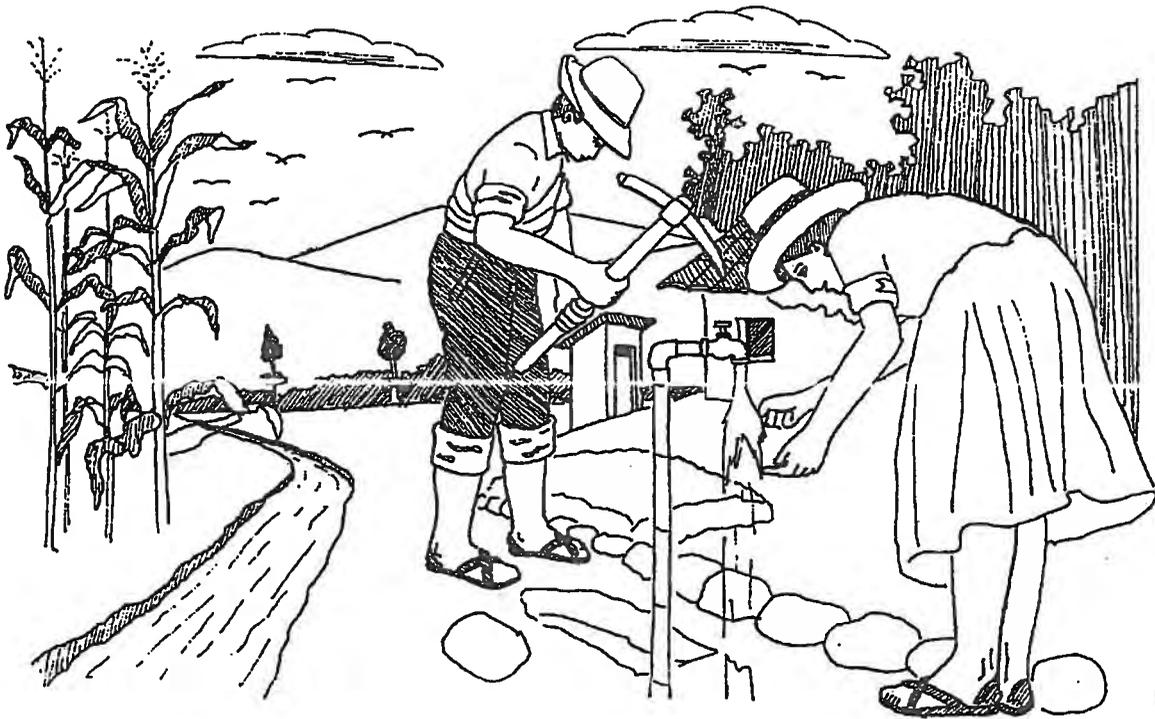


REGIONAL WORKSHOP ON ENVIRONMENTAL SECURITY FOR SOUTH AMERICA

With emphasis on Rural Road Construction, Integrated Pest
Management, Irrigation and Water and Sanitation



Cochabamba, Bolivia
June 1-4, 1998

Sponsored by: FHI/Bolivia, CARE/Honduras, USAID

FINAL REPORT

A Note from workshop organizers:

Dear Friends,

It was a pleasure to work with you during the South American Environmental Security Workshop held June 1-4 1998 in Cochabamba, Bolivia. As you know, this workshop was designed to improve the environmental soundness of Title II programs in South America, as well as facilitate compliance with USAID environmental regulations. The workshop provided NGO project managers and sector coordinators with practical and low-cost tools and methodologies for environmental analysis and decision making. Based on feedback from NGO participants and USAID, we are pleased with the high level of success of this environmental skill building initiative.

This workshop provided hands-on training in the preparation and implementation of Initial Environmental Examinations, and conceptual guidance on the implementation of Environmental Assessments. Technical experts in the fields of rural road construction, integrated pest management, irrigation and rural water and sanitation also trained participants in the environmental implications of project design and implementation. The entire workshop was marked by a high level of participation and interaction among the participating organizations and offices.

