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# SUDAN TRANSITIONAL ENVIRONMENT PROGRAM

REPORT OF THE PROCEEDINGS OF  
THE 9TH TRAINING WORKSHOP IN  
ENVIRONMENTAL ASSESSMENT AND MANAGEMENT

**May 2008**

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THE 9TH TRAINING WORKSHOP IN  
ENVIRONMENTAL ASSESSMENT AND MANAGEMENT  
HELD IN RUMBEK FROM 21ST – 25TH APRIL, 2008

FUNDED BY USAID/SUDAN TRANSITIONAL ENVIRONMENT PROGRAM (STEP)

May 2008

**DISCLAIMER**

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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
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
SEA	Strategic Environmental Assessment
SFO	Sudan Field Office
USAID	United States Agency for International Development
IRG	International Resources Group
STEP	Sudan Transitional Environment Program
WWI	Women for Women International



# I. INTRODUCTION

This was the 9<sup>th</sup> training Course organized and delivered by the USAID/Sudan Transitional Environment Program (STEP). Due to the gender disparity in previous EIA courses, this course was strictly organized for only women in an effort to bridge the gap. The criteria for selection of participants were also different this time round to remove bottlenecks that had constrained women from participating in previous courses, with emphasis being placed mainly on leadership roles in whichever capacity in grassroots institutions, Payams, Counties, NGO's and CBOs. Proficiency in the English language which has been the medium of instruction in the previous training courses was also eliminated and the bulk of the course was delivered in the Arabic Language. In total, 56 women drawn from 6 states and Southern Kordofan attended the course. This 5 days course commenced on Monday the 21<sup>st</sup> and ended on Friday 25<sup>th</sup> at 5.00 pm.

## I.1. OPENING SESSIONS

Welcoming Speech by Course Coordinator

Ms. Jane Kahata

The STEP EIA Specialist/Course Coordinator welcomed the participants to the course which she noted was going to be the 9<sup>th</sup> funded under the USAID/STEP program and the 12<sup>th</sup> overall in Southern Sudan since 2004. She appreciated the interest the participants had shown in the course and gave a brief overview of what the purpose of the course was.

## I.2. PARTICIPANTS INTRODUCTIONS, EXPECTATIONS AND GROUND RULES

Facilitated by Cecelia Mogga & Lydia Dombo

A brief introductions session was conducted by Lydia Dombo. While introducing themselves, the participants were asked to give their expectations from the course. The following is a summary of participant's expectations.

- Acquire skills which I can utilize to teach other women from Rumbek East County;
- Acquire additional skills that can lead to my personal development;
- Understand the values and problems of women in Southern Sudan;
- Gain knowledge and skills in environmental management;
- Learn about personal empowerment;
- Learn new ways and means of empowering women;
- Know more about issues affecting women in Southern Sudan;
- Interact, share experiences and network with other Sudanese women;
- To acquire knowledge;
- Learn more about developmental issues relating to women;
- Learn how to carry out awareness programs to my fellow women;

- Learn how to carry out women developmental activities up to the grassroots;
- Learn how to enhance cooperation amongst women;
- To hear and learn more about women's political power and the 25% power sharing agreement;
- Learn how women can be empowered in environmental management especially on how to keep their environment clean.

### **Ground Rules**

Prior to the commencement of the workshop, the participants agreed on the following ground rules to be observed during the workshop.

Mobile phones should be switched off

No movement during Sessions

All must keep time so as not to delay others

No Interruption while others were making contributions

Participants should respect each other's opinions

Participant's should be loud and clear while responding to questions

Responses and questions should be brief

Participants should put aside whatever positions they hold in Society and think and act as one group

There should be silence during sessions

Participants should only talk when asked to

Questions should be within the session

## **I.3. PRESENTATION OF COURSE OBJECTIVES**

By Ms. Jane Kahata

The course objectives were presented as being to help participants:

- Develop a deeper understanding of how environmental issues can affect the sustainability of development programs and activities;
- Create awareness about Environmentally Sound Design (ESD) of project activities;
- Raise awareness about Environmental Impact Assessment (EIA) as a tool for ensuring that environmental issues are taken into consideration in all development activities;
- Understand mitigation and monitoring as a means of avoiding and/or reducing adverse environmental impacts;
- Create awareness about environmental issues affecting women and how to mitigate against them.

