Training Courses

ABOUT TRAINING COURSES

IAIA pre-conference training courses are presented primarily by IAIA members. The courses are open to all participants but require advance registration and payment.

Dates, times, location

IAIA06 pre-conference training courses will be held Sunday and Monday, 21-22 May 2006. The courses will be held at the Stavanger Forum.

Registration, deadlines, and fees

IAIA's courses cost US$395 for the 2-day courses and US$225 for the 1-day courses. This fee includes course materials, lunches, and coffee breaks. Participants in the training courses who are not registered for the IAIA conference will be assessed an additional US$60 fee. Course fees must be paid in full before you will be enrolled in the training course.

Minimum/maximum class sizes are noted. Course registration after 31 March will be subject to availability, instructor consent, and receipt of payment.

Please register early! Courses will be cancelled if they do not reach the minimum number of paid participants by 31 March.

If you must cancel, your course registration fee will be refunded minus a US$60 administration fee and contingent upon a written notice of cancellation received in the HQ by 31 March. After 31 March, no refunds will be issued.

Check-in

Check-in for the training courses will be open:

- Saturday, 20 May, 3:00pm-6:00pm
- Sunday, 21 May, 8:00am-10:00am and 4:00pm-6:00pm
- Monday, 22 May, 8:00am

Name tags will be distributed at check-in and are required for admission to courses. Check-in the day before your course begins is encouraged.

For more information

For more detailed descriptions of the courses, including outlines of activities, listings of course materials, and background information on instructors, see Conferences > IAIA06 > Program > Training Courses on the IAIA web site (www.iaia.org).

Training Courses

1 Practical Guide to Effective IA Follow-up

Follow-up in impact assessment is essential if the outcomes of decisions are to be understood. It provides valuable learning from experience on IA procedures and techniques and to determining the contribution of IA to sustainability. There is growing international interest in this field with new procedures and expertise evolving rapidly.

This course presents an introduction to the theory and practice of IA follow-up based on best practice examples from around the world.

Content and format

- What is IA follow-up?
- Why is follow-up important?
- Who is involved in IA follow-up?
- What is involved, including screening and scoping for follow-up?
- Adaptive environmental management.
- Options and approaches that can be used in the implementation of IA follow-up.
- International best practice principles for IA follow-up.
- SEA follow-up and follow-up for sustainability assurance.

This course will feature a number of lectures interspersed with small group discussions and activities. Participants will be provided with a resource guide with state of the art information on IA follow-up.

Learning objectives

By the end of this course, participants will:

- Understand the international framework for IA follow-up.
- Understand the roles of proponents, regulators and the public in follow-up processes.
- Be familiar with a number of outstanding examples of IA follow-up from around the world including regulatory approaches, techniques and practices.
- Be familiar with the international best practice principles of IA follow-up.
- Be introduced to emerging directions and future challenges.

Target audience

This course is designed for planners, government agency personnel, proponents and consultants, and students in IA related fields. No prior experience with IA follow-up is assumed but a solid understanding of IA processes will be beneficial to the participant. The course will have a general applicability to all fields of IA (i.e., environmental, health, socio-economic, SEA).

Participant background

The course is aimed at people who have basic to good knowledge of IA, but little or no knowledge of IA follow-up.

Instructors

Jill Baker has a Masters of Environmental Design (Environmental Science) and is a manager in the Environmental Assessment Division with Environment Canada.

Angus Morrison-Saunders holds a PhD in Environmental Impact Assessment and is a Senior Lecturer in Environmental Assessment at Murdoch University, Australia.

Language: English
Min/Max: 10-60
Duration: 1 day (21 May)

2 Spatial Planning and SEA from a Nordic Perspective

This course gives background knowledge on spatial planning and explores the potential for environmental integration and the linkages to SEA. This is firstly done through presentation of preconditions for spatial planning, with examples from the Nordic countries. Secondly, the assumptions concerning how planning works in practice or should work are highlighted and discussed through presentation of the developments of the planning theory discourse. Thirdly, the role of SEA in contributing to integration of environmental perspectives in spatial planning in the Nordic countries is challenged and discussed.