FHI Bolivia and CARE Honduras are pleased to have served as co-sponsors for this training initiative. We also realize that the quality of this effort was greatly enhanced by the significant contributions of the forty NGO and eight USAID professionals that attended the workshop. We are thankful to ADRA, PCI, Caritas, Technoserve, PRONOMACHCS, CRS, Prisma, US Army Corps of Engineers, and our FHI and CARE staff for participating in and adding value to the event. We also thank the USAID staff that participated for their technical input, and the USAID/BHR office for providing the core costs of the workshop. This workshop was strengthened greatly by the technical input and planning assistance from Paul des Rosers, Tracey Parker and the USAID professionals from the Andean Region.

The cross-border, multi-institutional collaboration utilized by CARE and FHI to carry out the needs assessment, curriculum design, materials development and implementation of this workshop was unique, and may serve as a model for other NGO collaborative initiatives in the future. This work built upon the previous Environmental Security Workshop co-sponsored by CARE-Honduras and CRS-Guatemala in Honduras during May of this year, and simplified the process for conducting this workshop in Bolivia. We thank CRS for all their contributions in the previous workshop that made our work easier in Cochabamba.

Based on the country specific follow-up plans generated at the workshop, we have good reason to expect the skills and tools developed will be disseminated among NGO colleagues and counterpart institutions through internet forums, national level follow-up workshops and field visits.

It was a pleasure getting to know you, and we hope our paths will continue to cross. Be sure to glance through the workshop pictures included before the final evaluation at the end of this Report. We think you will enjoy the memories.

Best Regards,

Laurie de la Riva
Program Officer
FHI/Bolivia

Scott Solberg
Food Security Advisor
CARE Honduras

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FHI / CARE
REGIONAL WORKSHOP ON ENVIRONMENTAL SECURITY
 For NGOs with Title II programs in South America
 June 1 – 4, 1998, Cochabamba, Bolivia

Day 1

JUNE 1	TOPIC	LEARNING OBJECTIVES	RESPONSIBLE
7:30 – 8:15	BREAKFAST		
8:30 – 8:50	Welcome		Paul des Rosiers
8:50 – 9:30	INTRODUCTION AND OBJECTIVES <ul style="list-style-type: none"> • Review agenda and methodology • Expectations of the participants 	<ul style="list-style-type: none"> • Share workshop expectations 	Scott Solberg
9:30 – 10:15	MODULE I – IMPORTANCE OF ENVIRONMENTAL SECURITY IN DEVELOPMENT PROJECTS <ul style="list-style-type: none"> • Environmental concepts • Sustainable development • Negative environmental impacts 	<ul style="list-style-type: none"> • Understand the role of NGOs and the importance of environmental security in sustainable development 	Becky Myton
10:15 – 10:30	COFFEE BREAK		
10:30 – 11:30	MODULE I (Continuation) <ul style="list-style-type: none"> • Group exercise – Identification of environmental impacts • Use of field instruments to collect data 	<ul style="list-style-type: none"> • Discussion of actual projects and their environmental impacts • Understand the use of the social questionnaire and the environmental matrix 	Becky Myton Tracey Parker
11:30 – 12:30	MODULE II – ENVIRONMENTAL REGULATIONS <ul style="list-style-type: none"> • National regulations • Regulation 216: explanation and general concepts 	<ul style="list-style-type: none"> • Understand the importance of complying with national environmental legislation • Understand the history, purpose, context and importance of Reg. 216 in development projects 	Ivo López Victor Merino Tracey Parker
12:30 – 14:30	LUNCH		
14:30 – 16:00	MODULE II (Continuation) <ul style="list-style-type: none"> • Regulation 216: terminology and procedure • Group exercise – Project classification 	<ul style="list-style-type: none"> • Understand the Reg. 216 procedure • Be able to classify projects according to Reg. 216. 	Tracey Parker Becky Myton Laurie de la Riva Scott Solberg
16:00 – 16:15	COFFEE BREAK		
16:15 – 18:15	MODULE III – INITIAL ENVIRONMENTAL EXAMINATION (IEE) AND ENVIRONMENTAL ASSESSMENT (EA) <ul style="list-style-type: none"> • Examples of IEE • Group exercise – Field Guide for IEE 	<ul style="list-style-type: none"> • Understand two examples of IEEs and one Categorical Exclusion • Understand the use of the Field Guide for IEE 	Raúl Pasco Scott Solberg
18:15 – 18:45	VIDEO – Environmental Analysis		
18:45 – 19:00	EVALUATION OF THE DAY		Scott Solberg
19:00 – 20:00	DINNER		