#### **I.4. COURSE TRAINERS/FACILITATORS**

Jane Kahata, EIA Specialist, International Resources Group (IRG)

Cecelia Mogga Kenyi - MEWCT

Mary Benjamin Lwoki - MAF

Lydia Dombo - MEWCT

James Wani - FAO

[Contact details are in Annex 3 – Participants' List)

# 2. MODULE PRESENTATIONS

This course was an adaptation of the standard Environmental Assessment and Environmentally Sound Design course that STEP has been conducting starting from 2005. It was adapted to meet the needs of the special target group, in this case women who have been grossly under represented in past EIA courses due to certain limitations such as the level of education and/or language barriers. However, the prime objective of this course was as for the other courses, i.e. the participants would by the end of the course have some awareness about EIA and its importance; they would understand the principles of ESD; and become more aware of environmental issues and problems affecting Southern Sudan.

Due to the fact that most of the women were not technically proficient to be taken through the process of EIA, quite a number of the modules in the standard EIA course were not included in the course program. In their stead, they were substituted with other modules that focused on pertinent issues that affect women such as Energy and Energy Saving Cook Stoves, Sustainable Agriculture, Agroforestry and Water and Sanitation. The course program was supplemented with a lot of audio visual materials in which the women were actually able to see some of the things being taught in practice.

This section only covers:

- Highlights of the modules presented and issues/matters arising from the presentations.
- A brief of the field trip undertaken on the third day of the course
- Discussions arising from the field visits.
- Recommendations and way forward

## 2.1. WHAT IS ENVIRONMENT?

Facilitated by Lydia Dombo

This was an introductory session aimed at assessing the participant's understanding of the word "Environment". Participants were asked to write their views about their understanding of the word 'environment'. They were also to list three or more things that they considered to be part/components of the environment. After 5 minutes the lists were collected and reviewed in plenary.

From their responses, it could be concluded that this group did not have a very clear understanding of the meaning of the word environment which many of them described very vaguely. They also listed very few components of the environment.

The facilitator therefore broadly explained the meaning of the word environment and the various components that include the biophysical, the social cultural and economic aspects. The interactions between and among the different components were also explained, and after that, the women were able to participate and contribute to the discussion.

## 2.2. RELATIONSHIP BETWEEN WOMEN AND THE ENVIRONMENT

by Cecelia Mogga

This session was intended to raise awareness about how women relate to and are affected by the environment as well as create interest in the course. The following interrelationships were emphasized:

- In many societies, women have been tasked to fetch certain resources such as firewood and water. When these resources are unavailable or in short supply, women spend a lot of time and effort fetching for these resources. This prevents women from engaging in activities that can empower them. In many circumstances, the girl child's education and development is also affected adversely as she is also engaged in similar activities.
- A polluted environment leads to illnesses which affect women and their children most. For example, if water is contaminated, children will frequently get water borne diseases. Women as caretakers spend time attending to the sick children, thus preventing them from being meaningfully engaged in activities that can uplift their standards of living and those of their families.
- When land loses productivity due to poor and unsustainable farming practices, women have a greater burden of fending for their families. Similarly, an inability to meet the daily nutritional requirements of children leads to malnourishment and sickness in them which places a greater burden on the mothers and the girl child.

Due to the reasons highlighted above, women should therefore play a greater role in protecting the environment.

## **2.3. PRESENTATION ON ENVIRONMENTALLY SOUND DESIGN (ESD)**

By Jane Kahata & Cecelia Mogga

This is the only module from the standard ENCAP/STEP course that was presented during this workshop. Jane delivered this module through translation to Arabic by Cecelia. The participants were able to join in the discussions and share experiences relating to ESD which was the major highlight of the module. Delivery of the module was made simple by the fact that there are quite a number of graphic illustrations in the module. Some of the ESD issues that they were able to appreciate were:

- Siting of facilities in inappropriate locations, for example in the presentation, unscreened pit latrines were sited less than 10 meters from an open air kitchen in a health care facility;
- Medical wastes disposed off inappropriately in a health care facility. In this particular case, all sorts of wastes (sharps, syringes, bandages etc) had been dumped in an unfenced area that was only 15 meters from human settlements;
- Impacts of Water projects such as the creation of stagnant pools of water at the water collection points which end up being reservoirs for disease vectors.
- Sanitation projects that were not sound in design ended up creating more problems and had the potential to pollute ground water resources;
- The importance of testing for any new water sources for chemical and biological contaminants and the regular monitoring of the same thereafter;
- Participants also had plenty to say about food aid and some of the social and environmental problems it had created in Southern Sudan such as deforestation, dependency syndrome that prevented people from fending for themselves, corruption so that people could get allocated more food rations among other vices.
- The three basic rules of ESD (Prevention oriented, application of Best Practices and being Systematic) were all covered.

The module took quite a lot of time to cover due to the translation and the discussions that ensued so that the participants could understand. However, many of the women considered this module an eye opener. The presenter also emphasized the need for women to apply the new knowledge gained when designing project activities at their various levels.

