

TA 7566-REG

Strengthening and Use of Country Safeguards Systems

Environmental Training of Civil Servants

Vaqar Zakaria

June, 2016



Hagler Bailly Pakistan



Rationale for Setting up the Training Program

- **The National Impact Assessment Program (NIAP) was implemented by IUCN with assistance from Netherlands Commission for Environmental Assessment, 2009-2014**
- **Objective was to improve EIA implementation systems and to introduce Strategic Environment Assessment (SEA) in all development planning**
- **Conclusions and recommendations included:**
 - Officials in line ministries not adequately sensitized to the role and requirements of the national environmental law
 - There is an immediate need to sensitize current and future policy makers and government officials in the importance and need for environmentally sound planning of development initiatives and their implementation



Environmental Training of Civil Servants

- **ADB Subproject for Pakistan under the REG TA 7566**
- **Duration: March 2013 to July 2014**
- **Focal Department: Climate Change Division, Government of Pakistan**
- **Team:**
 - Zehra Abbas, ADB Project Officer
 - Vaqar Zakaria, Environment Safeguards Specialist
 - David Annandale, Course Development Advisor
 - Babar Naseem Khan, National Project Director



Overall Approach

- **Diagnostic study of environmental laws and capacity of civil servants**
- **Defining institutional arrangements**
- **Implementing the training program**



Output 1: Diagnostic Study of Legal, Regulatory Framework and Implementation Capacity

- **Diagnostic analysis of laws and regulations (policies, laws, regulations/framework and other guidelines relevant to environment)**
- **Assessment of capacity needs for implementation of the national law providing a mapping and analysis of the current situation**
- **Provide guidance on, and help prioritize which aspects or sectors need to be part of the capacity development program.**



Output 2: Institutional Arrangements for Incorporation of Environmental Safeguard and Sustainability Training in the Civil Service

- **Features of the training program and its specifics**
- **A tiered approach ensuring that civil servants at all levels and hailing from all sectors receive appropriate capacity enhancement in implementation of country environmental safeguards systems**
- **Design of the Training Modules as per requirements at various levels in government service (CTP, MCMC, SMC, NMC)**
- **Agree on a delivery mechanism with National School of Public Policy (NSPP)**



Output 3: Implementation of the Civil Service Training Program

- **Structured training program introduced**
- **Curriculum designed including topics such as environmental sustainability, EIA, SEA**
- **Customized training modules**
- **Completed a training cycle for all tiers**
- **Training evaluation exercise conducted**
- **Future plan for development and sustainability of environmental training courses developed**



Survey of Civil Servants - Responses

- **68% of respondents did not know what the EIA abbreviation stands for**
- **Only 49% knew that the EIA is approved by EPAs, most thought that the EIAs are approved by the respective government agency**
- **Only 17% correctly responded that post EIA monitoring is responsibility of Project Owner, majority considered it to be responsibility of EPAs**
- **Only 14% responded correctly on what the NEQS abbreviation (National Environmental Quality Standards) stands for**
- **Only 9% of the respondents knew what SEA (Strategic Environment Assessment) stands for.**



Structure of the Training Program

- **Module 1: Introduction to environmental management and legislation**
- **Module 2: Introduction to sustainable development**
- **Module 3: Dealing with environmental and social issues in project development**
- **Module 4: Introduction to strategic environmental assessment: examining the environmental consequences of policies, plans, and programs**
- **Module 5: Introduction to sustainable natural resource management**



Structure of the Training Programme

Approach

- Dialogue-based lectures; discussion; seminars; class, group, and individual activities; short quizzes
- **Extensive use of Pakistan case studies with field trips**

Learning Materials

- Lectures, printed handouts, individual/group researched material, and individual workbooks.
- **Extensive use of multi-media resources**



Examples of Training Materials





ENVIRONMENTAL MANAGEMENT, SUSTAINABLE DEVELOPMENT, AND PROJECT APPROVALS

**Mid-Career Management Course
March 2015**

David Annandale, Vaqar Zakaria, Babar Naseem Khan

Outline of the Training Module

Day 1

- Basics of the Environment
- State of the Environment & its Challenges

Session
1

- Sustainable Development: Definitions & Challenges
- Environmental & Social issues in Project Approvals

Session
2

Day 2

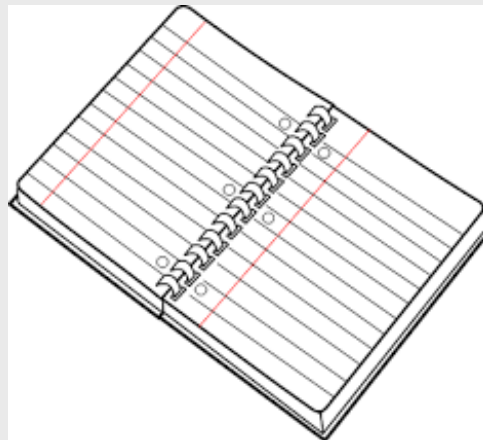
- Environmental & Social issues in Project Approvals
- Defining EIA and Understanding its Law
- Case Study

Session
3



Participant Workbook

- The workbook serves as a structured diary for all sessions in the Module
- It allows participants to track the sessions
- Provides a physical space for individual note-taking
- Questions in the workbook will be filled throughout the session



What is the Environment?



