

Session 1.

Workshop Objectives, Participant Introductions & Expectations

(0:30)

Session Summary & Objectives

This session briefs the workshop and its agenda, introduces us to each other, and establishes expectations. Specific elements of the session are:

- Overview of Course Objectives, Approach, Agenda and Materials (Facilitators).
- Participant & Facilitator Introductions: Please be prepared to introduce yourself briefly in 30 seconds, noting professional background, institutional affiliation, and current responsibilities (All).
- Soliciting expectations and establishing a “learning agreement.”
- Logistical details (Course Organizers).
- Creating a “Parking Lot.”

Workshop Objectives, Structure, and Approach to Learning

This workshop will provide intensive training for USAID/Zambia staff & partners in: (1) compliance with USAID’s environmental procedures over life-of-project, and (2) in the objectives of these procedures: environmentally sound design and management (ESDM) of USAID-funded activities.

Overall Goal. The overall goal of the workshop is to strengthen environmentally sound design and management of USAID-funded activities in Zambia by assuring that participants have the *motivation, knowledge and skills necessary* to (1) achieve environmental compliance over life-of-project, and (2) otherwise integrate environmental considerations in activity design and management to improve overall project acceptance and sustainability.

Structure & Objectives. Towards this goal, the agenda has four main components, each corresponding to key workshop objectives.

Agenda component	Corresponding objectives: By the end of the workshop, we will be able to:
<p>1. Motivating LOP environmental compliance. USAID’s mandatory environmental procedures exist to assure environmentally sound design and management (ESDM) of development activities. The workshop begins by defining ESDM and establishing why ESDM must be a necessary and explicit objective for successful development.</p>	<ul style="list-style-type: none"> • Articulate the ESDM concept and common causes of failure to achieve ESDM. • Explain why ESDM must be a necessary and explicit objective for successful development. • Articulate key action principles for achieving ESDM
<p>2. Building Core EIA Concepts & Skills. USAID’s environmental procedures are a specific implementation of the general environmental impact assessment (EIA) process. An understanding of the basic EIA process greatly facilitates understanding USAID’s procedures, and basic proficiency in a set of core EIA skills is required for effective compliance over life-of-project.</p>	<ul style="list-style-type: none"> • Explain the relationship between ESDM and the EIA process. • Describe the key elements of the EIA process. • Demonstrate basic proficiency in the core EIA skills of identifying significant impacts/issue of concern and design of mitigation and monitoring.

life-of-project.	mitigation and monitoring.
<p>3. Mastering LOP Compliance Requirements. The workshop first surveys LOP environmental compliance requirements. These requirements—and the compliance process—can be divided into “upstream” and “downstream” elements.</p> <p><i>Upstream</i> compliance consists primarily of the pre-implementation environmental review process defined by 22 CFR 216 (Reg. 216), which culminates in approved Reg. 216 documentation (RCEs, IEEs and EAs).</p> <p><i>Downstream</i> compliance consists primarily of <i>implementing</i> the environmental management conditions specified in approved 22 CFR 216 documentation, and <i>reporting</i> on this implementation. The <i>environmental mitigation and monitoring plan (EMMP)</i> is the key instrument for systematic implementation of these conditions—and thus for achieving ESDM.</p> <p>After surveying LOP environmental compliance and building needed core skills, we will split into two “streams” for a portion of the workshop: one focused on upstream compliance, and one on downstream compliance.</p>	<ul style="list-style-type: none"> • (All) Describe the basic elements of LOP compliance, and attendant roles and responsibilities. • (Upstream Participants) Demonstrate basic proficiency in the pre-implementation environmental review process established by Reg. 216. • (Downstream Participants) Develop and critique environmental mitigation and monitoring plans. Demonstrate basic proficiency in developing environmental mitigation and monitoring plans. Articulate the environmental compliance reporting requirements attendant to EMMP implementation.
<p>4. Understanding Key “Special Topics” in Compliance. Focused “special topic” sessions address the environmental compliance and management aspects of selected current, complex and emerging issues in the USAID portfolio and operating environment.</p>	<ul style="list-style-type: none"> • Explain the key compliance issues involved in each special topic, and articulate recommended best practice.
<p>5. Improving Compliance Processes. Achieving LOP compliance and ESDM requires both that individual USAID staff understand their roles and responsibilities and master key skills <i>and</i> that mission processes support and “mainstream” environmental compliance.</p>	<ul style="list-style-type: none"> • Evaluate strengths and weaknesses of environmental compliance processes in our team/mission against those in the region as a whole. • Undertake or propose improvements to these processes following the workshop.

