
Section C

Training needs analysis

Introduction

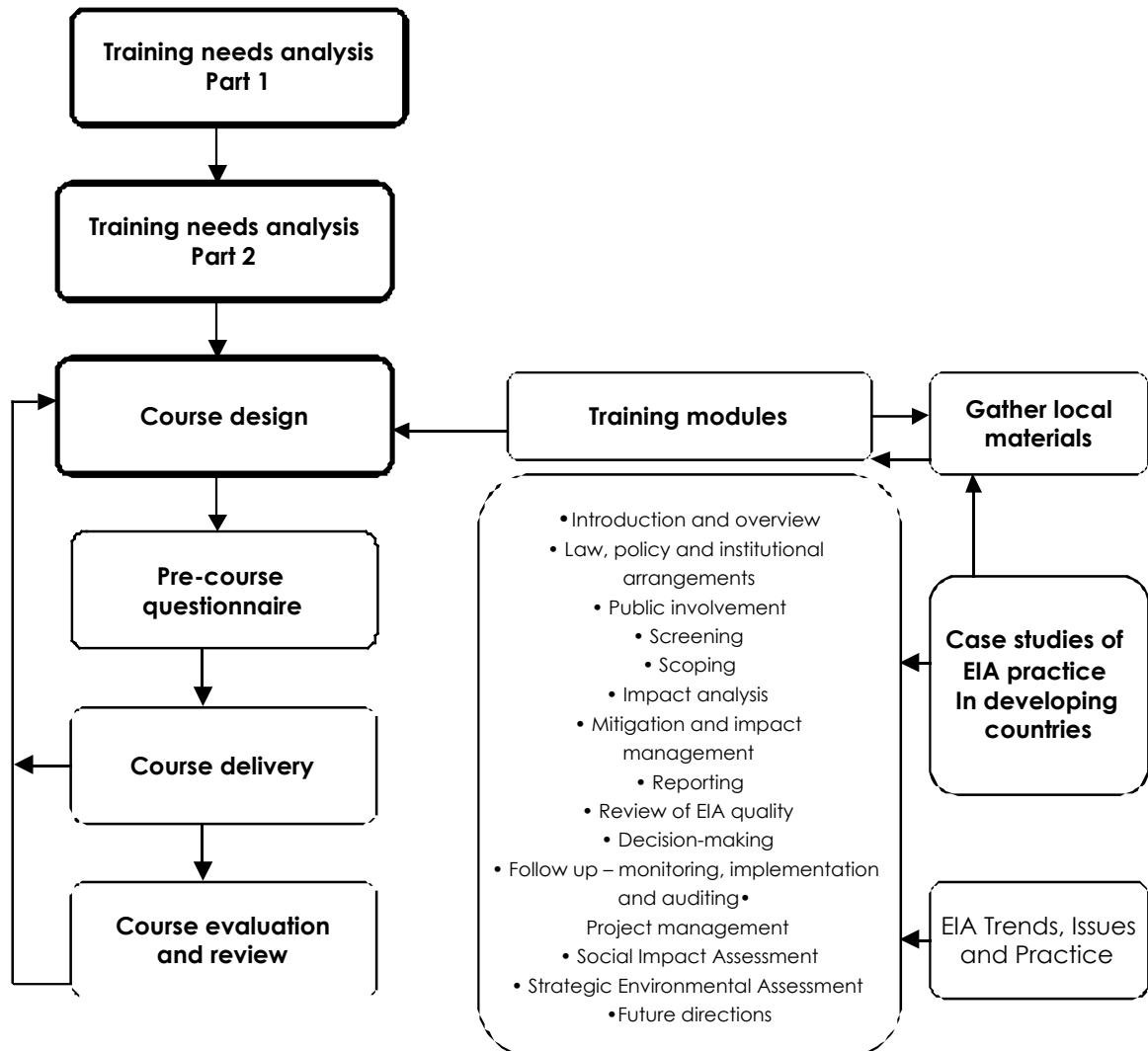
**Part 1: Gathering information about the EIA system
 and experience**

Part 2: Holding the training needs workshop

A sample programme

Participant pre-course questionnaire

Designing a training course using this manual



Introduction

For training to be effective, it should be designed to meet

- *the requirements for improving EIA practice in a region or country; and*
- *the specific needs of the people who attend the training session or course.*

The success of EIA training also depends upon the skills of those designing and presenting the courses. They need to be knowledgeable about the country's EIA processes and experience, and have an understanding of their relationship to key characteristics of the societal setting.