## **2.4. THE ROLE OF WOMEN IN CHANGING SOCIETY**

By Karak Mayik, Country Director, Women for Women International

This presentation was the 1<sup>st</sup> on the second day of workshop, and its purpose was to motivate and make the women appreciate their important role in changing society. The women were privileged to have a presenter from amongst themselves who has had to overcome many hurdles to get where she is today as the Country Director for Women for Women International – South Sudan Program.

- The key areas of focus in her presentation were:
- Women and culture
- Women and environment
- Women empowering society

The speaker did a very animated presentation covering all these aspects. While appreciating the cultural set up in which women in Southern Sudan find them in, she noted that women have to overcome social cultural practices that prevent them from realizing their potential such as:

- Prohibitions on the girl child from going to school which denies them an opportunity for personal development and empowerment;
- Early marriages of young girls to much older men.

She challenged the women not to become subservient believing they cannot do anything for themselves, noting that even without an education; there are many things that women could do if only they believed in themselves. They therefore had to guard against negative notions that impact negatively on their personal development.

Karak however did caution the women to be tactical when dealing with some of these issues were culturally sensitive. Women should also seize whatever opportunities were available for their empowerment and development

On the role of women changing society, she noted that women had a mammoth task of educating society. This they could achieve by transforming their children and fellow women folk who were not as privileged, and eventually the entire society would change. She concluded her presentation by telling the women what programs WWI was undertaking in Rumbek which was their operational base in Southern Sudan; although with time they intended to expand to the entire state and to the rest of the Southern Sudan. The reason for selection of Rumbek as the first stop for WWI activities was because Rumbek is the bedrock of deep rooted social cultural issues that negated the advancement of women.

## **2.5. ENERGY CONSERVATION AND ENERGY SAVING JIKOS**

By Cecelia Mogga

This module highlighted the fact that most of the households in Southern Sudan were dependant on wood based fuels (firewood and charcoal) for energy, which had led to loss of tree/forest cover in parts of Southern Sudan. There was therefore a need to start using more energy efficient Cook stoves, Cecelia emphasized in order to stem off that problem. She also noted that a lot of time was spent when sourcing for firewood which overburdened women. Fuelwood and charcoal were also expensive to buy when they were in short supply and this consumed money that could be used to finance other activities in the family. She then went ahead to introduce the various types of energy saving cook stoves, explaining how they are made and how to use them. The women were very excited about this topic and quite a bit of time was spent discussing the stoves. After the presentation, participants spent some time looking at the various types of energy saving cook stoves that were on display. Information leaflets on the stoves were also given to the participants.

To conclude the session, a 25 minutes video on energy saving cook stoves was shown to the participants. This was very useful in bringing out issues to do with wood based fuels and the environment, the challenges faced by women when looking for fuel wood; how this affects their lives; and alternatives that are available for resolving the problem. The various groups of women were each given a DVD for use when they got back home.

However, they felt they needed to be practically trained on how to make and install the cook stoves (Cook stoves in display are in Annex 4)

## **2.6. FOOD SECURITY &SUSTAINABLE AGRICULTURE**

By Mary Lwoki

Part of the morning of the third day of the workshop was devoted to nutrition and sustainable agriculture. The session first focused on raising awareness among the women on the need to meet the nutritional needs of the family and community at large in order to prevent malnutrition. Sustainable agriculture was introduced as a means of achieving this goal. The women were quite enthusiastic about the subject matter which took a lot more time than had been allocated. The facilitator who works for the GoSS Ministry of Agriculture challenged the women to change the culture of waiting for relief food which had made people become lazy and dependent on relief agencies for food. Other women joined in condemning that culture which they noted had created distortions about life. The session was complimented by a video show about sound farming practices such as double digging and soil and water conservation; and a field trip undertaken in the afternoon to a farm where women who were growing vegetables.

## **2.7. AGROFORESTRY**

By James Wani

This presentation introduced the topic of agroforestry and some of the practices. The women were again very keen on the topic and wanted to find out more about the subject. A DVD on the same topic based on experiences and practices from Kenya was shown. This further reinforced the topic a lot more and brought out all the advantages of practicing it. From the discussions and the many questions asked, it can be deduced that the women needed more time and to be practically shown how to go about practicing some of these things.

### **2.7.1. FIELD TRIP TO WWI FARM IN PACHONG**

On the afternoon of the third day, the women went to visit the WWI farm in Pachong, about 20 km from Rumbek town on the Rumbek – Akot Road. The purpose of the field visit was:

- Expose the women to some of the agricultural activities being undertaken in Lakes State;
- To learn about sustainable agricultural;
- To learn and see how WWI was empowering women;
- To learn about Environmentally Sound Design (ESD) of agricultural development activities;
- To expose women to, and learn about the environmental impacts of agricultural development activities;
- To network with the women working on this project

Participants in the course were able to interact and see for themselves what the women supported by WWI were doing on the first farm which was about 18 acres. The staff of WWI explained their sponsorship program for women where each of them was allocated a certain amount of money as start up capital in the farming business. Each woman was then assigned a plot to cultivate, but technical support was provided by WWI which also took responsibility for marketing the produce. Individuals were paid based on the production of their plots, which encouraged them to work hard.

