

Public Participation in Environmental Assessment

Section 1 – Basic information

(a) Course title

Public Participation in Environmental Assessment

(b) Level

Intermediate

(c) Prerequisites for participants

A moderate level of knowledge of EIA concepts and practices

(d) Language of delivery

English

(e) Duration

Due to interactive methodology the training requires two days

(f) Minimum and maximum number of participants

Minimum number of participants: 10

Maximum number of participants: 30

(g) Trainers

1. Peter Tarr, email peter.tarr@saiea.com
2. Peter Croal, email PETER_CROAL@acdi-cida.gc.ca

Section 2 – Course description

(a) Summary of purpose, content, and learning outcomes

International experience 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 resource 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.

Learning objectives: The overall purpose of this training is to introduce participants to the concept of Public Participation and to train them how to apply it in their daily work. At the conclusion of the course, participants will have learned:

- 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

(b) Detailed description of the course structure and content

Structure and content

Day1:

- Introduction
- What is PP and why do it in an EA
- The EA and PP processes
- Best practice PP in EA

Day 2

- Roles and responsibilities: The practitioner
- Roles and responsibilities: The government
- Roles and responsibilities: The developer
- Roles and responsibilities: Civil Society
- Designing a PP process
- Conflict management
- Evaluating the PP process

Methodology:

The training employs innovative methods by intensively exploiting opportunities for action learning and group work. Being based on the case work methodology of the Harvard Business School the training focuses on practical approaches to public participation. This methodology allows discussions on locally appropriate public participation approaches.

The modular approach (“sessions”) enables the two trainers to adjust the course contents

to particular needs of the IAIA07 participants. Depending on these needs and experiences some modules may be presented very briefly whereas other ones may provide detailed debates. Not least these case works and discussions give participants a multitude of thinking tools and instruments to work with in practice.

The following pages provide an outline of the PP training for the IAIA07 in Korea including information about the training elements, methodology and guiding questions.

Description of the materials

The PP training is based on the case work methodology of the Harvard Business School. It is composed - on a modular basis - of a number of case work sessions. Participants will receive some of the materials (PP best practice handbook and case study materials) prior to the training. The other materials will be provided in a printed version and on CD Rom. Throughout the training participants will receive the following materials:

- Participants Handbook
- Powerpoint Slide Handouts
- Case study materials
- Certificate

Section 3 – Trainers

Peter Tarr

Peter Tarr is a well-known environmentalist in southern Africa, with over 20 years experience in the field. He started his career as a conservationist, working in various national parks as a wildlife manager. Thereafter, he became involved in managing the impacts of tourism along Namibia's 1600 Km long desert coastline. In recent years he specialized in the field of Environmental Impact Assessment, and has conducted guided and reviewed over 70 EIAs, SEAs and EMPs covering a wide variety of subjects (including tourism development, water infrastructure and supply, mining, power generation and transmission, waste management, agriculture, transport systems, animal husbandry and petroleum exploration).

During his tenure as head of the Directorate of Environmental Affairs in Namibia, he was responsible for developing a national EIA policy and translating this into legislation. In addition, he led a team of 20 professionals whose responsibilities included programmes related to various UN Multilateral Environmental Agreements, pollution control, resource economics, the compilation of regional profiles, national park management planning, state of environment reporting and advising the Minister on various policy issues. His skills include training, policy formulation and review, project planning, EIA and providing leadership within diverse teams. Peter Tarr is currently the Executive Director of the Southern African Institute for Environmental Assessment. Under his leadership, SAIEA received IAIA's Institution of the Year Award in 2003 – primarily for its leadership role and capacity building efforts in the region.

Peter Tarr obtained a PhD in Environmental Management and Planning from the University of Aberdeen, Scotland, in 1999.

PETER CROAL

Extensive experience and ability in developing and managing environmental assessment frameworks, training courses and associated implementation tools and processes for the public sector to respect national and international environmental laws, policies, conventions and agreements.

Extensive project development and cross-cultural experience pertaining to capacity development, natural resources and environmental protection and management with the international Official Development Assistance community, international non-government organisations and aboriginal groups.

Diverse combination of skills and experience gained from Canadian and international projects related to geology, mining, environmental management, aboriginal issues and capacity development.

- Received the "**Environmental Citizenship Award**" from the government of Canada.
- Received a **silver medal** during the 1996 Federal Awards Program as part of Technology in Government week for developing and managing the Canadian Environmental Assessment Act Training Program for CIDA officers.
- Received the President of CIDA's **1996 Award for Excellence**.
- Received the **1999 International Association of Impact Assessment (IAIA) Award for Outstanding Service** for work in environmental assessment capacity development and traditional knowledge.

PROFESSIONAL EXPERIENCE

- Southern African Institute for Environmental Assessment 2003-2005
- Canadian International Development Agency (CIDA) 1993-2003
- Indian and Northern Affairs Canada 1981-1993

EDUCATION

Graduate, Geological and Environmental Sciences, Carleton University, Ottawa

Over 15 certificate courses in environmental management and related subjects.