



IAIA 21

VIRTUAL EVENT

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Practitioners Novice: Advancing Early Career Environmental Expert Curricula

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Introduction

- Training IA practitioners require advancing curricula overtime
- This study examines IA training history to advance early career environmental experts curricula
- Course contents, pedagogy and skills learners develop are conventional issues in curriculum development (IAIA best practice)
- Lecturers specialisation in EA is low and IA knowledge is limited among them, few publish in peer review journal (Spain experience)
- Fragmentation of IA teaching is a problem
- IA should become independent branch of knowledge
- In Tanzania environmental experts are registered by Council but they are drawn from diverse disciplines
- Undergoing tailor made training is required to qualify for registration
- 144 individual experts and 70 firms of experts by 2021
- Issues of concerns relate to who should be taught? Who should train?
What is an ideal learning setting for environmental experts?

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Literature

- Focus on history and nature of IA curriculum from 1990s
- Global multilateral funding groomed first generation of experts
- In LDC trainers were expatriates, ad hock and voluntary 1998-2005
- Need to formalize IA education (from 2008)
- University teaching – theory, practice, text books, case studies, legal guidance, guest lecturers (2010)
- Favorite teaching approaches - lectures, group discussions, field visits

Knowledge gap bridged by present study

- Nature of experts engagement in IA training?
- Evolving financing models in IA training programme?
- Institutional collaboration and partnerships to advance curriculum

Methodology

- Tracing and analysing IA training history
- Draws from training manuals online, personal communication and encounters in the process of formalising expert training curriculum in Tanzania

Findings

History of IA Training in Tanzania (1998-2005)

- Inadequate capacity & low expertise internally called for international interventions to train first generation of experts
- Contents, experts, financing models and collaborating institutions

Institution/ date	IIED/IRA 1998	2005 NEMC Manual
Contents	Organising EIA process – introduction, EIA in the World & in Tanzania Policy, legal and institutional issues for EIA Introduction to screening Introduction to scoping Terms of reference Stakeholders involvement-Why? How? Impact identification methods Environmental impact significance Impact mitigation planning management EIA report preparation-contents, clarity, presentation Review, decision-making Performance assessment and auditing	Introduction- basic concepts, values & principles Costs & benefits of using EIA EIA in the project cycle, EIA in Tanzania Registration & screening Scoping Public participation & involvement Social Impact Assessment Impact assessment Impact mitigation & management EIA report format Review Decision-making Monitoring Environmental audit
Experts engaged	10 in total; 3 UDSM academics; 3 expatriates, 4 practitioners, govt. officers-NEMC, TANESCO, TANRIC, mining,	7 in total; all were Tanzanians; 3 academics, 3 government executives (2 from NEMC, 1 from Ministry of Natural Resources-Forestry & Beekeeping Division); 1 from NGO
Gender/Sex	All were men	5 male, 2 female
Financer/sponsor	Danish International Development Agency (DANIDA), Department for International Development (DFID) through the British Council	Swedish Development Agency (Sida), UNDP, IUCN-EARO, Lower Kihansi Environmental Management Project, Environmental Resources Consultancy, donated desktop computer,
Number of Collaborating Institutions	5 (3 national, 2 international)	4 (all national)

Findings

Post 2005 Early Career Environmental Expert Curricula

- Practitioners refresher course (ToT) with WBI/Netherlands funding
- Few expatriates facilitated the training
- Phasing out of externally funded expert training curriculum
- Ministry financing training for their respective officers
- University organizing training on demand, participants pays principle
- Academia and environmental regulatory body collaborating to advance a multidisciplinary curricula for early career environmental experts
- Increased gender balance of facilitating team
- Course contents and training strategies is negotiated among a multidisciplinary team of experts in the field

Course Module Content	Gender of Instructor(s)	Instructors' Discipline/Specialization	Institution/Department/School
Environment & Sustainable Development History of Environmental Assessment	1F	Biogeography/Natural Resource Management	Geography
Economic Assessment and Environmental Valuation	1M	Environmental Economist	Economics
Policy, Legal & Institutional Frameworks	2 (F&M)	Lawyers/Environmental Law	Law School
EIA: Principles/ EIA Process Theory and Practices	2(F&M)	Environmental Management Marine Biology	Geography/NEMC
Stakeholders Participation	1F	Demography	Geography
Companies experiences Specialised Sector IA – Marine/Mining	2(F&M)	Mining Engineer Marine scientist	EIA Consulting Company Institute of Marine Science

Conclusion and Recommendation

- A gradual phasing out of externally funded expert training curricula
- A demand driven, participants financing, institutional collaboration and partnerships expert training curricula is adaptive to context in Tanzania
- Experts from diverse disciplines can engage proactively in advancing environmental experts curricula through costs sharing, institutional collaborations and partnerships.

Let's continue the conversation!

Post questions and comments via chat in the IAIA21 platform.



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