Components 1 and 2 are sequential and occupy most of the first 1.5 days of the workshop. The remainder of day 2 and day 3 address the third component. Day 4 is focused on “special topics” (component 4). Day 5 (a half-day) focuses on improving compliance processes (component 5).

Approach to Learning. The workshop is intended to be highly participatory and field-based:

- Skills and processes briefed in the presentations will be built and practiced in hands-on exercises conducted in small working groups.
- The key, integrative exercises in Core EIA skills and LOP compliance are built around field visits.
- *Even presentation-centered sessions are intended to be interactive.* Please ask questions and, as importantly, share and discuss your own experiences and perspectives relevant to the topic at hand.

Everyone’s active participation is encouraged and needed to make this workshop a success!

Learning Agreement

As part of this session, we will collectively review the following principles and add or modify them as necessary to establish a “learning agreement”—an agreement about how we will work and learn together.

General Principles to consider are that each of us should:¹

1. Participate actively.
2. Ask questions.
3. Respect different points of view.
4. Share many thoughts & ideas.
5. Build upon the ideas presented by others.
6. Join in problem-solving.
7. Make "I" statements.
8. Respect the time—everyone shows up on time, and facilitators commit to end the sessions as scheduled.
9. Silence our cell phones and blackberries.
10. Have fun!

Teamwork Principles. Working groups are where we will practice and apply the key skills and ideas of the workshop. Working groups provide the opportunity for detailed discussions, and for learning from experiences and views of fellow development professionals. Working groups are also emphasized because environmental compliance and environmentally sound design and management are intrinsically team efforts.

Successful working groups require effective teamwork. Here are teamwork principles to consider:

Twelve Essentials of Teamwork

VALUING DIVERSITY	COMFORTABLE ATMOSPHERE	ACTIVE PARTICIPATION OF ALL MEMBERS	SHARED GOALS AND OBJECTIVES
BALANCED APPROACH TO PROCESS AND CONTENT	WHAT EFFECTIVE TEAMS NEED		EFFECTIVE COMMUNICATION
SHARED LEADERSHIP			CONSTRUCTIVE CONFLICT MANAGEMENT
ACTION ACCOUNTABILITY RESPONSIBILITY	MUTUAL TRUST	CRITICAL ANALYSIS AND PROBLEM-SOLVING	A PREFERENCE FOR CONSENSUS

(Adapted from Rees, "How to lead work teams in facilitation skills")

¹ adapted from Jawara Lumumba and John Petit, REDSO/WCA, 1995

Notes for Working Group Chairs

The chair can be a workshop trainer or participant.

The chair is neutral: she or he should not judge the ideas or contributions of others, but try to focus the group's energy on the common task.

The chair should encourage participation by all working group members, but prevent any one member from dominating. The chair should assist the group to function creatively, energetically, democratically and productively.

The chair must ensure that the group's tasks are accomplished in the time allotted.

When appropriate, the chair should try to achieve agreement or consensus on the task at hand. However, consensus is not required and if the group is unable to reach consensus, areas of agreement and disagreement may be reported.

Notes for Rapporteurs

The rapporteur is responsible for accurately and succinctly recording and reporting the results of group discussions.

Specific responsibilities include:

- **On a flip chart or laptop**, capturing all key points related to the specific theme, and noting comments on cross-cutting themes, as appropriate.
- Make sure that notes and charts are legible, understandable, and after reporting out, turned in to a facilitator.