The training needs analysis in this section is intended to assist the trainer/ course designer in compiling the information that is required to design an effective EIA training strategy, one that will build institutional and human capacity. Even if specific EIA training needs have been already identified undertaking all or part of this analysis will still be useful. Current or recent EIA training and capacity building activities should be reviewed. This will help to determine the feasibility of any proposed EIA training; for example by identifying priorities and demands for which there is no, or insufficient, provision.

Specifically, the training needs analysis establishes:

- the purpose and scope of EIA training;
- the groups who require training; and
- the type and level of training that should be provided for each group.

The training needs analysis also examines the influence of the broader setting (including political, institutional, social, and environmental conditions) on the feasibility of and options for EIA training. Some of these conditions may constrain the introduction and/or implementation of the EIA process or elements such as public consultation. Others may provide opportunities for the use or strengthening of EIA, for example, to address pressing issues of sustainable development or to meet international lending or aid requirements. This information indicates how the design and delivery of EIA training are related.

Who needs to be trained?

Anyone with an involvement, or an interest, in the EIA process can benefit from training. However, experience indicates that the demand for training is more frequent from those stakeholders who have key roles in the EIA process. They also require more intensive training and stand to gain the most benefit from this.

Key target groups for EIA training include:

- practitioners – EIA project managers and environmental specialists who undertake the impact studies and analyses;
- administrators – who manage the implementation of the EIA process, or ensure quality control of key aspects, such as public consultation, review of EIA reports; and
- decision-makers – who approve (or modify) proposals subject to EIA, and often need to be sensitised to the benefits of the EIA process.

Other participants in the EIA process, such as development planners and proponents, those involved in specialist areas such as social impact analysis and economic appraisal, local administrators and public, community and environmental interest groups may also require and benefit from training, but usually not in as much detail as the above groups.

Approach to training needs analysis

The approach to the analysis of training needs in this manual requires a minimum of expertise on the part of the trainer/course designer. Although the training needs analysis is best carried out as a group process, most of the activities listed in this section can be undertaken directly by the trainer/course designer using telephone, mail and/or personal contacts.

The training needs analysis package is divided into two main parts:

- Part 1** provides guidance on the collection of background information and materials on EIA trends and experience in a country or region.
- Part 2** describes the organisation of a one to two-day training needs analysis workshop where stakeholders identify EIA training priorities.

Resource aids and materials for undertaking and documenting the training needs analysis are provided at the end of this section. They include a participant pre-course questionnaire, which can assist in fine-tuning course design and delivery.

The full training needs workshop (Part 2) is more likely to be used in the development of a comprehensive country or region-wide training programme. Before holding such a workshop, the trainer/ course designer needs to collect information about the EIA system and experience in the country and discuss the potential training needs with a wide range of people involved in the EIA process. Part 1 of the analysis can be used as a guide to the types of information that might be useful for organising the workshop, as well as used later in course design and delivery.

A full training needs analysis using the workshop approach requires several weeks of planning, analysis and review. In some cases, this process may take longer, such as when defining EIA training needs nation-wide.

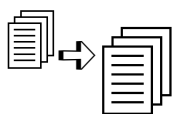
The pre-course questionnaire can be used immediately before each course is run to gain important background information on course participants and to identify their expectations and specific needs.

Part 1 Gathering information about the EIA system and experience

Using the first section of the training needs analysis the trainer/course designer collects information related to the EIA procedures and experience to date in the country in which the training is to take place. Even where there has been no national EIA process and EIA has been carried out using the processes of donor agencies, it is still worthwhile using this information-gathering exercise. The information will provide a valuable understanding of current conditions for training and insights that can usefully be passed to course participants.

This part of the training needs analysis contains a checklist of information to collect and questions to be answered, and a table which, when completed, will give a sample of typical EIAs. Some of this information may be known already by the trainer; the rest can be sought from government officials, practitioners, NGOs, academics, professional societies, published literature etc.

The information collected can be used as the foundation of the training needs workshop described in Part 2 of this Section.