Day 2

JUNE 2	SUBJECT	LEARNING OBJECTIVES	RESPONSIBLE
7:00 – 7:45	BREAKFAST		
8:00 – 8:15	REVIEW OF DAY 1		
8:15 – 9:45	MODULE III (Continuation) TECHNICAL AREA I - RURAL ROAD CONSTRUCTION	<ul style="list-style-type: none"> Review expectations Understand environmental considerations, environmental impacts and mitigation measures in road construction projects 	Scott Solberg Marcos Ochoa Becky Myton
9:45 – 10:00	COFFEE BREAK		
10:00 – 11:30	MODULE III (Continuation) TECHNICAL AREA II – AGRICULTURE Integrated Pest Management	<ul style="list-style-type: none"> Understand environmental considerations, environmental impacts and mitigation measures in integrated pest management 	Allan Hruska
11:30 – 13:00	MODULE III (Continuation) TECHNICAL AREA II – AGRICULTURE Irrigation	<ul style="list-style-type: none"> Understand environmental considerations, environmental impacts and mitigation measures in irrigation projects 	Ivo López
13:00 - 14:30	LUNCH		
14:30 - 16:15	MODULE III (Continuation) TECHNICAL AREA III - WATER AND RURAL SANITATION	<ul style="list-style-type: none"> Understand environmental considerations, environmental impacts and mitigation measures in water and rural sanitation projects 	Eddy Lemus Marco Campos
16:15 - 16:30	COFFEE BREAK		
16:30 – 18:45	MODULE III (Continuation) <ul style="list-style-type: none"> Technical training in groups by area 	<ul style="list-style-type: none"> Understand technical concepts related to the mitigation of impacts related to each technical area 	Marcos Ochoa Allan Hruska Ivo López Eddy Lemus
18:45 – 19:00	EVALUATION OF THE DAY by participants		
19:00 – 20:00	DINNER		

Day 3

JUNE 3	TOPIC	LEARNING OBJECTIVES	RESPONSIBLE
6:00 - 6:45 a.m.	BREAKFAST		
7:00 - 14:00	MODULE IV - FIELD DAY AND IEE PREPARATION <ul style="list-style-type: none"> Field exercise for each technical area 	<ul style="list-style-type: none"> Learn to use the field instruments Learn to identify key environmental and social issues in the field 	Marcos Ochoa Allan Hruska Ivo López Eddy Lemus
14:00 - 16:00	MODULE IV (continuation) <ul style="list-style-type: none"> IEE Preparation 	<ul style="list-style-type: none"> Learn to prepare an IEE based on the field visit and the results from the social questionnaire and environmental matrix 	Tracey Parker Alfredo Fernández Scott Solberg Becky Myton
17:00 - 19:00	DINNER		

Day 4

JUNE 4	TOPIC	LEARNING OBJECTIVES	RESPONSIBLE
7:00 - 7:45	BREAKFAST		
8:00 – 8:15	REVIEW of day 3 by participants	<ul style="list-style-type: none"> Review expectations 	
8:15 - 10:00	MODULE IV (Continuation) <ul style="list-style-type: none"> Group work to finish IEEs and indicators for measuring environmental impacts 	<ul style="list-style-type: none"> Learn how to organize information to complete an IEE Identify indicators for each technical area 	Tracey Parker Becky Myton Alfredo Fernández Scott Solberg
10:00 - 10:15	COFFEE BREAK		
10:15 - 12:30	MODULE IV (Continuation) <ul style="list-style-type: none"> Discussion of lessons learned, indicators, and experiences with the field instruments Follow-up plans for IEE and EA, examples Honduras and Peru 	<ul style="list-style-type: none"> Interpret key lessons learned in the field Learn how to develop a follow-up plan for IEEs and EAs 	Raul Pasco Scott Solberg
12:30 - 14:00	LUNCH		
14:00 – 14:30	MODULE V – PREPARATION OF COMPLIANCE AND FOLLOW-UP PLANS FOR REG. 216 <ul style="list-style-type: none"> National and regional strategies supported by a regional environmental network National EIA workshops 	<ul style="list-style-type: none"> Understand the role of a regional environmental and how to access it 	Becky Myton Scott Solberg
14:30 - 16:30	MODULE V (Continuation) <ul style="list-style-type: none"> Group work by country with USAID support Identification of support necessary to implement plans Prepare an action strategy by country for collaboration among NGOs 	<ul style="list-style-type: none"> Prepare a compliance plan for Reg. 216 Work with representatives of USAID to strengthen the ONG –USAID relationship with respect to Reg. 216 Understand the importance of a collaboration strategy among NGOs 	Scott Solberg Marco Campos
16:30 - 16:45	COFFEE BREAK		
16:45 – 18:00	MODULE V (Continuation) <ul style="list-style-type: none"> Presentation and discussion of strategies 	<ul style="list-style-type: none"> Understand the strategies and identify common factors 	Scott Solberg
18:00 - 18:20	EVALUATION OF THE WORKSHOP		Scott Solberg
19:00 - 22:00	CLOSING DINNER AND DIPLOMAS		

