Training needs summary

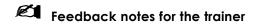
Training Needs Sum mary			
Description of target group			
Training n eeds			
Expected benefits			
Areas in which depth of training is required			
Skills or pre-quisites required			
Targeted level in organization/group			
Ap proximate numbers requiring training (annually)			
Estimated course length			
Suggested course name			
Priority of training need			

Training

Discuss and make notes about the points below and then prepare a set of brief feedback notes highlighting any implications that they may have for any EIA training to be developed or information that the trainer may need to collect before presenting a course.

Outline:

- the availability and location of existing (or past) training programmes, courses, manuals etc.
- the purpose of existing training programmes and the target groups they cater forthose currently involved in EIA training
- the effectiveness of existing training programmes in meeting the needs of participants
- the features of existing (or past) training programmes that were effective in building EIA capacity
- the number and type of participants in existing training programmes
- the costs, funding sources etc. of existing programmes



Society

Discuss and make notes about the points below and then prepare a set of brief feedback notes highlighting any implications that they may have for any EIA training to be developed or information that the trainer may need to collect before presenting a course.

Discuss how the following aspects of society influence good EIA practice within the country and the implications that they have for EIA training, e.g.

- population density, growth, mortality, health
- quality of life
- access to education
- culture, language, class structure, religion
- level of commitment to democratic principles, common good, individual and collective rights and responsibilities
- degree of development, level of infrastructure
- land tenure/ownership
- institutional, machinery of government, local and regional issues
- legal system
- policy sectoral and environmental
- political processes, levels, systems
- financial level of debt, privatisation, restructuring
- development needs

Outline the:

- ways in which members of local communities, minority groups, including indigenous peoples and women, become involved in public issues
- strategies which are appropriate/successful for promoting public involvement in general



Laws, policies and development approvals

Discuss and make notes about the points below and then prepare a set of brief feedback notes highlighting any implications that they may have for any EIA training to be developed or information that the trainer may need to collect before presenting a course.

Outline whether there are detailed policies/laws covering the following areas, the extent to which they are used, how they interact with EIA and the implications that they have for EIA training:

- international conventions
- pollution control standards
- capacity to enforce regulatory mechanisms
- water resources
- energy generation and transmission
- waste management
- flora and fauna, endangered species
- natural resource management
- resource allocation
- land management
- land use planning/regional development
- transportation
- process of jurisdictional cooperation and coordination

Discuss:

- the interaction and integration of EIA with other development approvals processes and permitting systems
- the extent to which government departments in all sectors have a mandate to consider environmental issues



Access to information

Discuss and make notes about the points below and then prepare a set of brief feedback notes highlighting any implications that they may have for any EIA training to be developed or information that the trainer may need to collect before presenting a course.

Discuss the types, sources and availability of environmental information, e.g.

- local (professional and traditional) knowledge
- mapping geological, land use, planning, zoning etc.
- EIA reports (and documentation)
- registers of hazardous sites and materials
- scientific research by universities, industry, government
- inventory and baseline studies
- environmental monitoring and trend data
- geographic information systems (GIS)
- State of Environment Reporting
- national conservation strategies, National Environmental Action Plans (NEAPS), National Agenda 21s, UNDP environmental overviews

Identify:

- key sources of information which could be incorporated into the EIA training topics, e.g. EIA reports, case studies, sites which could be visited, speakers, videos, reports etc.
- alternative methods of generating data, including networks for information exchange



Environment

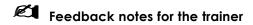
Discuss and make notes about the points below and then prepare a set of brief feedback notes highlighting any implications that they may have for any EIA training to be developed or information that the trainer may need to collect before presenting a course.

Discuss the current and potential major environmental problems/pressures facing the country, for example:

- climate change
- water supply and quality
- biodiversity and habitat loss
- soil erosion, land degradation
- solid/hazardous waste management
- energy production/consumption
- urban development and infrastructure
- transportation and communications
- population growth/distribution
- mining and minerals development
- industrial pollution
- agricultural production/practices
- forest use and forestry practices
- fisheries management
- natural hazards

Outline the extent to which key environmental legislation, policies and regulations are in place:

- designation of protected areas and ecologically sensitive areas (e.g. wetlands, coastal zone)
- National Environmental Action Plans (NEAPS)
- sustainable development strategies
- national conservation/biodiversity strategies
- state of environment reports
- environmental standards and regulations
- environmental management objectives and targets for addressing the major issues discussed above (e.g. greenhouse gas emissions, land degradation, etc.)
- signing/ratification of international conventions (e.g. RAMSAR, Biological Diversity etc.)



The EIA process

Discuss and make notes about the points below and then prepare a set of brief feedback notes highlighting any implications that they may have for any EIA training to be developed or information that the trainer may need to collect before presenting a course.