Pakistan

Formal Definitions

- Air, water, and land
- Layers of the atmosphere
- All organic and inorganic matter and living organisms
- The ecosystem and ecological relationships
- Buildings, structures, roads, facilities, and works
- All social and economic conditions affecting community life, and
- Their interrelationships between any of these factors

See: Pakistan Environmental Protection

Agency: www.environment.gov.pk



Ecosystems: Scales, & Sizes

Importance of scale & size

- Different patterns and processes at different scales
- Influences our perception of the system
- Influences problem size and kind
- Influences management



The State of our Environment

Biodiversity

VIDEO: BIODIVERSITY



The State of our Environment

Forests

- 30% of total land area
- 20-30% of all forest systems have been converted to agriculture or logged
- 84% are publicly owned



Main Causes of Concern

- Conversion to agriculture
- Illegal logging
- Degradation



Environmental Challenges in Pakistan

Participants to be presented with a collection of photos of current “environmental challenges”. After being presented with photos, participants to organize into groups of 3. Each group to address the following questions:

- **what are the most important of Pakistan’s natural/environmental assets?**
- **in what way are these assets being threatened?**
- **what is the root cause of each threat?**
- **how can these threats be countered?**
- **what is the civil service’s role in countering these threats?**

Record answers in Workbook Question 4.

Two or three groups to then present their answers to the plenary.

END OF SESSION 1

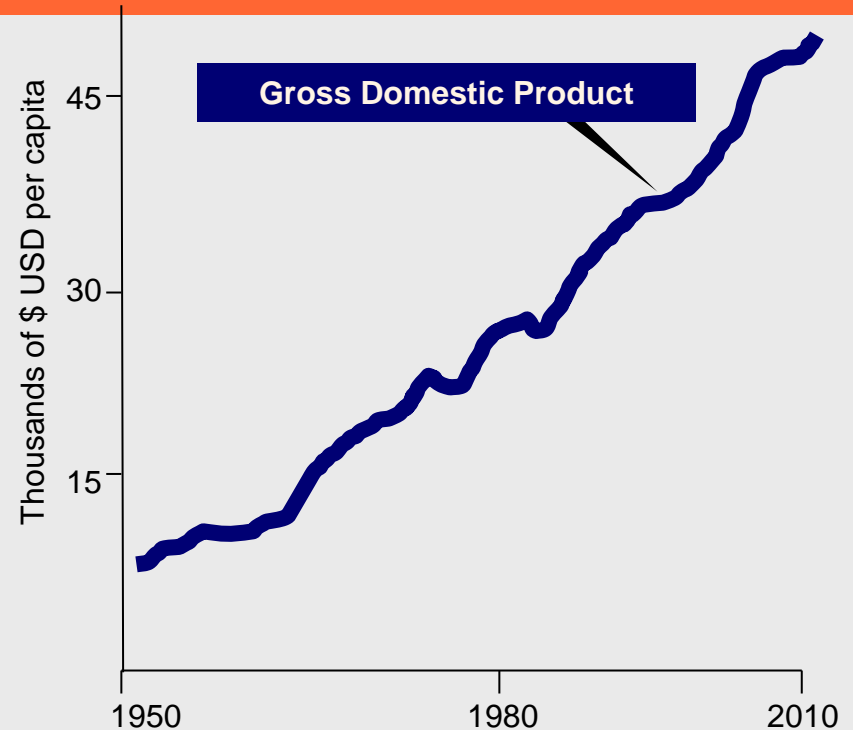


Sustainable Development Challenges

Measuring Development

■ GDP

- Measures economic activity
- Tripled over 54 years
- Does not account for environmental damage
- Does not account for unpaid labour (e.g. volunteers)



What EIA does...