Content and format

The course first explores strategic spatial planning in the Nordic countries, looking at current practice as well as normative models in planning theory. A presentation of the ways in which environmental integration is being pursued is presented. There will be opportunity to discuss the challenges of possibilities of environmental integration, and the role of SEA based upon the participants' experiences. The workshop concludes with an exploration of the paradoxes and challenges facing the creation of truly integrated planning and the role of SEA. Active participation of the participants and utilization of the experience and knowledge brought to the course is encouraged through workshop and discussions.

Learning objectives

By the end of the course, participants will have a starting point for understanding and critically examining the links between the context of spatial planning and SEA, using the Nordic context as an example. Participants will be aware of the parallels between planning and SEA discourses, have insight into the complex world of spatial planning practice, and be better prepared for the role that SEA can play in different contexts. Participants will have a background on the definitions of spatial planning and the expectations and potentials included in the spatial planning framework, including background on the principles of spatial planning, relations to other disciplines and recent trends in spatial planning discussions.

Target audience

The course is essentially focused on participants with association or interest in planning in a Nordic context, but is open to all. The participants shall preferably have some basic knowledge of the two fields of spatial planning and environmental assessment, including both planning practitioners with interest in environmental assessment as well as environmental assessment experts with interest in the application in planning.

Participant background

Practitioners who have some experience of applying environmental assessment to spatial planning, but would learn more about the spatial planning system and share of their experiences.

Instructors

Susan Brockett, MSc (Urban and regional planning), Researcher for Nordregio.

Secondary lecturer: Tuija Hilding-Rydevik, PhD, Associate Professor at Div. (former Dep.) of Land and Water Resources, Royal Institute of Technology (KTH) and Senior Research Fellow, Nordregio

Others involved: Holmfridur Bjarnadottir, MA in Town Planning and a Researcher for Nordregio

Language: English
Min/Max: 10-25
Duration: 1 day (21 May)

3 Impact Assessment of Oil and Gas Activities

This course gives participants a basic knowledge of how impact assessment as a tool can be applied to oil and gas activities to secure sustainable development of these resources. The characteristics of on- and offshore oil and gas developments, especially upstream activities are explained, as well as the legal, economic, social, environmental and other frameworks. The various instruments of impact assessment and their applicability to the challenges at hand are discussed. Examples are drawn from Norwegian and international experience. The main focus is on the challenges of developing countries and newly independent states.

Contents and format

- Opening and welcome
- Oil & Gas Developments – an overview
  - Remaining resources worldwide/regions (Lectures from Norwegian Petroleum Directorate or other consultants).
  - Phases in developing O&G-resources (identification, seismic, exploration, planning etc. (lectures from Norwegian Petroleum Directorate or consultants).
  - "Typical" technical solutions
- EIA-standards and processes
  - World Bank, International Finance Cooperation (IFC), EU, International Conventions etc.
  - Basic EIA-methodology/ steps in the process
  - Regional and Strategic Assessments O&G-developments
- Main environmental issues and how to assess and mitigate them
  - Emissions to air (CO2, NOx, VOC etc), climate change/regional & local impacts
  - Regular discharges to sea (produced water, chemicals)
  - Accidental spills and contingency planning
  - Waste production and handling
  - Land use and habitat destruction
  - Others
- Environmental Management Systems related to EIA
  - Integrated Environmental, Social and Health Impact and Risk Management, Presentation of e-SHRIMP – a tool developed by the Association of Oil and Gas Producers to manage risks
  - Other relevant systems (ISO14001)
  - Social Impacts and Corporate Social Responsibility

Learning objectives

Participants will have a starting point for understanding the impact of oil and gas activities using the experience primarily from the Norwegian Continental Shelf, but also from other areas where Norwegian and international oil and gas companies have established their business. The course focuses on the main consequences of O&G activities along with an overview and general understanding of the assessment methods, standards, processes, measures, tools and technology available within this area.