Discuss:

- previous experience in EIA
- availability, level and distribution of expertise
- situations in which EIA has been most successful, and why
- situations in which EIA has been least successful, and why
- issues relating to the responsibility for financing and managing the EIA process
- factors that promote sound decision-making
- barriers to sound decision-making
- ways in which EIA recommendations have been used to redesign proposals or produce auditable environmental management plans
- the procedures which are used or could be applied to encourage the early use of EIA into the project planning process
- the 'quality control' mechanisms which are applied to ensure that the EIA process is followed satisfactorily
- the relationship of EIA to other environmental management and regulatory systems

Outline whether and how well the following elements of good EIA practice are performed:

- clear description of the proposal
- comprehensive terms of reference established
- screening and scoping processes applied systematically
- reasonable alternatives to the proposed action considered
- prediction and evaluation of impacts undertaken
- mitigation measures identified and implemented
- terms and conditions established and reinforced
- EIA follow up, monitoring and auditing carried out
- public involvement provided



Stakeholders in the EIA process

Discuss and make notes about the points below and then prepare a set of brief feedback notes highlighting any implications that they may have for any EIA training to be developed or information that the trainer may need to collect before presenting a course.

Identify:

- the range and level of relevant professional, educational and technical skills available within the country
- the major stakeholders in the EIA process e.g. developers, environmental and implementing agencies, consultants, decision-makers and the public, including those directly affected by a proposal

Discuss:

- the role/influence the stakeholders have over the EIA process
- when and how they become involved in the EIA process
- their accountability in the EIA process
- the barriers to them performing their tasks satisfactorily
- the extent to which each stakeholder has knowledge of the roles of the other stakeholders in the process
- the extent to which they work together cooperatively
- the degree to which information is shared



EIA course participant pre-course questionnaire

often you would expect to be involved. Where appropriate, please provide comments which further describe your role in the task.					
Undertaking s	screening or provi	iding advice/input			
Comments	□ Never	□ Sometimes	□ Often	□ Nearly Always	
Identification	of key stakehold	'ers			
Comments	□ Never	☐ Sometimes	☐ Often	☐ Nearly Always	
Setting overal	ll terms of referen	ce for an EIA study			
Comments	☐ Never	☐ Sometimes	☐ Often	☐ Nearly Always	
Setting terms	of reference for a	component of the EIA s	tudy or individ	lual consultants	
Comments	☐ Never	☐ Sometimes	☐ Often	☐ Nearly Always	
Generating al	ternatives				
Comments	□ Never	☐ Sometimes	□ Often	☐ Nearly Always	
Identification	of information r	equirements			
Comments	□ Never	□ Sometimes	□ Often	☐ Nearly Always	
Undertaking impact analysis or technical studies					
Comments	☐ Never	☐ Sometimes	□ Often	☐ Nearly Always	
Identifying mitigation measures					
Comments	□ Never	☐ Sometimes	☐ Often	☐ Nearly Always	

EIA course participant pre-course questionnaire

Recommending the preferred alternative					
	☐ Never	☐ Sometimes	☐ Often	☐ Nearly Always	
Comments				, ,	
Preparing an	impact mitigatio	on or environmental m	anagement plar	1	
	☐ Never	☐ Sometimes	☐ Often	☐ Nearly Always	
Comments					
Establishing	monitoring proce	edures			
	☐ Never	☐ Sometimes	☐ Often	☐ Nearly Always	
Comments					
Writing part,	or all, of an EIA	report			
	☐ Never	☐ Sometimes	☐ Often	☐ Nearly Always	
Comments					
Reviewing an	EIA report for c	ompliance or technical	adequacy		
	☐ Never	☐ Sometimes	☐ Often	☐ Nearly Always	
Comments				, ,	
Planning a vi	ublic involvemen	t strategu			
0 7	☐ Never	☐ Sometimes	☐ Often	☐ Nearly Always	
Comments				, ,	
Writing term	s and conditions	to accompany project (amproval		
com	□ Never	☐ Sometimes	□ Often	☐ Nearly Always	
Comments	— 1 (e) (e)			= rearry rinways	
Providing information to decision-makers					
1 rooming inj	ormation to aeci □ Never	Sometimes □	☐ Often	☐ Nearly Always	
Comments	→ 1 NC V C1	- Jonieumes	- Onen	- Incarry 11ways	

EIA course participant pre-course questionnaire

Plea	ise ansv	ver the following where applicab	le			
1.	Please	describe the type of work that you do	using	g an example if possi	ble.	
2.	What p	parts of the EIA process do you work w	vith i	n detail and why?		
3.	Which	types of problems do you have to deal	with	in your role in the l	EIA process?	
4.	Which	types of problems have been the most	diffic	cult to deal with?		
5.	In wha	t skills or knowledge do you feel that 1	jou n	nost need training?		
6.	Do you feel that you need training in any of the following communication skills?					
		written		holding meeting	gs	
		verbal		mediation/conf	lict resolution	
 7. 8. 		ou previously undertaken any special have any other comment or ideas of t				
9.		provide the following information:				
Name:						
		on in organisation/group:				
	Addre	ess				
	Telep	hone:		Fax:		
	E-Mai	il·			Date:	