Crops grown on the farm were mainly vegetables such as Okra, Kales, Spinach, tomatoes and Brinjalis among others.

The participant were latter taken to a farm totaling 1800 hectares some 5 km away from the old farm that WWI had bought for the women's farming activities. Their intention was to expand their activities into that farm, and as of the time of the visit, the preliminary work of clearing the land in readiness for cultivation was going on. The same mode of allocating parcels of land under their sponsorship program would be employed when they commenced operation.

## **2.8. LESSONS LEARNED FROM THE VISIT (SOCIAL, CULTURAL, ECONOMIC AND ENVIRONMENTAL)**

1. People can readily change their social cultural inclinations that inhibit them from developing. The women involved in this activity were Dinkas who are largely pastoralists, and they had been inducted into crop farming in which they were doing well. The activities of these women challenged the participants some of who come from farming communities but have not farmed for many years;
2. The women working on this project were agents of change and had been used successfully in this regard by WWI. They too were challenging some of the retrogressive cultures and beliefs of their community, which would eventually have a positive impact with regard to improving the nutritional and food security status of the entire community;
3. The income from the growing of the crops was going along way in improving the economic status of the women and their families. The potential for generating money from farming was great in Rumbek and the entire Lakes State since hardly anyone grew fruits and vegetables in most of the region;
4. The farmers were using rudimentally farm implements. There was a need to introduce them to better farm implements that can help break the soil much more easily;
5. Initially, clearing the new piece of land would employ about 500 people. Those engaged in the land clearing activities were being paid using food for work from WFP;
6. The crops were irrigated early in the morning and evening when it was cooler to reduce the amount of water used;
7. Although the women were doing a great job, they needed to dig the land deeper to loosen the soil completely. This would improve water percolation, prevent soil erosion problems and enhance water conservation;
8. Adding manure to the soil would not only enhance the fertility of the land, but would also improve the texture of the soil;
9. Some crops had a pest infestation which could be mitigated by just improving soil fertility. Pesticides had been used on the farm although minimally. The women were informed that pesticides must be used very cautiously to avoid poisoning animals and human beings.
10. On the farm that was undergoing clearance, the big trees that provide shade were not being cut. Similarly, useful trees such as the Lulu and some palms trees were preserved since they provided critical resources such as oil and fruits that came in hardy during the dry season or during periods of drought and famine;
11. Principles of ESD were being practiced on the farm. The initiative would eventually contribute immensely to food security in the region if replicated in other locations of the state. It would also improve the nutritional status of the local population although they needed to be educated about including vegetables in their diet;

12. The business of growing vegetables is also financially sustainable as there is a demand for fruits and vegetables in Rumbek. Some of the hotels in the town had to source vegetables from very far or do without them at all;
13. Both genders were involved in the clearing activities, but the men would not participate in the farming activities afterwards since this was a women's empowerment project;
14. The participants were briefed about the history of the acquisition of the second piece of land measuring 1800 hectares. This land was previously a cattle camp and quite huge herds of livestock from other regions would be brought here during the dry season. This would create conflict between the locals and the cattle keepers since the livestock destroyed their crops season after season. When WWI was therefore trying to get a piece of land to buy, the local community agreed to sell them that land so long as they fenced it off in order to keep livestock away.
15. The participants were informed that not all the land would be put under crops. The WWI was thinking about different income generating activities that they could undertake besides farming such as fish farming, bee keeping among others. Part of the cultivated land would be put under sorghum which is the staple crop for the area while more fruits and vegetable would be grown.
16. ESD issues were also emphasized on during the field trip and the discussions that followed thereafter, further helping the participants internalize the concept of ESD. At the end of the course, some of the women were able to express confidence in the new knowledge gained in ESD and vowed to always make sure that these principles are integrated into the design of the projects that they come up with.

## **2.9. WATER AND SANITATION**

By Lydia Dombo

The participants discussed issues to do with water and sanitation which were especially important in many of the urban centers of Southern Sudan. Cholera and Typhoid were pretty common diseases in Juba and other towns primarily due to absence/or lack of adequate sanitation facilities, poor sanitation and hygiene practices and social cultural beliefs that prevented people from using pit latrines. There was also a common problem of solid waste disposal in many urban centers that led to water contamination. The facilitator urged the participants to improve their standards of personal hygiene and sanitation if the problems of water borne diseases were to be avoided. They were given practical ways of handling problems of waste disposal and reminded that each one of them had a responsibility of keeping their environment clean starting with their immediate surroundings.