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WORKSHOP PARTICIPANTS BY COUNTRY AND INSTITUTION

Country	FHI	CARE	PCI	Cáritas	Techno-serve	ADRA	PRONAM ACHCS	PRISMA	USAID	US Army Corps of Eng	Consultants	CRS	Total
Bolivia	13	1	7			6			4	1	2	1	35
Peru		3		2	1	3	1	1	1				12
Ecuador									1				1
Honduras		1									3		4
Guatemala									1				1
U.S.A.									1				1
Total	13	5	7	2	1	9	1	1	8	1	5	1	54

ACRONYMS AND ABBREVIATIONS

ADRA =	Adventist Development and Relief Agency
CE =	Categorical Exclusion
CRS =	Catholic Relief Services
DAP =	Development Activity Proposal
EA =	Environmental Assessment
FHI =	Food for the Hungry International
IEE =	Initial Environmental Examination
NEPA =	National Environment Policy Act
PAA =	Previously Approved Activities
P.L.-480 =	Public Law 480
Reg. 216 =	Regulation 216

OBJECTIVES OF THE WORKSHOP

1. Strengthen the capacity of the participants to identify positive and negative impacts of food security projects with a special emphasis in the following four areas:
 - a. Rural road construction and rehabilitation
 - b. Integrated pest management
 - c. Irrigation
 - d. Water and rural sanitation
2. Improve the capacity of the organizations represented to incorporate environmental considerations in project design and comply with USAID Regulation 216 and national environmental regulations. Emphasis will be given to the preparation of and Initial Environmental Evaluation (IEE) and an Environmental Assessment (EA).
3. Provide participants with information, training and motivation so that they will be able to incorporate environmental considerations in their projects and activities, realize follow-up activities and train colleagues and counterparts.

TRAINING AND METHODOLOGY IN THE PREPARATION OF IEEs AND EAs

The participants were trained in the preparation and implementation of IEEs. They also received guidelines for the preparation of EAs. In addition, the participants received technical training from experts in the fields of rural road construction and rehabilitation, integrated pest management, irrigation and water and rural sanitation. Plenary and small group exercises were used to increase participant understanding of the environmental implications of project design and the importance of utilizing appropriate indicators for monitoring of environmental impacts. The methodology consisted of conferences, group exercises, case studies and fieldwork.

EXPECTATIONS OF THE PARTICIPANTS

1. Strengthen the capacity to identify and mitigate negative environmental impacts of development projects.
2. Strengthen the capacity to incorporate environmental considerations into projects.
3. Receive training on giving follow-up workshops.
4. Formulate follow-up plans for monitoring and evaluation.
5. Include other technical priorities such as soil conservation, air soil and water pollution, health (including disposition of medical wastes) and industrial pollution.
6. Receive information on the costs of complying with Regulation 216.
7. Exchange ideas and information.
8. Identify negative impacts of projects and propose mitigating measures to reduce the impacts.
9. Improve the capacity to include environmental considerations in project design, and to comply with national and USAID environmental regulations.
10. Receive information and tools, which permit participants to exchange information and transmit information to colleagues.