Overview of the EIA system and experience

Use the following points as a checklist of information to obtain an overview of the EIA system. The extent and comprehensiveness of this profile will depend upon the record of EIA experience to date in the country or region concerned.

Obtain key EIA documentation such as:

- ☐ copies of current EIA legislation, guidelines or policies; and
- ☐ a flowchart of the EIA process that identifies the key components and relationships

Summarise the history and evolution of EIA by reference to:

- ☐ important factors in the introduction (or non-introduction) of EIA;
- ☐ key dates and stages of EIA process development, including the introduction/revision of legislation, guidelines, policies etc.;
- ☐ the roles and relationships of key agencies in the EIA process, including those primarily responsible for the preparation of EIA reports;
- ☐ the number and type of EIAs which have been undertaken, with a breakdown by development sector;
- ☐ examples of EIA application and their main features and results (see proforma on page 52); and
- ☐ whether EIA is mandatory or discretionary, and under what circumstances it is applied (or not applied).

Characterise the EIA process by:

- ☐ summarising the main principles of any EIA legislation, guidelines or policies;
- ☐ outlining the main features/provisions/requirements of EIA procedure ;
- ☐ identifying any administrative arrangements/procedures for coordinating EIA within or between jurisdictions (e.g. within a federal state or among countries of a region where there are trans-boundary impacts);
- ☐ noting other policies or strategies (such as a national sustainable development strategy) that are relevant to the application of EIA; and
- ☐ considering new or proposed directions in EIA process development.

Outline the lessons learned from EIA practice by:

- ☐ evaluating the quality of EIA reports in terms of their strengths and weaknesses;

- ☐ finding out whether EIA commences early or late in the design of the proposed projects and actions;
- ☐ noting the usage of EIA methods, such as checklists, matrices etc. ;
- ☐ describing the nature and types of public participation;
- ☐ comparing the benefits and costs of public participation;
- ☐ determining the level of acceptance/ recognition of the value of EIA by decision-makers;
- ☐ noting the use of mitigation measures for impact avoidance, minimisation, compensation and project modification and redesign;
- ☐ checking on the level of EIA follow up, including monitoring and management;
- ☐ establishing the degree of inter-agency cooperation and communication on EIA; and
- ☐ considering the strengths and weaknesses of legal or administrative bases of EIA.

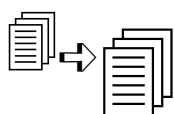
Note: The following review is applicable primarily to situations where EIA practice is relatively well established. It can be undertaken directly by the trainer/course designer or provide the basis for a group exercise as part of the training needs analysis described in Part 2.

Evaluate the effectiveness of the EIA system by briefly answering the following questions:

- ☐ Is the EIA system based on clear and specific legal provisions?
- ☐ Is EIA applied to all proposed actions that are likely to have significant environmental impacts?
- ☐ Is the proponent required to consider the environmental impacts of reasonable alternatives to the proposed action?
- ☐ Does the EIA process require the following steps and actions and are they carried out satisfactorily?
 - screening to determine the proposed actions that are subjected to EIA;
 - scoping to identify the environmental issues and impacts of proposed actions and to establish terms of reference ;
 - mitigation to reduce or offset impacts;
 - preparation of an EIA report to meet prescribed information;
 - review of the quality of an EIA report prior to its submission ;
 - public review of and comment on an EIA report prior to its submission;
 - response by the proponent to the results of public consultation and their inclusion in an EIA report;

- final decision making on the proposed action takes account of the findings of an EIA report; and
- terms and conditions established for project implementation and EIA follow up, including, as necessary, requirements for mitigation, monitoring, etc.

- ☐ Does the EIA process result in discernible environmental benefits?
- ☐ Are the financial costs and time requirements of the EIA system reasonable and acceptable to those involved?
- ☐ On balance, do the benefits of undertaking EIA outweigh the costs?
- ☐ Are programmes, plans and/or policies (as well as projects) covered by the EIA system or by a separate or equivalent process (usually called strategic environmental assessment)?



Review of Major EIAs in the last ten years

When completed, the table on the next page will assist in building a systematic overview of EIA practice in a country or region and will help to identify case materials for training.