## **2.10. THE ROLE OF WOMEN IN ENVIRONMENTAL DECISION MAKING**

By Jane Kahata

This was a brief session whose purpose was to reaffirm the role of women in environmental management. The session commenced by mentioning some of the key points raised in earlier presentations that women were most affected when the environment and environmental resources got degraded. As such they cannot afford to be passive actors. The presenter then went on to highlight some of the areas in which women can be involved which include:

- Design of Project Activities:

Women should seek to protect environmental resources by ensuring environmental issues and Environmentally Sound Design were taken into consideration in all the stages of the project cycle. It was also emphasized to them that they should ensure that all the projects that were being implemented in their own organizations or at the local community level applied ESD practices.

- EIA Study Process

The participants were informed that many developmental activities will be implemented in Southern Sudan as a positive dividend of the peace. With their new knowledge, they should participate whenever EIA studies and reviews were being undertaken for any proposed projects. Women should not shy away from making their contributions that can help influence the outcome of the proposed projects. They were reminded of some of the adverse impacts of developmental activities that had been discussed in the course such as oil exploration and exploitation that could be avoided through the EIA process.

- Mitigation of Environmental Problems

Women as leaders can make decisions to mitigate against some of the environmental problems that may occur in their own environments. For example, they can mobilize other women to improve on hygiene and sanitation practices, plant trees for firewood and other purposes and any other problem they may have at the local level.

## **2.1.1. HIV/AIDS AND ITS IMPACTS ON SOCIETY**

By Lydia Dombo

This session was aimed at raising awareness on the HIV/AIDS pandemic. Participants were informed that they needed to be wary of issues of AIDS which was a major problem in neighboring countries. Southern Sudan still had an opportunity to contain and reduce HIV prevalence and infections but people must take the AIDS awareness seriously, the facilitator added. Social cultural issues that allow a man to marry many women were cited as a serious concern in preventing HIV infections. Women discussed the topic openly for while and agreed to be agents of change in this regard. WWI was already engaged in HIV/AIDS awareness campaigns and the participants who were from outside of the Lakes state were taught some of the awareness songs that were being used here.

# 3. RECOMMENDATIONS AND WAY FORWARD

This course was very successful and the women expressed their gratitude to the STEP that had organized the course. They however noted that such training programs should be undertaken regularly targeting as many women as possible including those at the grassroots. While appreciating the new knowledge and awareness gained, they noted that what had been presented was not enough and they needed more sessions with a bit more of practice in the fields of sustainable agriculture, agro forestry and energy saving cook stoves.

Through the facilitation by the WWI staff, the participants formed the Southern Sudan Network for Women which will be affiliated to WWI. The country Director for WWI promised to fund raise for the network and implement some activities in the different states using the network as an entry point.

- 1) Women should be proud of themselves and stop using skin lightening creams. They should also advise their daughters not to use them
- 2) Women lamented the excessive drinking habits of men and they proposed that strong rules banning the making and drinking some of the local brews be put in place;
- 3) Under age youths were riding motor cycles and this had led to many accidents some of them fatal. Stringent rules should be put in place to bar young people from riding them;
- 4) Women should be encouraged to dress decently.
- 5) Environmental clean ups should be encouraged at all levels in order to keep our surroundings clean.
- 6) Gender balance should be maintained in all workshops and training opportunities in order to ensure women are not excluded in such forums;
- 7) Knowledge gained from the workshop should be implemented in each state.
- 8) Women should network a lot more after the workshop in order to continue sharing and exchanging ideas;
- 9) Due to inadequate representation and employment of women in critical areas such as in the law courts, women issues continued to be ignored. There was therefore a need to engage more women in such offices so that they can safeguard the interests of women and children;
- 10) Many children were still out of school and there was a need to encourage them to start schooling. The government should also provide adequate classrooms for them;
- 11) Adult education should be encouraged;
- 12) Early marriages should be stopped;
- 13) Mechanized farming should be expanded in order to meet the food needs of Southern Sudanese;
- 14) Laws that prohibit the indiscriminate cutting of trees should be enacted in order to stem off the deforestation that was taking place in some parts of Southern Sudan
- 15) Training courses should be conducted in all the 10 states on the energy saving Jikos and the Fireless Cooker so that the women can practically learn how they Jikos are made;

- 16) USAID/STEP should continue supporting the various women's groups in acquisition and improvement of skills in the topics covered during this course until they are fully conversant;
- 17) There should a greater involvement of women in conflict resolution and the rampant tribal clashes. The government should also do a lot more in resolving the recurring tribal conflicts which have a negative impact on the development of Southern Sudan;
- 18) There should be relationship between parents and teachers;
- 19) Women are the first level of educators of their children. As such, they should get more involved in educating and molding their children if they are to become responsible citizens;
- 20) The training course was very beneficial and more of them should be held regularly;
- 21) Parents should be involved in farming practices.