MODULE I IMPORTANCE OF ENVIRONMENTAL CONCEPTS IN DEVELOPMENT PROJECTS

1.1 OBJECTIVES OF THE MODULE:

- a. Understand the concepts of sustainable development and environmental impacts and their importance in livelihood security.
- b. Understand the role of NGOs in sustainable development.
- c. Identify negative environmental impacts of development programs and projects.
- d. Understand the use of the environmental matrix and the social questionnaire.

1.2 CONFERENCES

- a. Sustainable Development.
(See the conference of Dr. Becky Myton in the Training Manual)
- b. Environmental principles and negative environmental impacts.
(See the conference of Dr. Becky Myton in the Training Manual)

Questions posed during the presentations:

- 1) In response to the question if NGOs are reviewing their projects, CARITAS Peru replied that they are analyzing their projects with respect to their effects on the environment.
- 2) Why have the efforts of Rio and other environmental forums failed, up to a point?

Answer: CARE believes that the participation of the public is necessary if we are to progress. A participant from Peru said that governments must implement sustainable policies. Another participant felt that the public, through NGOs, could influence governments. According to the UN document "Our Own Agenda," major changes in government organization and policy are necessary before we can reach the goal of sustainable development. The United Nations conference Rio + 5 in New York in 1997 concluded that no substantial gains in sustainable development have been reached in the 5 years since the Rio Conference, due, in part, to the fact that governments have not incorporated environmental policies at the highest level. However, NGOs, at the community level are making progress in sustainable development and livelihood security.

Comments:

One general comment expressed by several participants is that economic interests almost always are more important than environmental considerations.

Another general comment expressed was that it is important to include environmental considerations in development projects, not just to comply with environmental regulations but to realize sustainable development and conserve the natural resource base.

1.3 ENVIRONMENTAL MATRIX AND SOCIAL QUESTIONNAIRE

Please see the Environmental Matrix and the Social Questionnaire in Module I. These two instruments were used in a group exercise in which participants analyzed negative and positive environmental impacts of their own projects.

MODULE II ENVIRONMENTAL REGULATIONS

2.1 OBJECTIVES OF THE MODULE:

- a. Understand the importance of complying with national environmental legislation.
- b. Understand the history, purpose, context and the importance of Regulation 216 in development projects.
- c. Understand the procedures of Regulation 216.
- d. Classify projects using Regulation 216.
- e. Read and discuss three examples of IEEs and one Categorical Exclusion (CE).

2.2 REGULATION 216 – ENVIRONMENTAL PROCEDURES

(See first part of Module II of the Training Manual).

2.3 CONFERENCE

- a. Conference on Environmental Regulations by Dr. Tracey Parker. (See second part of Module II of the Training Manual)

The NEPA regulation of 1970 is an environmental regulation of the United States. There was a tragedy in Pakistan in 1974 where 5 people died as a result of poor pesticide management while working on a USAID project. As a result of this several NGOs put pressure on the US government to approve environmental regulations and control international projects. Presently, criminal lawsuits can be filed if Regulation 216 is not complied with.

Regulation 216 must be complied with for each future DAP or PAA.

Questions posed during presentation:

- a. What activities are affected when environmental degradation exists?

Answer: Almost any economic or social activity can be affected. For example, deforestation produces changes in the water cycle and causes soil erosion, which affects soil fertility and produces pollution in rivers and streams.

- b. Should an NGO send the environmental documentation separate from the DAP or PAA?

Answer: The environmental documentation can be sent as a part of the DAP or PAA.

- c. Should separate environmental documentation be prepared for each activity within the DAP or PAA?

Answer: One document may be prepared which includes all the activities.

- d. If an NGO asks for a deferral, how should it proceed?

Answer: If an NGO asks for a deferral for a specific activity, it will not be able to begin the activity before the environmental documentation is sent in and approved.

- e. Do guidelines exist to determine whether an impact is significant?

Answer: The professional must use his own judgement based on his experience to decide whether an impact is significant or not and also to determine the degree of the impact.

Suggestions from Paul des Rosiers:

If an activity has a positive determination, it might be advisable to defer the activity for two or three years. This will permit the carrying out of an Environmental Assessment, which normally takes from 3 to 18 months to complete.