- **force consideration of environment for major new proposals**
 - set up opportunity to manage impacts and protect the environment



industrial area



refinery



service station



What EIA *does not* do (1)

- **assess the performance of existing activities**
 - eg agriculture, urban areas



farming



informal housing - Cape Flats, South Africa



Examples of Case Studies



Gulpur Hydropower Project

March, 2015

Assessment of Environmental Flows

Vaqar Zakaria



Hagler Bailly Pakistan



BEUSTER, CLARKE & ASSOCIATES





**unearthing
pakistan's power**

Environmental Considerations at Thar Coal Fields Block - II

10th March, 2015

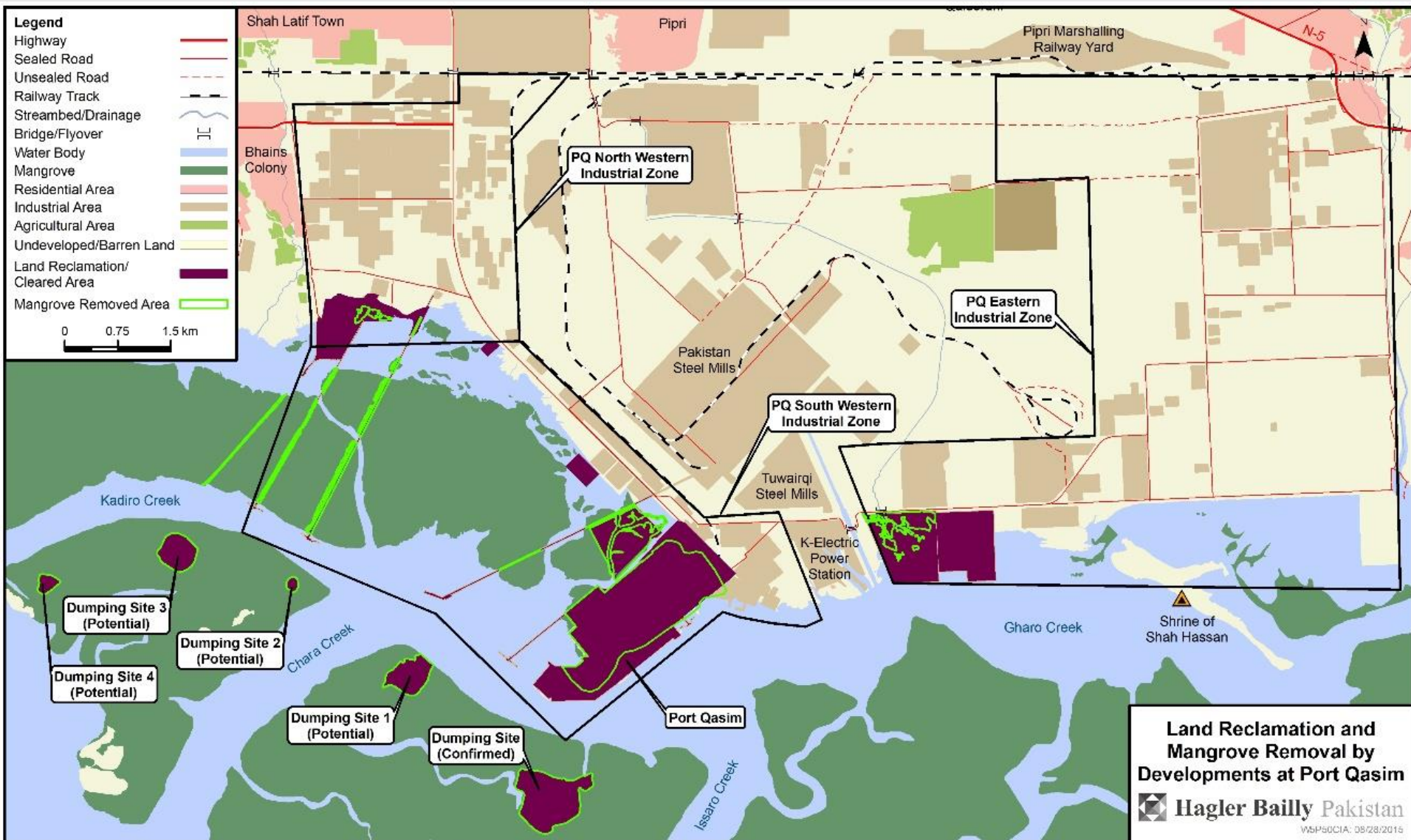
Syed Abul Fazl Rizvi
Director Mining
Sindh Engro Coal Mining Company