# ANNEX I: EVALUATION RESULTS

## 9<sup>TH</sup> ROUND STEP ENVIRONMENTAL MANAGEMENT COURSE SCORES .COURSE HELD IN RUMBEK, LAKES STATE FROM 21<sup>ST</sup> – 25<sup>TH</sup> APRIL 2008

ISSUE/ITEM	AVERAGE SCORE (1 is lowest, 5 is highest)
1. How would you assess the overall quality of the course content	4.8
2. The extent to which the Course improved the understanding of Environmental Assessment and Management.	4.5
4. Course Scheduling and organization.	4.6
5. Course logistics and venue.	4.7
6. Content of training materials	4.2
7. Content of Audio visuals	4.9
8. Facilitation	4.7
Total Average score	4.6

### COURSE EVALUATION COMMENTS – SAMPLE COMMENTS TO THE VARIOUS QUESTIONS

- 1) How would you assess the Overall Quality of the Course Content?
  - Not bad but the course needed more days
  - Workshop was good and clear
  - Excellent as it has equipped women with more knowledge
  - It covered the issues that affect women overall in their lives. It also taught us how to design our activities in an environmentally Sound Manner in order not to harm our environment and get maximum benefits from the implementation of the projects
  - This workshop was very good as it has opened women’s minds. Lets continue twice a year to empower women activities in the various states and counties in Southern Sudan
  - We are so happy because the course has given us lot of knowledge
  
- 2) The Extent to which the Course has improved your Understanding of Environmental Assessment and Management?
  - The course has lifted us in gaining skills to use in our work
  - It greatly helped and we saw the assessment process being undertaken practically in the video show

- For me, it was well understood
- 3) Course Scheduling and Organization
- Well organized
- 4) Course Logistics and Venue
- Course venue was good
  - The bed sheets were not being changed
- 5) Contents of Materials
- Not enough handouts
  - Good but we need more materials
- 6) Contents and Quality of the Videos shows
- Good because they have equipped the women with a lot of knowledge
  - They were motivating as you see things being practiced and this gives you interest to implement what is learned
- 7) Facilitation
- Let God give them wisdom so they can organize and facilitate more awareness workshops at the states
  - Excellent
  - The facilitators tried their best to help us
- 8) General Comments
- Course is good but needs to be taken to all the 10 states of Southern Sudan
  - More support should be given to this NGO to carry out workshops in the 10 states up to the county level
  - I am very happy to have attended this workshop but the time was too short
  - I learned many things that I did not know
  - Women at the grassroots should be invited to the workshop next time
  - The course was so good in terms of everything. Participants were also extremely happy and they completed the course successfully and in a peaceful manner

# ANNEX 2: COURSE AGENDA

## AGENDA

### USAID/SUDAN ENVIRONMENTAL CAPACITY BUILDING COURSE ALL WOMEN'S COURSE

VENUE: PALM TREE HOTEL, RUMBEK, SOUTHERN SUDAN FROM 21<sup>ST</sup> – 25<sup>TH</sup> APRIL 2008

Time	Event or Module	Materials
<i>DAY 1: Introduction to Environmentally Sound Design</i>		
8:00 – 9:00	Arrival & Registration of Participants	Lydia Dombo
9:00 – 9:30	Opening Statements Welcoming Speech Official opening of the course	Cecelia Mogga – MEWCT & Hon. Maka Mustafa MP County Commissioner
9:30 – 10:30	Participants' introductions, solicitation of Group Goals and presentation of Course Objectives	Lydia Dombo and Cecelia Mogga
<b>10:30 – 10:45</b>	<b>Tea Break</b>	
10:45 – 13:00	(a) What is Environment?	Lydia Dombo
	(b) An Introduction to the Concept of Environmentally Sound Design.	<a href="#">ESD Overhead (PPT 3596 KB)</a> <a href="#">"Env. Sound Design (From new Draft) Small Scale Guidelines (PDF 349K)</a>  Jane Kahata & Cecelia Mogga
13:00 – 14:00	Lunch	
14:00 – 16:00	Constructing a Historical Timeline for Southern Sudan	Briefing Session & Notes Mary Lwoki and Lydia Dombo
<b>16:00 – 16:15</b>	<b>Tea Break</b>	
16:15 – 16:30	Session on administrative issues/Logistics	Cecelia
16:30 – 17:00	Facilitators Meeting	All Facilitators
<i>Day 2 : Role of Women in Changing Society; Energy Saving Cook Stoves</i>		
8:30 – 9:00	Recap	Lydia Dombo
9:00 – 10:30	The Role of Women in Changing Society covering several sub themes such as: Women & culture; Women and Environment Women empowering Society	Presentation by Karak Mayik Country Director, Women for Women International
<b>10:30 – 10:45</b>	<b>Tea Break</b>	
10:45 – 11:30	The need to save energy and energy saving cook stoves	Cecelia Mogga
11:30 – 13:00	Demonstrations on different types of energy saving cook stoves	Cecelia Mogga, Mary Lwoki, Lydia Dombo
<b>13:00 – 14:00</b>	<b>Lunch</b>	
14:00 – 15:00	Video Show on Energy Saving Cook Stoves	
15:00 – 16:00	Discussions	<a href="#">Lydia Dombo, Cecelia &amp; Mary</a>
<b>16:00 – 16:15</b>	<b>Tea Break</b>	
16:15 – 16:45	Video Show	
16:45 – 17:00	Facilitators' Meeting	All Facilitators