In addition, Paul suggested that information be shared among NGOs executing similar types of projects. In Addis Ababa, for example, a firm was hired to carry out an evaluation at the national level, which took into account all the different components.

Comments:

The participants from Peru and Bolivia mentioned that it is important to comply with national environmental regulations. It was felt that NGOs must comply with both national regulations and Regulation 216.

2.4 CLASSIFICATION OF PROJECTS

Group Exercise:

The participants were divided into four groups and were asked to classify a series of projects. Each group picked a coordinator and discussed and classified the projects according to Regulation 216:

- Exemption

- Categorical Exclusion
- Negative Declaration without Conditions
- Negative Declaration with Conditions
- Positive Determination (needs an Environmental Assessment)

2.5 PRESENTATION OF VIDEO

In the evening a video "Environmental Analysis, a Decision Making Process" prepared by the US Forest Service was presented. The video identified the following steps to be followed in an environmental analysis.

- Identification of the project
- Diagnosis
- Collection and interpretation of data
- Alternatives in project design
- Evaluation of the effects
- Comparison of the alternatives
- Implementation and follow-up

MODULE III: INITIAL ENVIRONMENTAL EXAMINATION (IEE) AND ENVIRONMENTAL ASSESSMENT (EA)

3.1 OBJECTIVES OF THE MODULE

- a. Understand how to use the Field Guide for preparation of an IEE.
- b. Read and discuss examples of IEEs and Categorical Exclusions.
- c. Understand the environmental considerations, impacts and mitigation measures of rural road construction projects.
- d. Understand the environmental considerations, impacts and mitigation measures of integrated pest management projects.
- e. Understand the environmental considerations, impacts and mitigation measures of irrigation projects.
- f. Understand the environmental considerations, impacts and mitigation measures of rural water and sanitation projects.
- g. Understand the technical concepts related to the mitigation of specific negative impacts in each technical area.

3.2 FIELD GUIDE

(See first part of Module III of the Training Manual)

Group Exercise:

Each group read and discussed the Field Guide in the presence of a workshop facilitator. In addition, the IEEs and the CE found in the Module III were discussed.

3.3 INITIAL ENVIRONMENTAL EXAMINATION HONDURAS

(See second part of Module III of the Training Manual) The IEE from Honduras was used as the principle model as it was the first Title II IEE approved by USAID Washington.

3.4 CATEGORICAL EXCLUSION BENIN

3.5 INITIAL ENVIRONMENTAL EXAMINATION UGANDA

3.6 INITIAL ENVIRONMENTAL EXAMINATION ETHIOPIA

3.7 CONFERENCES

3.7.1 Technical Area I – Rural Road Construction (presented by Marcos Ochoa)

3.7.2 Technical Area II -

(a) Agriculture: Integrated Pest Management (presented by Allan Hruska),

(b) Irrigation (Presented by Ivo López)

3.7.3 Technical Area III – Rural Water and Sanitation (presented by Eddy Lemus and Marco A. Campos)

(See last part of Module III of the Technical Manual)

In the morning plenary sessions each expert presented a technical summary of his area.

In the afternoon participants were divided into groups according to the technical area of interest, and each group received in depth training.

MODULE IV: FIELD VISIT

4.1 OBJECTIVES OF THE MODULE

- a. Learn how to use the field instruments.
- b. Learn how to identify key environmental and social aspects in the field.
- c. Learn how to prepare an IEE based on the field visit and the results of the environmental matrix and the social questionnaire.
- d. Learn how to organize the information necessary to complete an IEE.
- e. Recognize indicators for each technical area.
- f. Identify key lessons learned in the field.
- g. Understand how to develop a follow-up plan.

4.2 METHODOLOGY AND FIELD VISIT

Each group visited a site of an actual project. During the site visit they applied the environmental matrix and the social questionnaire to determine positive and negative social and environmental impacts. On the return to the hotel in the afternoon each group prepared an IEE using the format found in the training manual.

4.3 PREPARATION AND DISCUSSION OF THE IEEs

The following morning, each group presented its results and discussed the lessons learned in the field. Indicators needed to measure compliance with mitigating measures were also discussed.

