

**Training needs summary**

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<b>Training Needs Summary</b>	
Description of target group	
Training needs	
Expected benefits	
Areas in which depth of training is required	
Skills or pre-requisites required	
Targeted level in organization/group	
Approximate numbers requiring training (annually)	
Estimated course length	
Suggested course name	
Priority of training need	

**Discussion sheet– Analysing the societal setting**

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## 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 for those 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



**Feedback notes for the trainer**

## Discussion sheet – Analysing the societal setting

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### 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



**Feedback notes for the trainer**

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## 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



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## 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

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### 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.)



#### Feedback notes for the trainer

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## 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



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## 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



**Feedback notes for the trainer**

## EIA course participant pre-course questionnaire

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Please indicate if your work requires you to participate in the following EIA steps and activities and how often you would expect to be involved. Where appropriate, please provide comments which further describe your role in the task.

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### *Undertaking screening or providing advice/input*

Never       Sometimes       Often       Nearly Always

Comments

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### *Identification of key stakeholders*

Never       Sometimes       Often       Nearly Always

Comments

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### *Setting overall terms of reference for an EIA study*

Never       Sometimes       Often       Nearly Always

Comments

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### *Setting terms of reference for a component of the EIA study or individual consultants*

Never       Sometimes       Often       Nearly Always

Comments

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### *Generating alternatives*

Never       Sometimes       Often       Nearly Always

Comments

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### *Identification of information requirements*

Never       Sometimes       Often       Nearly Always

Comments

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### *Undertaking impact analysis or technical studies*

Never       Sometimes       Often       Nearly Always

Comments

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### *Identifying mitigation measures*

Never       Sometimes       Often       Nearly Always

Comments

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## EIA course participant pre-course questionnaire

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*Recommending the preferred alternative* Never     Sometimes     Often     Nearly Always

Comments

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*Preparing an impact mitigation or environmental management plan* Never     Sometimes     Often     Nearly Always

Comments

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*Establishing monitoring procedures* Never     Sometimes     Often     Nearly Always

Comments

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*Writing part, or all, of an EIA report* Never     Sometimes     Often     Nearly Always

Comments

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*Reviewing an EIA report for compliance or technical adequacy* Never     Sometimes     Often     Nearly Always

Comments

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*Planning a public involvement strategy* Never     Sometimes     Often     Nearly Always

Comments

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*Writing terms and conditions to accompany project approval* Never     Sometimes     Often     Nearly Always

Comments

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*Providing information to decision-makers* Never     Sometimes     Often     Nearly AlwaysComments

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## EIA course participant pre-course questionnaire

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Please answer the following where applicable

1. Please describe the type of work that you do using an example if possible.

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2. What parts of the EIA process do you work with in detail and why?

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3. Which types of problems do you have to deal with in your role in the EIA process?

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4. Which types of problems have been the most difficult to deal with?

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5. In what skills or knowledge do you feel that you most need training?

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6. Do you feel that you need training in any of the following communication skills?

written

holding meetings

verbal

mediation/ conflict resolution

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7. Have you previously undertaken any specialised training to do your job? Where and when?

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8. Do you have any other comment or ideas of ways in which EIA training could be improved in your country?

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9. Please provide the following information:

Name:		
Position in organisation/ group:		
Address		
Telephone:	Fax:	
E-Mail:	Date:	