Target audience

Focused on participants with general interest in impact assessment, but open to all.

Participant background

Participants from countries that are about to start O&G activities, or are in the infant stage or more developed stage of these activities.

Organized by Petrad - International Programme for Petroleum Management and Administration in co-operation with the Norwegian Ministry of the Environment and Statoil.

Instructors

Course facilitator: Bengt Hope, Petrad.

Main lecturers: Dr. Ing Einar Leknes, Rogaland Research.

Specialists from: Norwegian Petroleum Directorate, Petroleum Safety Agency, Norwegian Ministry of the Environment, Acona, Det Norske Veritas, and Statoil.

Language: English
Min/Max: 20-50
Duration: 2 days (21-22 May) 1 day classroom plus a half-day excursion to Norwegian Petroleum Museum and Statoil Headquarters.

4 The Concepts, Process and Methods of Social Impact Assessment: A Basic Course

This course will provide participants with the basic knowledge, understanding and technical skills to do social impact assessment at the community and project level for a variety of development and policy proposals for both developed and developing countries.

Content and format

The course will cover the steps in the SIA process with special emphasis on: 1) "scoping," 2) determining and measuring significant social impacts, 3) using SIA variables for developing enhancement and mitigation programs, and 4) the participatory elements of the assessment process.

A portion of the class will be devoted to lecturing, how to use the three SIA books (cost included in the course fee) and discussion of social impact assessments completed by the instructors. However, much of the time will be devoted to working in groups on an actual SIA case study.

Learning objectives

- Understand the framework for doing a social impact assessment within the context of the planning/decision process for a proposed project or policy.
- Be able to implement "scoping" within the SIA-EIA process as used by government and private sector agencies as well as national and international donor organizations.
- Understand how to identify and gather data for the description and measurement of key social impact assessment variables at the project and community level.
- Be familiar with the approaches utilized to enhance and mitigate significant social impacts within a variety of assessment processes and settings.
- Understand the participatory elements of the SIA process.

Target audience

The introductory SIA course is designed for planners; government agency personnel; development workers for domestic and international donor organizations, extension and community development workers; as well as faculty and students in planning, environmental studies, engineering, the social sciences; and any person wanting or required to do social impact assessment either as a stand alone activity or part of the EIA-SIA process.

Participant background

No prior experience with the SIA-EA process is assumed.

Instructors

Rabel J. Burdge, Professor of Sociology and Environmental Studies, Western Washington University, USA

C. Nicholas Taylor, Principal, Taylor-Baines Associates, New Zealand

Language: English
Min/Max: 10-35
Duration: 2 days (21-22 May)

Training Courses

5 Public Participation in Environmental Assessment

This course is based largely on the outputs of SAIEA's (Southern African Institute for Environmental Assessment) recently-completed Calabash project, which spent two years examining the extent to which public participation (PP) is effectively undertaken in development planning in southern Africa. The Calabash PP Program was awarded the 2005 Project of the Year by the International Association of Public Participation, and also received a Letter of Citation from the Africa Union for its practicality and usefulness. In addition to assessing the current situation, the project also proposed ways of improving practice, based on well documented success stories. Thus, the course is geared largely for developing country circumstances, though the lessons learnt from southern Africa are likely to be useful to other parts of the world.

Calabash has confirmed that the effectiveness of EAs depends very much on the ability of stakeholders (including the public) to participate in order to ensure that development initiatives consider broad-based concerns.

Public participation also improves governance since development must consider a wide range of issues that include rural livelihoods, community upliftment, national priorities, the need to conserve the natural environment and the need to maintain ecological functioning. Yet limited access to resources and information, poor understanding of EA processes and legislation, and limited confidence (or even fear) often limit the capacity of individuals, communities and institutions to participate effectively in EA.

Content and format

The goal of the course is to provide participants with practical, hands-on training in public participation in EA.