All participants received a copy of each IEE prepared.

4.4 PRESENTATION OF IEE FROM PERU

Before his presentation, Raúl Pasco mentioned that NGOs from Peru with Title II programs (CARE, ADRA, PCI, TechnoServe, PRISMA) had worked together to prepare the IEE.

The IEE was done for the following CARE/Peru food security projects:

- ALTURA
- Niños
- SEDER

4.5 PANEL ON EXPERIENCES IN THE PREPARATION OF AN IEE

Recommendations and Conclusions:

- It is important to visit the sites of the projects in order to determine possible impacts and their magnitude.
- It is important to talk with the participants and local inhabitants in order to understand the social and economic implications of the project.
- It is important to share experiences with other NGOs as part of the learning process. If we work together we have a greater chance of reaching the goal of environmental security.
- For the NGOs present from Bolivia, Honduras and Peru, the time necessary to prepare an IEE varied from two weeks to six months and cost between \$US 5,000 and \$10,000.
- It is important to have an interdisciplinary team prepare the IEE.

MODULE V PREPARATION OF COMPLIANCE PLANS FOR REGULATION 216 AND STRATEGIC FOLLOW-UP

5.1 OBJECTIVES OF THE MODULE

- a. Understand the role of a regional environmental network and how to access it.
- b. Prepare a follow-up plan for Regulation 216.
- c. Work with representatives of USAID to strengthen the NGO - USAID relationship with respect to Regulation 216.
- d. Understand the importance of collaboration between the NGOs, counterparts and the community groups.

Each country prepared an Action or Follow-up Plan to comply with Regulation 216 and also to incorporate environmental considerations in programs, projects and activities.

5.2 FOLLOW-UP PLAN FOR BOLIVIA

FIRST PHASE: Immediate Actions

- Prepare and present IEEs for each agency.
- Meet with USAID to present draft IEE (July 13, 1998).
- (USAID) Return comments to the agencies before July 23, 1998.
- Final submission of corrected IEEs.

IMMEDIATE ACTIONS BY EACH AGENCY

- Form working groups (09/VI/98) 9:30 ADRA
- Define activities and presentation format and determine criteria for classification of the impacts.

SECOND PHASE: Mid-term actions

- Agency training in environmental considerations.
- Definition/preparation of a homogenous monitoring system.
- Discussion/analysis with government and other donors.
- Training of the communities with respect to the environment.
- Include an environmental component in each new project.

5.3 FOLLOW-UP PLAN FOR PERU

The NGOs working with Title II in Peru (ADRA, CARITAS, CARE, PRISMA, and TECHNOSERVE) will carry out the following activities in order to comply with Regulation 216:

PRINCIPAL IMMEDIATE ACTIONS (June-October)

- Discuss the IEEs which have been prepared.
- Presentation of TECHNOSERVE's IEE.
- Intra-institutional communication.
- Coordinating meeting with NGOs to define indicators and monitoring instruments.
- Petition USAID to sponsor a follow-up workshop.
- Compile information on Peru's environmental legislation.

PRINCIPAL MID-TERM ACTIVITIES

- Establish mechanisms for exchanging information and methodologies using:
 - a) Information networks
 - b) Working groups
- Establish a regional environmental network in order to have fast, low-cost contact with databases and other projects.
- Adjust Title II monitoring and evaluation systems taking into account Regulation 216.
- Incorporate environmental considerations in all new projects.
- Establish contact with national and international institutions that can provide technical support to our NGOs.
- Implement a Geographical Information System (GIS).

CLASSIFICATION OF PERU'S PROJECTS

ACTIVITIES	EXEMPTION	CATAGORICAL EXCLUSION	NEGATIVE DECLARATION WITHOUT CONDITIONS	NEGATIVE DECLARACION WITH CONDITIONS	NEEDS EA
I. AGRICULTURE					
- Agricultural Production				X	
- Livestock Production				X	
- Forestry				X	
II. INFRASTRUCTURE					
Irrigation				X	
Storage				X	
Roads				X	
Commercialization				X	
Soil Conservation				X	
Transformation				X	

In addition, a new session was added to the agenda: a panel composed of representatives from Honduras, Peru y Bolivia discussed monitoring and follow-up with the participants.

