the understanding of EIA and the management of the Environment
- The course was good, I now understand EIA in more detail
- The course was both participatory and interactive

2. The extent to which the course has improved your understanding of Environmental Assessment and Management:

- I gained more about environmental problems affecting Southern Sudan
- Fantastic, I learned a lot
- Ready to disseminate information about environment
- Practical involvement and team works improved understanding

3. The extent to which you now feel prepared to undertake or assist in the preparation of a Preliminary Assessment Report:

- If called upon, I will try to participate

4. Course Scheduling and Organization

- Well arranged.
- Time was short for us to learn more

5. Course Logistics and Venue

- There was lack of transport for the participants and irregular power supply at the venue.
- Logistics were fair and venue okay.

6. Contents of Participants Sourcebook

- Fabulous, the materials were nice.
- Appreciated and informative

7. Contents of Environmental Guidelines for Small Scale Activities

- Good, all the information about EIA is available

8. Facilitation

- Should be more than one facilitator
- Effective Methodology has been used.
- Great, though if there were 2 facilitators it would have been better.
- Sometimes, the facilitator was too fast
- Excellent facilitation
- The facilitators understood the subject

General Comments

- EIA is very important and should be undertaken before commencement of any project
- EIA would help us design environmentally sound projects
- I would like to attend another EIA course so as to get well informed of the environment and issues affecting the community

ANNEX 2: AGENDA

**USAID/SUDAN ENVIRONMENTAL CAPACITY BUILDING COURSE
VENUE: MINISTRY OF AGRICULTURE CONFERENCE ROOM, JUBA,
SOUTHERN SUDAN**

DATES: 10TH – 14TH DECEMBER, 2007

Time	Event or Module	Materials
<i>DAY 1: Introduction to Environmentally Sound Design</i>		
8:00 – 8:30	Arrival & Registration of Participants	
8:30– 9:00	1. Participant's Introductions, solicitation of Group Goals and presentation of Course Objectives	By Jane Kahata
9:00 – 10:30	2a) What is Environment? (30 Mins) 2b) An Introduction to Environmentally Sound Design	By Jane Kahata ESD overheads (PPT 2596KB) "Env. Sound Design" (From new Draft Small Scale Guidelines) (PDF, 349K) Jane Kahata
10:30 – 10:45	2d. Principles and practice of Environmentally Sound Design in key sectors (with opportunity for discussion of participants experiences)	New draft Environmental Guidelines for small scale activities (see resources pages) Jane Kahata
<i>10:45 – 11:00</i>	<i>Tea Break</i>	
11:00 - 1200	Basic Concepts for Assessing Environmental Impacts	EIA Basic Concepts Overheads (828 KB) By Jane Kahata EIA Topic Briefing (Section 1) (PDF, 513K)
12:00 – 13:00	Biophysical Environmental Issues in Southern Sudan; Sources of information for EIA	Alex Santo Jubek
<i>13:00 – 14:00</i>	<i>Lunch</i>	
14:00 – 15:00	Socio Economic Environmental Issues	Alex Santo Jubek

Time	Event or Module	Materials
Day 2: An Introduction to USAID Screening Procedures		
8:30 – 10:00	5. An introduction to USAID, Nuba Mts & World Bank Screening Procedures	Overheads PPT 318 KB By Jane Kahata
10:00 – 11:00	Workgroup exercises: Classifying activities using USAID Environmental Procedures: Classifying Projects using Reg. 216	EGSSAA: Chapter 6 Screening activities By Jane Kahata
11:00 – 11:15	<i>Tea Break</i>	
11:15 – 12:10	Information Requirements & Tools for Preliminary Assessment	Overheads PPT (328 KB) By Jane Kahata EIA Topic Briefing Section 3 PDF 513K
12:10 – 13:00	Introduction to Environmental Mitigation and Monitoring	Mit & Mon overheads (PPT 1922K) EIA Topic Briefing (Section 4) By Jane Kahata (PDF, 513K)
13:00 - 14:00	<i>Lunch</i>	
Day 3 Field Case Study Briefings		
8:30 – 9:30	Field trip briefings	Country specific case site briefs prepared by course organizer (samples available in the participant's manual). By: Jane Kahata
Departure 9:30	Field trips to case study sites. (Working groups of about 10 participants travel to separate sites; conduct initial assessments in the field.	All Facilitators
13:00 – 14:30	<i>Lunch</i>	
14:30 – 15:30	Briefings on how to prepare the Environmental Review Reports	Jane Kahata All Facilitators
15:30 – 17:00	Groups discuss and start preparing their Environmental Review Reports	