Learning objectives

By the end of the course the participants will have learned the following:

- Context of the EA process including public participation
- The reason for conducting PP in EA
- The benefits of EA/PP to all key stakeholder groups involved in EAs
- The foundations and principles of PP with respect to EAs
- How to determine the level of PP required
- How to identify and set clear, shared objectives for PP
- How to plan for and be involved in a PP programme for EA (roles and responsibilities, resources needed, timing, techniques, information needed, identifying who should be part of the programme, getting the right team together)
- How to evaluate a PP process

Target audience/participant background

Participants should be familiar with EA, but need not be experts. It will help if people have had some experience with PP.

Instructors

Peter Tarr, PhD in Environmental Management and Planning, is currently the Executive Director of the Southern African Institute for Environmental Assessment.

Peter Croal, graduate in Geological and Environmental Sciences, Calabash Program Manager, and now Senior Environmental Specialist with the Canadian International Development Agency (CIDA).

Language: English
Min/Max: 25-30
Duration: 2 days (21-22 May)

6 Professional Ethics in Impact Assessment

The quality of professional work is a concern in many fields. Various factors contribute to product quality: training, professional standards, legislation and regulations, professional ethics and personal ethics. People differ as to which of these is more important. It is common cause that all play a role, also that ultimately it is the practitioner's own values and morals that underpin the quality of their work.

Ethics, or moral philosophy, concerns itself with systematic evaluation of human conduct with a view to answering why certain actions are right, or ought to be done. Morals relate to what is considered to be right, or ought to be done. Morality and ethics are inter-related: the concern of this course is nevertheless not environmental mores (what human actions are judged to be right for the environment) but the basis for reasoning why personal and professional actions affecting the environment may be judged to be right or wrong.

Content and format

The course will comprise eight interactive sessions. Participants will be provided with short pertinent readings that will be followed up through case studies or interactive role play exercises. Each discussion session and case study will require individuals to participate actively. No attempt will be made to prescribe what is right and what is wrong or to promote any one moral philosophy above another.

Learning objectives

The aim of this course is to expose impact assessment professionals to some fundamental ethical considerations that will affect the quality of their future professional activities. Participants will be challenged to explore and establish a basis for their own personal and professional environmental morality.

Target audience

Those who have experienced, or anticipate experiencing, ethical dilemmas in the professional practice of impact assessment and wish to understand and analyze the issues involved.

Participant background

It is preferable, though not essential, that participants have had personal experience in conducting impact assessments and that they have an interest in why courses of action may be deemed right or wrong by the profession.

Instructor

Richard Fuggle, PhD, is a Professor in the Department of Environmental and Geographical Science and is Director of the Environmental Evaluation Unit at the University of Cape Town, South Africa.

Language: English
Min/Max: 8-32
Duration: 2 days (21-22 May)

7 Planning for Effective Public Participation

This two-day module of the IAP2 Certificate Program provides an introduction to the foundations of effective public participation programs. IAP2 has worked with practitioners from around the world to develop foundational tools that transcend national and cultural boundaries. Even advanced practitioners will find useful tools and techniques to assist in working with the public and clients to establish effective public participation. These tools are presented in an interactive and experiential learning environment that provides students with the opportunity to explore their own public participation challenges with their instructor and peers.

Students use IAP2's Public Participation Spectrum to demonstrate the importance of setting clear objectives and a promise to the public and how to determine the appropriate level of public participation. Other important topics include the practical application of the IAP2 Core Values for Public Participation and using the IAP2 Code of Ethics as a guide to both practitioners and clients.

Each student receives a detailed student workbook as well as a copy of the IAP2 Public Participation Bibliography containing nearly 400 annotated references to the best literature in the field of public participation. Students will apply the IAP2 Foundations of Public Participation to employ a step-wise program to planning and designing public participation programs. Course content includes detailed examples and practical hands-on exercises so participants leave with the tools needed to build realistic public participation programs. Course materials include exercises in using IAP2's five steps for planning effective public participation.