Depending on the record of experience with EIA, not all of the columns may need to be filled in. Also, the information provided under each heading should be brief and to the point. For example, information on project description and setting may be summarised as follows:

- Irrigation dam (x meters high), reservoir (area of y hectares), distribution channels (s km total length) and associated infrastructure (access roads, sluice gates etc.)
- Located in New Province, on the main stem of the River Grande, in an area of sparse rural settlement (population density / km²) largely dependent on subsistence agriculture.

Review of Major EIAs in the last ten years

Project Description and Setting	
Responsible Authorities ¹	
Date EIA started & completed	
Major Issues/Impacts reviewed	
EIA Studies undertaken ²	
Type of Public Consultation ³	
Quality and Content of EIA Report ⁴	
Final Decision and Implementation ⁵	

1. Proponent (and donor if any), EIA review agency, competent authority/decision-making body

2. e.g. ecological baseline, air pollution modelling, etc

3. e.g. directly affected parties only, open to all interested, public hearings, community meetings, etc.

4. e.g. insufficient/sufficient; major omissions/ identified significant impacts, mitigation measures, monitoring, requirements, etc.

5. e.g. Approval Terms and conditions established? Implemented as planned/ not carried out?

Part 2 Holding the training needs workshop

This part of the training needs analysis describes how to hold a one or two-day workshop that brings together a range of stakeholders in the EIA process. A consensus building approach is used to:

- *identify the groups requiring EIA training, their specific needs and the expected benefits of the type of training to be provided; and*
- *consider the influence of the political, social and environmental situation on the EIA training that is being developed, thereby ensuring it is a feasible and effective means of capacity building.*

Information obtained from Part 1 of the training needs analysis can be used to develop the workshop agenda and focus the discussion on relevant aspects of EIA practice and training needs in the country, region or other setting. The outcomes of the workshop comprise:

- *a set of training needs summaries for selected target groups (in table form); and*
- *feedback notes for the trainer/course designer that will assist in planning and delivering the EIA training course or programme.*

A training needs workshop may not always be necessary. In some cases EIA training needs may have been identified already. In others, there may be neither the time nor the money available for such detailed analysis. However, if the information necessary to design an effective training course is not compiled in this way, other ways should be found to identify and confirm it, for example, by consultation with experienced EIA practitioners and trainers.

The following sections describe how a training needs analysis workshop can be planned and organised. A sample programme for a two-day workshop is provided, together with guidelines for facilitating the process and an example of a completed training needs summary.

Planning and organising a training needs workshop

Selecting participants

The choice of appropriate participants is crucial to the success of the workshop. Workshop representatives could include people from the following groups:

- administrators (from a variety of fields such as environment, planning, infrastructure, economic and social development, health, mining, energy and natural resource management);
- politicians;
- proponents;
- EIA practitioners;
- representatives of non-government organisations (NGOs);
- special groups such as indigenous people, women;
- aid agencies;
- academics, lawyers, engineers, health and other professionals;
- trainers and training organisations;
- media; and
- members of community groups.

Stakeholder representation

In all cases, it is important to have a good cross-section of participants active in the EIA process or related areas, including, where possible, some senior decision-makers. At a local level, it may be helpful to include members of the community who are involved and knowledgeable about the EIA process. If the training needs analysis is focused on a particular sector, then a more specialised list of participants may be appropriate. A national level workshop may have between 15 and 50 participants, with representation from both EIA administrators and policy specialists from key implementing agencies.

Facilitation and structure

A national level workshop probably should have an experienced facilitator to manage the process. At the local level, less structured meetings could still be very valuable, covering the same ground and pooling the knowledge of available representatives.

Objectives

Whatever the level of the workshop, the main objective is to identify the EIA training needs, the type of training to be provided, the target groups to be trained and the expected benefits (bearing in mind the larger social, political,

economic and cultural context and its likely influence upon the planning and implementation of the EIA training courses).

Designing a workshop programme

A sample of a workshop programme can be found on the next page with programme guidelines for the trainer outlined on the following pages. This programme should be adapted to suit the local needs as required.

Timing and funding

Make sure there is sufficient lead-time to make arrangements, identify, invite and confirm participants, brief participants and produce workshop materials. This may take months rather than weeks. If funding needs to be sought then probably the planning timeline will be longer.