<b>DAY 3: Field Trip to Agricultural Development Project</b>		
8:30 – 9:00	Recap of Previous days activities	Mary Lwoki
9:00 – 10:30	The role of Women in ensuring improved nutrition, food security and Sustainable Agriculture & Challenges women face in improving the nutritional status and food security	Mary Lwoki
10:30 – 10:45	Tea Break	
10:45 – 11:45	What is Agroforestry an its role in helping meet the needs of society	To be identified
11:45 – 12:15	Questions/Discussions on Agroforestry	All Facilitators
<b>DAY 4: Water &amp; Sanitation and Women's Role in Environmental Decision Making</b>		
08:30 – 9:00	Recap of Day 3	Mary Lwoki
9:00 – 10:30	Discussions on issues arising from Field Trip	Mary Lwoki & James Wani
10:30 -10:45	Tea Break	
10:45 – 13:00	Water & Sanitation presentation, key issues relating to water & sanitation, personal hygiene and how they affect human health. Common water borne diseases in Southern Sudan and they can be mitigated	Lydia Dombo
13:00 – 14:00	Lunch	
14:00 – 16:00	More on water and sanitation issues and the role of women in improving on water & Sanitation	Lydia Dombo
16:00 – 16:15	Tea Break	
16:15 – 16:45	Women's Participation in Environmental Decision making Why participate as women? Areas in which they can participate How to participate	<u>By Jane Kahata</u>
16:45 – 17:15	Water & Sanitation Video	
17:15 – 17:30	Facilitators' Meeting	All Facilitators

<b>DAY 5: HIV/AIDS &amp; Awareness on Pesticides</b>		
08:30 – 10:30	HIV/AIDS	Lydia Dombo
10:30 – 10:45	Tea Break	
10:45 – 11:30	Awareness on Pesticides	Mary Lwoki
11:30 – 13:00	Discussions on formation of Womens Network	Facilitated by WWI
13:00 – 14:00	Lunch	
14:00 – 14:30	Recommendations & Way Forward	Mary Lwoki & Cecelia
14:30 – 15:00	Course Evaluation	Lydia & Cecelia
15:00 – 16:00	Presentation of Certificates & Closing	By County Commissioner

# ANNEX 3: LIST OF PARTICIPANTS

## LIST OF PARTICIPANTS TO THE RUMBEEK ALL WOMEN'S COURSE

Women's Environmental Management Training Course in Rumbek

Name	Organization	Position/Designation	State/County	Telephone	Email
Mary Joshua Chan	MP	Legislative Assembly	Upper Nile State	+24912249538 8	
Martha Anger Kut	MP	Legislative Assembly	Upper Nile State	+24912190864 5	
Tereza Daniel Surer	WB		Warrap State		
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Elizabeth Sereno	Womens Union	Member	Juba	+24912274750	
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Rose Timon Lomey	Women Union	Member	Juba	+25647710417 7	
Jacinta Alphonse Kenyi	Counselor JTH	Women Union	Juba	+24912228085 8	
Awatif Hassan Kumi	Soldier SPLM Nuba Mts		Nuba Mts		
Angelica Jua	Women's Union	School Headmistress	Juba	+25647715993 6	
Rita Alphonse Gore	Womens Union	Lands Officer	Juba	+25647711342 0	
Rebecca Yar Dor	Head Teacher	Raik Dor Primary School	Lakes - Rumbek Central	+25647717683 6	
Regina Akoi Abarial	Woman Leader	Woman Group	Lakes - Rumbek Raik	+25647717996 0	
Deborah Yar Wau	DRDA	Community Mobilizor	Lakes - Rumbek East		
Mary Aluel Nhial	DRDA	Community Mobilizor - Door	Lakes - Rumbek	+25647717845 8	
Mary Adut Deng	DRDA	Women Leader	Lakes - Rumbek	+25604771784	