Content and format

The Planning module focuses on defining the issues for which public participation is required, identifying stakeholders and ensuring their involvement throughout the process. Using IAP2's Spectrum for Public Participation, course participants establish clear and achievable objectives for public participation and a promise to the public. Participants learn how to prepare an organization for conducting public participation and to plan for the timing, techniques, and resources needed to make public participation a success. Emphasis is placed on creating and using continuous feedback and evaluation.

Learning objectives

At the conclusion of the Planning for Effective Public Participation module, students will have learned:

- The full scope of planning needed for effective participation, including information, timing, resources, techniques, and roles and responsibilities.
- A variety of ways to identify publics and understand potential impacts of actions.
- How to select the appropriate level of public participation.
- A variety of ways to identify publics and to understand potential impacts of actions.
- How to select the appropriate level of public participation.
- How to set clear, shared objectives for effective participation.
- How to develop a public participation plan.
- How to identify appropriate evaluation tools to measure the effectiveness of public participation programs.

Note: Planning for Effective Public Participation is a prerequisite for all other IAP2 Public Participation Certificate training.

Target audience/participant background

IAP2's Certificate Program courses, while designed for beginning to intermediate public participation practitioners, provide useful information for even the most expert practitioners.

Instructor

Tisha Greyling, Senior Trainer, Golder Associates Africa

Language: English
Min/Max: 15-25
Duration: 2 days (21-22 May)

8 Mainstreaming Biodiversity in EIA and SEA for Improved Environmental Decision Making

Experience from countries across the globe demonstrates the continuing decline in biodiversity associated with development in most major sectors. Losses of habitat, invasion by alien species, restriction in movement and migration of species and displacement and isolation of species are some of the most pervasive threats. The concept of "mainstreaming" has gained in popularity over the past decade and is used ever more widely. It is based on the premise that biodiversity conservation can only be achieved by considering land use beyond the boundaries of protected areas and by considering threats across all development sectors. Mainstreaming is:

- Integrating biodiversity conservation requirements and development goals.
- Recognizing the value of services provided by biodiversity and ensuring that development is compatible with the maintenance of these services.
- Inserting biodiversity conservation and sustainable use into the mainstream economy.
- Incorporating biodiversity conservation goals into funded projects with other broad aims.

The Convention on Biological Diversity strongly advocates Impact Assessment (IA) as an important tool for ensuring that development is consistent with the conservation and sustainable use of biodiversity. This includes project-level EIA and also strategic environmental assessment (SEA) of policies, plans and programmes. The application of Strategic Environmental Assessment (SEA) is rapidly expanding around the world as a proactive instrument that promotes consideration of environmental issues at the earliest appropriate stage of policy, plan or programme development and facilitates more sustainable solutions and alternatives for enhancing long term biodiversity resource conservation. Building capacities to promote good practices in IA and SEA therefore is essential for generating quality outputs for facilitating informed decision making.

Content and format

This training course is intended to provide biodiversity specialists with an understanding of impact assessment and impact assessment practitioners with guidance on biodiversity-inclusive impact assessment.

Learning objectives

1. Explain the need to mainstream biodiversity using Impact Assessment (EIA and SEA).
2. Explain EIA and SEA approaches and procedures, focusing on key 'insertion points' for biodiversity.
3. Provide guidance on methods, tools and processes for biodiversity-inclusive IA.
4. Build capacity of participants to initiate best practices in conducting, supervising and reviewing IAs to ensure integration of biodiversity in impact assessment.
5. Consolidate and evaluate experience in different sectors, by examining lessons learnt from more and less successful case studies.
6. Facilitate sharing and peer-based learning among IA professionals based on their experience and practices.

Target audience

EIA professionals, researchers, trainers, consultants, planners, EA reviewers and decision makers.

Participant background

A moderate level of knowledge of EIA concepts and practices.