5.4 RECOMMENDATIONS – FOLLOW-UP PLANS AND MONITORING

1. Involve the communities in follow-up and monitoring.
2. Coordinate follow-up and monitoring with other institutions.
3. Unify monitoring systems.
4. Include environmental indicators in existing monitoring systems.
5. Form/identify a multidisciplinary team in charge of training.
6. Re-evaluate and modify design if necessary.
7. The monitoring system should not cost more than 5 - 10% of the total cost of the project.
8. Include cost-benefit analysis.
9. Train counterparts and include them in the preparation of action plans.
10. Train communities to participate in follow-up and monitoring.
11. Follow-up plans should be easy to implement.
12. Involve all staff in the follow-up plan.
13. We need our hearts and not just our minds to succeed.
14. Coordination among NGOs working in the same area is important.

**PLENARY SESSION
CONCLUSIONS, OBSERVATIONS AND FINAL COMMENTS**

1. The Environmental Security Workshop met its objectives.
2. The workshop met the expectations of the participants.
3. The participants feel the need to develop national workshops to train NGOs with respect to the environmental management of projects.
4. It is necessary to comply with Regulation 216, but it is even more important to incorporate environmental considerations in the planning and execution of all projects in order to stop the degradation of our natural resources and the environment and reach sustainable development.
5. It is important to comply with national environmental legislation.
6. It is important to exchange experiences and technical knowledge among NGOs.
7. The USAID Mission in each country and the regional environmental officer are good sources of information and help in complying with Regulation 216.
8. It is important to use e-mail, INTERNET and other sources of information in order to get and share environmental information.
9. It is necessary to form national environmental networks with NGOs, government institutions and the private sector.
10. After national networks are established, regional networks can be undertaken.
11. The social component is very important and should form part of the environmental analysis of every project.
12. It is important to use common sense in the process of environmental analysis.
13. In an IEE complying with the mitigation measures is obligatory while complying with the recommendations is not.
14. The implementation of the environmental mitigation measures, although it raises the cost of the project, assures its long-term sustainability.
15. Women and ethnic groups and their customs must be taken into account in all projects.
16. It is important to incorporate environmental considerations in all phases of the project, including the planning.

FINAL EVALUATION

All participants evaluated the Workshop, with the following results:

Final Evaluation	
Content	Average Score *
1. Objectives	4.5
2. Technical Sessions	4.1
3. Group Exercises	4.2
4. Organization of the Workshop	4.2
5. Location/lodging	4.5
6. Training Methodology and Facilitation	4.4
7. Usefulness of the Workshop	4.5
Average Score for the Workshop	4.3
* 1= Terrible, 2 = Bad, 3 = Average, 4 = Good, 5 = Very Good	

In addition to scoring the components of the workshop, the participants evaluated each of the activities. Some of the comments are presented here:

1. The organization, methodology and facilitation were excellent.
2. The technical sessions were very informative, especially the afternoon sessions.
3. The group exercises were very useful and we could practice what we were learning about Regulation 216.
4. The information on Regulation 216 was well presented, but it would be good to have more time to discuss it.
5. The workshop was very useful and productive.

The following are responses to the question, if you were to repeat this workshop, what would you keep and what would change?

1. I would keep 99% of the workshop.
2. I would keep the methodology and style of facilitation.
3. The materials were very good.
4. I would keep the objectives and the group exercises.
5. I would keep activities related to Regulation 216.
6. I would keep everything but I would put a facilitator with each group.
7. I would have more technical areas.
8. I would keep the quality and quantity of the documents, but I would include more practical examples.
9. I would keep the technical information and the site visit.

10. I would keep the motivational efforts to raise the environmental conscience of the participants.

The following responses were received to the question "What follow-up activities should be realized after the workshop?"

1. Put in practice what we learned.
2. Organize the NGOs.
3. Develop a follow-up system.
4. Prepare workshops for my institution and include all field personnel.
5. Review the IEEs using the concepts learned in this workshop.
6. Develop appropriate environmental indicators.
7. Develop a specific monitoring system.
8. Exchange information with other organizations.
9. Include environmental considerations in all projects.
10. Recycle the learning experience.