Time	Event or Module	Materials
<i>DAY 4: Producing Environmental Reviews and Monitoring and Evaluation Plans based on the field trips</i>		
08:30 – 11:30	Working Groups: Drafting Environmental Reviews for Case Studies (includes tea break)	All Facilitators
11:30-13:00	Presentation and discussion of Draft Environmental Review Outlines	Moderated By J. Kahata
13:00-14:00	Lunch	
14:00 - 17:00	Environmental Mitigation and Monitoring: More on Issues and Methods Working Groups: Developing Plans for Monitoring and Mitigation for Case Studies.	Mit & Mon overheads (PPT 1922K). By Jane Kahata EIA Topic Briefing (Section 4) (PDF, 513K)
<i>DAY 5: Mitigation and Monitoring Plans, EIA Tools, and Synthesis</i>		
08:30-11:00	Working Groups: Developing Plans for Monitoring and Mitigation for Case Studies. Includes Tea Break	All Facilitators
11:00 – 13:00	Presentation and Discussion of Draft Mitigation and Monitoring Plans	Moderated by Jane Kahata
13:00 - 14:00	Lunch	
14:00 – 14:45	What if I have to go Beyond the Preliminary Assessment	Overheads (PPT 270KB) By Jane Kahata
14:45 – 15:15	Special topics: - Environmental Impacts of Pesticides - Other special topics	Overheads (PPT 211KB) By Jane Kahata
15:15 – 16:00	Course Evaluation, Synthesis, and Recommendations for Follow-up Activities	Moderated by Jane Kahata
16:00 – 16:15	Coffee Break	
16:15 – 16:45	18. Closing	By Jane Kahata

ANNEX 3: PARTICIPANTS

PARTICIPANTS LIST TO THE 7TH ROUND EIA TRAINING COURSE HELD IN JUBA, SOUTHERN SUDA FROM 10TH – 14TH DECEMBER 2007

Participants Name	Gender	Organisation	Designation	Telephone	Email
Taban James Ayur	M	MEWCT -Tourism Dept	Asst. Tourism Officer		
Christine Atwon Mark	F	MEWCT -Tourism Dept	Asst. Insp. - Marketing		
Amina Oliver Aligo	F	MEWCT -Tourism Dept	Statistics Officer		
Akur Mawan A. Mabior	M	MEWCT -Tourism Dept	Deputy Director - Tourism		
Samuel Alao	M	MEWCT -Tourism Dept	Inspector Tourism		
Paul Lado Demetry	M	Directorate of Environment	Asst Inspector Natural Heritage		ladolodemen@yahoo.com
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Emmanuela Darius Lado	F	Directorate of Environment	Asst Inspector Flora and Fauna	+24912938819	
Joseph Lam	M	Directorate of Environment	Deputy Director - Biodiversity Conservation		josephachaye@yahoo.com
Brigadier Zakria Atem Manyok	M	MEWCT _ Wildlife Directorate			
Lt. Col. Cirino Odego	M	MEWCT - Wildlife Directorate			
1st Lt Joseph Lomori	M	MEWCT - Wildlife Directorate			
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Jane Alexander Noah	F	MAF Directorate of Agriculture	Field Researcher		
Betty Diko Pitia	F	MAF Directorate of Agriculture			
Suria Richard Roman	F	MAF Directorate of Agriculture	Asst.		
Aldo Gwake Lazarus	M	MEWCT			
David Deng Adol	M	MEWCT	Deputy Director for Antipoaching		
Facilitators					
Jane Kahata	F	International Resources Group	EIA Specialist/Training Coordinator (STEP)	+254 (7220 239807; '+256 (477) 162263	jkahata@yahoo.com
Alex Santo Jubex	M	Nile Basin Initiative - South Sudan Program	Coordinator	+256 (477)111685	ajubek@yahoo.com

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