Instructors

Asha Rajvanshi, PhD in Environmental Science and is a senior reader and faculty in charge, EIA Cell, Wildlife Institute of India (WII)

V.B. Mathur, PhD in Wildlife Ecology, Professor and Dean, Faculty of Wildlife Sciences, Wildlife Institute of India (WII)

Jo Treweek, PhD, Technical Project Manager of IAIA's Capacity Building in Biodiversity and Impact Assessment (CBBIA) Project

Language: English
Min/Max: 15-25
Duration: 2 days (21-22 May)

Training Courses

9a/b/c Strategic Environmental Assessment: Experience and Good Practices in Strategic Approaches to Assist Decision Making

The overall purpose of this course on SEA is to introduce the purpose, logic, key functions and activities of what constitutes good practice in SEA. The emphasis will be on the role of SEA and how SEA needs to be formulated to influence information, communication, prioritization, transparency and other fundamental issues in strategic decision making.

Content and format

The course does not intend to provide one solution, or a recipe, for good practice SEA. Instead, it will (1) drive participants through key concepts and issues in SEA, (2) review current practices in different countries and respective approaches and (3) focus on the characteristics and requirements of strategic assessments to assist decision making toward quality in development decisions for sustainability. The course is organized in two parts.

Part I runs on Day 1 and addresses the basics of SEA: What is SEA and why do it, relationship between SEA and EIA, sustainability as a key SEA driver, overview of international experience in different parts of the world, and SEA in the European Union—the 2001/42 Directive and other EU approaches to SEA. Key elements and practices in SEA will be presented, with methodological approaches to SEA illustrated from selected countries and an overall framework concept for approaching SEA.

One of the aspects that distinguishes Maria Partidario's training courses on SEA is the international overview given through comparative presentation of multiple and different existing situations, expressed in different perspectives and approaches to SEA and illustrated with case studies. This approach invites participants to understand the key elements and components of SEA that constitute good practice and to explore needs adapted to each national, or organizational, decision making reality, rather than focusing on one methodology or procedure only.

Part II runs on Day 2 in two parallel sessions in separate rooms. One session (9a) will be a group exercise on how to do an SEA, centered on a developed world context. Led by Maria Partidario, this session will place the participants into working groups and consider a simulated strategic case using role playing. The other parallel session (9b) will present principles for performing SEA and sustainability appraisal in developing countries. Led by professionals from the Environmental Protection Agency of Ghana, headed by Jonathan Allotey, this session will be based on techniques developed in western Africa to meet the needs of national, regional and local decision makers coming from diverse social, cultural and economic backgrounds. This parallel session may also be taken as a separate one-day course (9c).

In registration dor the two-day course, participants must indicate which of the 2 parallel sessions they wish to take on Day 2; select 9a to register for the group exercise on developed world context or 9b to register for the session on SEA and sustainability appraisal in developing countries. Regardless of which option is chosen on Day 2, course participants will be joined for Day 1 and are invited to interchange their experiences with respect to national decision-making procedures and respective needs, or current application, with SEA.

Target audience/participant background

Medium to high level of experience on planning/policy and EIA. Those participating in the Day 2 group exercises with Maria Partidário should have advanced experience in SEA.

Instructors

Maria Rosário Partidário is Associate Professor at the Technical University of Lisbon; trainer; and environmental planning and sustainability consultant. She will lead the course in Day 1 and conduct the group exercise session on developed world context on Day 2 (9a).

Jonathan Allotey will lead the second parallel session on Day 2 (9b/c); he is Executive Director of the Environmental Protection Agency of Ghana. He will be assisted by Christine Asare, Badu-Yeaoah and Appah Sampong of the Ghanain EPA; and by consultants Evans Darko and Peter Nelson.

Language: English
Min/Max: 10-30
Duration: 1 or 2 days
9a Day 1 plus Day 2 group exercise option (21-22 May)
9b Day 1 plus Day 2 developing countries option (21-22 May)
9c Day 2 focus on developing country issues option (22 May)

10 Practical Guide to Sustainability Assessment

Sustainability assessment is a tool that informs decision-making with the aim of promoting sustainable outcomes. Sustainability assessment can be applied in different circumstances for different purposes by different types of decision-makers, including:

- Government regulators as an approvals process for proposals (particularly project proposals), analogous to environmental impact assessment.
- Proponents (and their consultants, planners, engineers, etc.) to inform the development of a proposal, which could be a policy, plan, programme or a project.
- Government regulators, non-government organizations or any other interested party to assess the sustainability of current practices, such as a whole industry sector.