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Ayeda Makur Mangok		Hygiene Promoter	Lakes - Cuiebet County	
Rebecca Luel Maker	DRDA	Teacher	Lakes - Cuiebet County	
Eva W. Kiongo	DRDA -Rumbek	Headmistress	Lakes - Rumbek East	+256477109818
Lora Philhip	Women for Women Inter.	Headmistress	Lakes - Rumbek East	+25647780294
Deborah Akol Nuer			Lakes - Wulu	
Regina Victor Moween		Women Leader	Lakes Rumbek	
Mary Atewei Dhal		Women Leader	Lakes _- Rumbek North	
Teresa Daniel Ayup	DRDA -Rumbek	Women Leader	Lakes - Rumbek East	
Alice Michael	Field Coordinator	Voice for Change	Juba	+256477136349
Betty Kakule Stanley	Womens Union		CES - Lainya - County	+249122227009
Lona Poin Noel	Governors Office	Senior Inspector	CES - Juba	+256477126825
Martha Lulut Kok	Upper Nile Legislative Assembly	MP	Upper Nile State	+249126085123
Agot Malual Deng	D/Director - Gender	Min. of Social Development	Jonglei State - Bor	+256477174811
Alomal Hamad	Rashad Women's Association	Member	S. Kordofan - Rashad	
Maryam Abushok	Women Association - Lagawa	Member	S. Kordofan - Lagawa	
Kaka Abou	Women Association	Member	S. Kordofan - Lagawa County	
Salwa Markoup Abcha	Women Association	Member	S. Kordofan - Loum County	
Veronica Henerico	Women Workers Union	Secretary	Western Bahr el Ghazal - Wau	
Hellena Alek Yom		Women Leader	Lakes - Rumbek	
Umel Hassa Dahlia	Min. of Education	Western Bahr El Ghazal	Western Bahr el Ghazal - Wau	+249911541597
Roza Julio Bawela	St Josephine Bakhita	Chairperson	Western Bahr El Ghazal - Wau	+249121405217
Rebecca Yom Ruai	ECS	Member	Lakes - Rumbek	+256477181962
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Anna Roka	Women Development	W.O.T.A.P	Western Bahr el Ghazal -	+24912239727

			Wau	6	
Clementina Acuoth		Women Leader	Lakes - Rumbek		
Assunta Aguil	Warrap Com. Resource Center	Member	Warrap State - Kuojok		
Teresa Daniel Surur	Warrap Com. Resource Center	Member	Warrap State - Kuojok		
Alawia Elnur Deng	Kinda School	D/D For Kinda School	Warrap - Kuojok		
Teresa Nyawiir Richard	Min. of Health - Kuojok		Warrap - Kuojok	+2561667504307	
Andrina Abuk Jenaro	Warrap Com., Resource Center	Member	Warrap - Kuojok		
Ludia K Matayo	Women Association	Member	Central Eq. - Juba		
Margaret Nyoka	Women Association	Member	Central Equatoria - Juba		
Joyce Adiye Amule	Women Association	Member	Central Equatoria - Juba		
H ellen Ajonye Taban	Women Association	Member	Central Equatoria - Juba	+256477139980	
Christina Araba	Women Association	Member	Central Equatoria - Juba		
Lilian Keji	Women Association	Member	Central Equatoria - Juba		
Hon. Awate Esther John	Legislative Assembly - CES	Member of Parliament	Central Equatoria - Juba	+256477111217	
Hon. Maka Mustafa	Legislative Assembly - CES	Member of Parliament	Central Equatoria - Juba	+256477106182	
Amal Osman	DRDA	Member	Lakes state		
Facilitators					
Jane Kahata	IRG/STEP	EIA Specialist		+254722239807	jkahata@yahoo.com
Lydia Dombo	MEWCT	Asst. Inspector		+256477112761	ldombo@yahoo.com
Cecelia Mogga	MEWCT	Inspector		+256477103171	ceceliamogga@yahoo.com
Mary Benjamin Lwoki	MAF	Director – Post Harvest		+256477131063	
Karak Mayik	WWI	Country Director	Lakes State	+256477178622	kmayik@yahoo.com



# ANNEX 4: PHOTOGRAPHS FROM THE COURSE

Jiko Kisasa Liner



Jiko Kisasa installed in a Kitchen



Portable Jiko Kisasa



## Household Rocket Stove





A user and son next to their Rocket Brick Stove in Thika



Vegetable Bed for one of the Women



Women arriving to the field in song & dance



Participants in the Field



Local Women waiting for Participants



An attentive audience during the Course



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