Choosing a workshop location

Preferably, the workshop should be held in a location away from workplaces. The venue must be large enough to accommodate the whole group comfortably, as well as allow its breakdown into smaller working groups.

Evaluation

An evaluation of the workshop should be held during and at the end of the proceedings (see Section D *Course design, delivery and evaluation* for details of evaluation techniques).

Take away information

Make sure that all the participants are provided with copies of final summaries and contact details for the other participants. Preferably, these should be supplied at the end of the workshop rather than sent out later.

Capacity building

The workshop should be undertaken as a capacity building activity. The discussion sheets provided at the end of this section are designed to promote such an approach.

Sample programme for a two-day training needs workshop

Day One – Morning

- **Registration**
- **Introduction**
- **Introduction to EIA and the need for training**
- **Describing the EIA system and experience**

Objective:

To confirm the background information about the EIA process collected in Part 1 of the Training Needs Analysis (EIA history, policy, lessons learned from EIA practice, etc.) is correct and complete.

Day One – Afternoon

- **Analysing the societal setting**

Objective:

To discuss in small groups the country's political, social and environmental situation, its relation to EIA practice and relevance for the development and presentation of the EIA training and capacity building.

- **Consolidation of work done on Day One**

Day Two – Morning

- **Analysing the societal setting continued**

Day Two – Afternoon

- **Defining the training needs and priorities**

Objective:

To develop a training needs summary that incorporates the group's recommendations for priority training needs.

- **Evaluation of workshop**
- **Closing function**

Training needs workshop – sample programme guidelines for trainer

Registration



Day 1 am

Introduction to the workshop

- workshop objectives;
- introduction of participants (also indicate their experience and expertise);
- outline structure of the workshop;
- distribute materials; and
- establish working groups

Introduction to EIA and the need for training

- outline the purpose, principles and process of EIA;
- define key terms and concepts; and
- discuss why there is a need for EIA training and how training can contribute to capacity building.

Describing the EIA system and experience

Objective:

To confirm the background information about the EIA process collected by the trainer in Part 1 of the training needs analysis (EIA history, policy, lessons learned from practice, etc.) is correct and complete.

- ☐ Participants should break into small groups to review the information obtained by the trainer/course designer in Part 1 of the analysis (gathering information).
- ☐ Groups should then report back to the whole group.



Day 1 pm

Analysing the societal setting

Objective:

To identify the influence that the country's political, social and environmental situation may have on the development of EIA training and capacity building.

- ☐ Outline the group-based discussion approach that is to be used to identify the training needs.
- ☐ Hand out the Training Needs Survey form C-1 identifying the type of information that is required in order to design the training course.
- ☐ Provide all participants with a complete set of discussion sheets (Forms C-2 to C-8) under the following headings:
 - training;
 - society;
 - law, policies and development approvals;
 - access to information;
 - environment;



C-1—C-8

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analysis

- the EIA process; and
- key stakeholders in the EIA process.

- ❑ Allocate discussion sheets to specific groups (the number depends on the number of groups) keeping in mind that some issues may require more discussion than others. Groups may also have preferences for particular issues because of their expertise and experience.
- ❑ The groups should work through the list of questions on the discussion sheet, focusing their answers on the implications that the issues listed could have for the development and implementation of EIA training. The groups should also develop a set of feedback notes, which may be useful in designing the training course(s). Note however that the points listed on each sheet may or may not be relevant in any given situation; it should be left to the groups to decide where they will concentrate their discussion.



Evaluation of day one

- ❑ Briefly summarise the outcomes of the day.



Analysing the societal setting continued

Day Two am

- ❑ The groups should work through the remaining questions on the discussion sheet for the topic allocated.
- ❑ Groups should report their findings to the whole meeting, for further discussion of any issues on which there is no consensus.



Defining the training needs

Objective:

To develop a training needs summary that incorporates the group's recommendations for priority training needs.

Day Two pm

- ❑ Participants working as a whole group identify the target groups and complete the training needs summary (Form C-1). An example of a completed training needs summary can be found on the next page.

Conclusion of workshop

- ❑ Participants should be provided with summaries of the outcomes of the proceedings and contact details for all who attended the workshop.