This course presents an introduction to the theory and practice of sustainability assessment based on best practice examples from around the world.

Content and format

- What is sustainability assessment?
- Extending EIA to establish a sustainability assessment approvals process.
- Developing a sustainability decision-making protocol.
- Integrating sustainability assessment into decision-making.
- Dealing with integration, offsets and trade-offs in sustainability assessment.
- Sustainability assessment toolbox.
- New directions and future challenges for sustainability assessment.

This course features a number of lectures interspersed with small group discussions and activities. Participants will be provided with a resource guide with state of the art information on sustainability assessment.

Learning objectives

In this course, participants will develop an understanding of:

- Sustainability assessment principles, processes and issues.
- Sustainability assessment as a tool for the approval of new development proposals.
- How sustainability assessment can be used to inform the development of proposals ranging from projects to plans and policies.
- Various tools and techniques that can be employed in sustainability assessments.
- How to operationalize sustainability in the context of a particular decision by developing a sustainability decision-making protocol.

Target audience

This course is designed for planners, government agency personnel, proponents and consultants, and students in IA related fields.

Participant background

No prior experience with sustainability assessment is assumed but a solid understanding of IA processes will be beneficial to the participant. The course will have a general applicability to all fields of IA (i.e., environmental, health, socio-economic, SEA).

Instructors

Jenny Pope, PhD candidate, Director and Principal Consultant, Integral Sustainability

Angus Morrison-Saunders holds a PhD in Environmental Impact Assessment and is a Senior Lecturer in Environmental Assessment at Murdoch University, Australia.

Language: English
Min/Max: 10-60
Duration: 1 day (22 May)

11 Indigenous Perspectives on Impact Assessment

This course introduces participants to some key issues in indigenous perspectives. These perspectives are all crucial in impact assessment to understand and realize that this is both an important part of capacity building among indigenous peoples and a needed background when analyzing environmental, social and spiritual impact in indigenous areas.

Content and format

Part one: International Human Rights and Indigenous Peoples. Indigenous Peoples rights, an integral part of impact assessment. Training through cases by senior adviser John Bernhard Henriksen, Sámi Council.

Part two: Understandings of land and landscape

- Assessing what? Environmental management in Sámi areas and Sámi perspectives on nature and society.
- The philosophy of land rights in the western world and in the indigenous world. How it is possible to include these understandings in impact assessment.
- Training through cases, common discussions about presented methods and social theories relevance in impact assessment in indigenous areas by Audhild Schanche, Director of the Nordic Sámi Institute, Sámi University College and Nils Oskal, professor, Sámi University College.

Course activities: Lecturing, discussions, case analysis and training through cases.

Learning objectives

The participants shall

- Be introduced to relevant International Human Rights Law concerning indigenous and natural resource management and how these legal instruments will influence on impact assessment and through cases get training to adjust the cases to relevant international law.
- Gain knowledge about some indigenous peoples understanding of land and landscape and the challenges this understanding meets in environmental management.
- Be introduced to the philosophy of land rights in the western world and in the indigenous world and discuss how it is possible to include this thinking in impact assessment, and in chosen cases train to analyze how different understandings of landscape will influence on the methods chosen in social impact assessment.
- Be introduced to some challenges indigenous peoples in the Arctic meet in the light of the effects of climate change on the polar regions of the world.

Target audience

This course provides tools to analyze indigenous peoples' needs and priorities for practitioners who are planning or working with projects in indigenous areas and need to include indigenous perspectives in impact assessment.

Participant background

No quantitative skills or prior experience assumed. The course will have a general applicability to all who work with impact assessment in indigenous peoples' areas.

Instructors

Liv Østmo, Audhild Schanche and Nils Oskal, Sámi University College

Language: English
Number of days: 1 day (22 May)
Min/Max: 15–40