EIA of the Centaurus Building Project



Cumulative Impact Assessment of Port Qasim

Mangroves Cleared and Reclaimed/Cleared Land

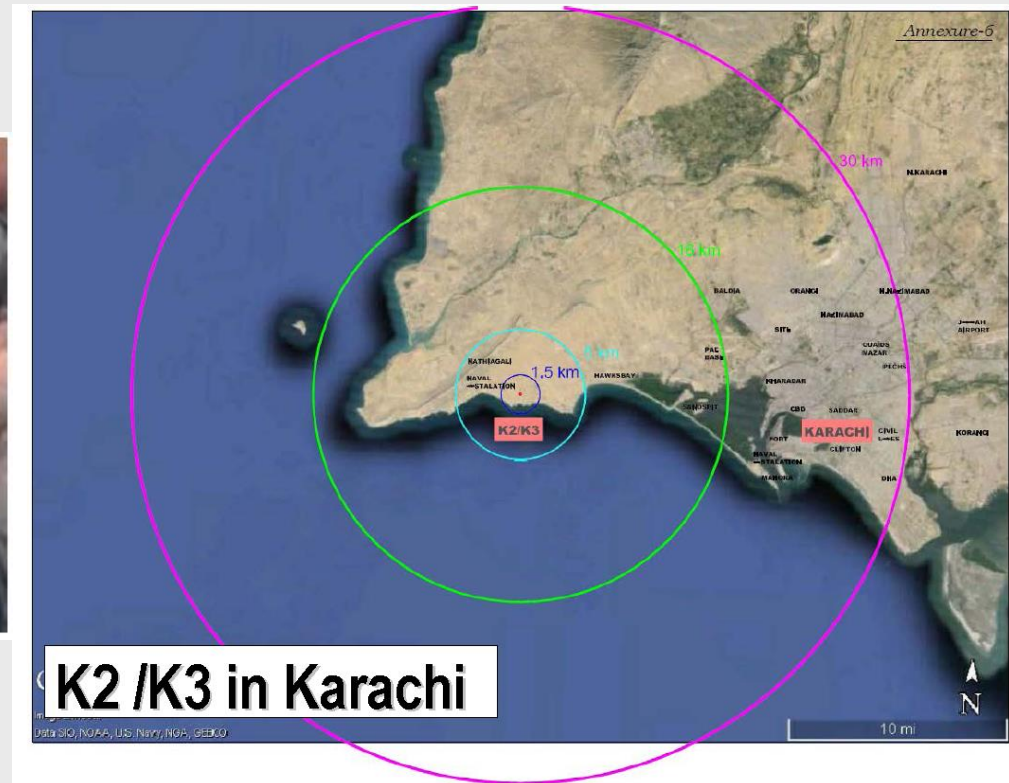


Trophy Hunting of Markhor – CITES Listed Species

Hunting quota is allocated by federal government. After the hunts, hunting reports are submitted to the government for issuance of Export Permits. For Markhor Permits NCCW requires import permits from the hunters from their respective Governments.



EIA of K2/K3 Nuclear Power Plants in Karachi



Case Study - River Ravi Commission



Views of River Ravi in Low Flow or Winter Season



Constructed Wetland



The Kasur Tanneries Pollution Control Project



Water Contaminated with chromium at a tannery site



Overflowing of tannery effluent channel due to blockage



Solid waste from the tanneries dumped in Dingarh



Effluent treatment plant

Field Visits for Case Studies – Lahore Composting Plant



Field Visit – Mangroves Conservation Case Study



Example of Videos Used as Training Materials



GUEST SPEAKER(S) LECTURE ASSESSMENT PROFORMA, NSPP

Study Reference: _____ Date: _____

Topic: _____

	SPEAKER-1	SPEAKER-2	SPEAKER-3	SPEAKER-4
1. Guest Speaker's Name:

2. Speaker's Lecture Evaluation:				
• Contents of the lecture & Relevance to Topic/Scope	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
• Quality of Substance	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
• Background Knowledge & Preparation	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
• Delivery Technique	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
• Handling of Q & A session	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
3. Overall Assessment:	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
4. Panel Evaluation:	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D			
5. Recommendations for Alternative Speaker(s) (In order of Priority):				
a.	_____			
b.	_____			
c.	_____			
d.	_____			
e.	_____			
6. Any other Comments / Suggestions:				

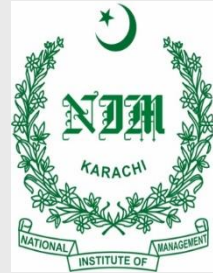
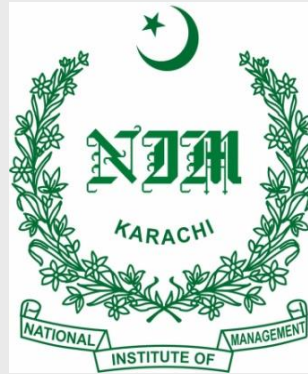
Participant Name: _____ Locker Number: _____ Initials: _____

Notes:

- Please Tick the appropriate box: **A – Excellent** **B – Very Good** **C – Good** **D – Fair**
- To be filled according to the number of speakers. Extra boxes to be scored off.
- Please deposit this Performa immediately with the Course Coordinator after the Lecture/Panel Discussion.
- The Course Coordinator shall deposit all the proformas with DS (T&C) at the end of a day proceedings.



National Institute of Management Karachi



20th Mid Career Management Course

(Monday, 17th August to Friday, 20th November, 2015)

SYLLABUS

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