Closing function

Sample of completed training needs summary for one target group

Description of target group	<ul style="list-style-type: none"> EIA process administrators and reviewers (from the environment and implementing agencies)
Training needs	<ul style="list-style-type: none"> skills in screening large numbers of development proposals to decide which ones require further attention skills in reviewing EIAs - whether they have been carried out to an acceptable standard and comply with terms of reference skills in co-ordinating agency input, and in monitoring and reviewing project performance after implementation
Expected benefits	<ul style="list-style-type: none"> faster and more accurate identification of projects that require/do not require EIA improved reliability and accountability in the review process improved standard of EIAs improved administrative response by the environment department improved environmental quality resulting from better compliance of proponents to EIA report undertakings and conditions imposed for approval
Areas in which depth of training is required	<ul style="list-style-type: none"> screening and scoping establishing terms of reference review of EIA reports monitoring and auditing
Skills or pre-requisites required	<ul style="list-style-type: none"> attended the introductory course or have relevant practical experience in the EIA process
Targeted level in organisation/group	<ul style="list-style-type: none"> responsible officials and key advisers
Approximate numbers requiring training (annually)	<ul style="list-style-type: none"> (To cater for staff changes over time this should be a minimum of 25% of those involved in the EIA process)
Estimated course length	<ul style="list-style-type: none"> two weeks
Suggested course name	<ul style="list-style-type: none"> EIA for Process Administrators and Professionals
Priority of training need	<ul style="list-style-type: none"> high

The above table contains a hypothetical example of a training needs summary, completed for one target group. A sample of a course developed for the above training needs, using this summary can be found in Section D. In most cases a training needs workshop is likely to identify several target groups, who require different types of training, such as usage of methods for EIA practitioners or awareness raising for decision-makers.

Section C Training needs analysis

Participant pre-course questionnaire

This questionnaire can be found in the resource materials at the end of this section (Form C-9). It should be used before each EIA training course to identify any specific needs of participants and to fine-tune the design and presentation of the course. It can be used to discover information about the background of the participants. Some participants will be able to contribute to a course by discussing their EIA or project experience.

Ideally the questionnaire should be sent out to participants as soon as they are identified so that it can be completed and returned with their course application. Difficulties with timing or communications may mean that this is not always possible. In this situation there is still value in asking the participants to fill in a questionnaire as they register at the start of the course. If necessary, even at this late stage some changes in emphasis can still be made to course presentation.

Training needs summary

Training Needs Summary	
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

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

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**

Discussion Sheet – Analysing the societal setting

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



Feedback notes for the trainer

Discussion sheet – Analysing the societal setting

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



Feedback notes for the trainer

Discussion sheet – Analysing the societal setting

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

Discussion sheet – Analysing the societal setting

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



Feedback notes for the trainer

Discussion sheet – Analysing the societal setting

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

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.

Undertaking screening or providing advice/input

☐ Never ☐ Sometimes ☐ Often ☐ Nearly Always

Comments

Identification of key stakeholders

☐ Never ☐ Sometimes ☐ Often ☐ Nearly Always

Comments

Setting overall terms of reference for an EIA study

☐ Never ☐ Sometimes ☐ Often ☐ Nearly Always

Comments

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

☐ Never ☐ Sometimes ☐ Often ☐ Nearly Always

Comments

Generating alternatives

☐ Never ☐ Sometimes ☐ Often ☐ Nearly Always

Comments

Identification of information requirements

☐ Never ☐ Sometimes ☐ Often ☐ Nearly Always

Comments

Undertaking impact analysis or technical studies

☐ Never ☐ Sometimes ☐ Often ☐ Nearly Always

Comments

Identifying mitigation measures

☐ Never ☐ Sometimes ☐ Often ☐ Nearly Always

Comments

EIA course participant pre-course questionnaire

Recommending the preferred alternative☐ Never ☐ Sometimes ☐ Often ☐ Nearly Always**Comments**

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

Establishing monitoring procedures☐ 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 compliance or technical adequacy☐ Never ☐ Sometimes ☐ Often ☐ Nearly Always**Comments**

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

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

Providing information to decision-makers☐ Never ☐ Sometimes ☐ Often ☐ Nearly Always**Comments**

EIA course participant pre-course questionnaire

Please answer the following where applicable

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

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

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

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

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

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

☐ written

☐ holding meetings

☐ verbal

☐ mediation/conflict resolution

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

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

9. Please provide the following information:

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