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TRAINING REPORT

INTRODUCTORY ENVIRONMENTAL IMPACT ASSESSEMENT TRAINING DELIVERED IN KABUL

KARIM EL-JISR, ECODIT LIBAN SARL

JULY 2008



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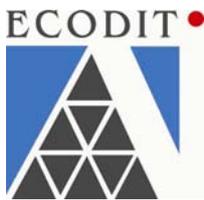


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Islamic Republic of Afghanistan



National Environmental Protection Agency

Biodiversity Support Program for NEPA

EIA Training Report



Kabul
July 21-30, 2008



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1. Participants' Sourcebook: Africa Regional Course in Environmental Assessment and Environmentally Sound Design for Small-Scale Activities. Lilongwe, Malawi, 17-21 October 2005. USAID
2. EA Training Course, Tellus Institute, West Bank & Gaza, 2001. USAID
3. The Environment Law. Islamic Republic of Afghanistan. Law #15942 dated October 12, 2006. Official Gazette #912, dated January 25, 2007.

The EIA training course was designed in close coordination with NEPA's Division of Environmental Assessment and Sustainable Development.

The ECODIT BSP/NEPA Team
July 2008

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List of Abbreviations and Acronyms

ACC	Afghanistan Conservation Corps
BSP/NEPA	Biodiversity Support Program for National Environmental Protection Agency
CBO(s)	Community-Based Organization(s)
CTO	Cognizant Technical Officer (USAID)
EIA	Environmental Impact Assessment
ESD	Environmentally Sound Design
HLP	Horticultural and Livestock (Improvement) Project –funded by the WB
KURP	Kabul Urban Reconstruction Project –funded by the WB
M&E	Monitoring and Evaluation
MAIL	Ministry of Agriculture, Irrigation and Livestock (Islamic Republic of Afghanistan)
NEPA	National Environmental Protection Agency (Islamic Republic of Afghanistan)
NGO(s)	Nongovernmental Organization(s)
NRM	Natural Resource Management
PA(s)	Protected Area(s)
SEA	Save Environment Afghanistan (NGO)
UNEP	United Nations Environment Programme
USAID	United States Agency for International Development
WB	The World Bank
WCS	Wildlife Conservation Society

**INTRODUCTORY TRAINING COURSE ON
ENVIRONMENTAL IMPACT ASSESSMENT FOR NEPA
(July 21-30, 2008)**

This report summarizes and evaluates the key proceedings of the training course prepared and organized by ECODIT for and on behalf of the Afghan National Environmental Protection Agency (NEPA), under the Biodiversity Support Program (BSP) funded by the US Agency for International Development (USAID). The training was organized from July 21-30, 2008. This report provides information on the following aspects of the training course:

1. Training Participants;
2. Organizers;
3. Background and objectives;
4. Program and highlights of key proceedings; and
5. Evaluation.

1. TRAINING PARTICIPANTS

Working with NEPA's Division of Environmental Assessment and Sustainable Development, ECODIT selected 15 participants from central and provincial NEPA offices to attend this introductory course. The participants represented the following six provinces (see full list in Table 1):

1. Kabul (10 participants)
2. Logar (1 participant)
3. Parwan (1 participant)
4. Wardak (1 participant)
5. Laghman(1 participant)
6. Nangarhar (1 participants)

Whereas most of the provincial offices are relatively young and have no divisions yet, central office has more than 100 personnel and about eight divisions. The trainees from central office (Kabul) came from three divisions:

1. Environmental Assessment & Sustainable Development (7 participants)
2. Policy, Research and Information (1 participant)
3. Environmental Law & Enforcement (2 participants)

Table 1
List of NEPA Training Participants with Contact Information

<i>Name</i>	<i>Province</i>	<i>Division</i>	<i>Mobile No.</i>
1. Mr. Alef Khan الف خان	Logar	-	0707-833-403
2. Ms. Sayeeda سعيدة عصمتی	Kabul	3	0700-029-800
3. Ms. Maleeha Said ملیحه سائد	Kabul	1	0700-165-408
4. Mr. Mohammad Basir Amin محمد بصیر امین	Kabul	3	0700-052-436
5. Mr. Waheedullah Ibrahimy وحیدالله ابراهیمی	Kabul	1	0700-166-223
6. Dr. Payenda Mohamad Nawabi دکتر پاینده محمد نوابی	Kabul	3	0795-369-331
7. Mr. Said Mohamad Sayad سید محمد صیاد	Wardak	-	0799-628-424
8. Mr. Ghulam Dastageer Sultani غلام دستگیر سلطانی	Parwan	-	0778-669-300
9. Mr. Abdul Raziq Shirzai عبدالرازق شیرزی	Nangarhar	-	0799-083-864
10. Mr. Sardar Sakhi Naeemi سردار سخی نعیمی	Kabul	1	0797-952-897
11. Mr. Esmatullah Rahimi عصمت الله رحیمی	Kabul	1	0799-735-825
12. Ms. Hasina Wahidi حسینه واحدی	Kabul	1	0700-168-750
13. Ms. Leeda Oria Khail لیدا اوریا خیل	Kabul	2	0786-022-019
14. Mr. Payenda Mohamad Sahak پاینده محمد سهاک	Laghman	-	0700-188-773
15. Ms. Karima Safi کریمه صافی	Kabul	1	0799-180-225

Legend:

1. Environmental Assessment & Sustainable Development
2. Policy, Research and Information
3. Environmental Law & Enforcement

2. ORGANIZERS

The training was organized by the ECODIT-BSP project staff and hosted at the BPS office in Kart-e-Char (behind Ghazi high school). The roles and responsibilities of each team member are summarized below:

Maryam Ayan, the Administrative Officer on the BPS team, assumed all logistical arrangements including lodging for provincial staff, transportation, meals and procurement.

Jamil Saddiqi, the Translation and Interpretation Officer on the BSP team, translated all course material including PowerPoint slides and handouts. He was also the lead interpreter during the training, assisted by a Salahuddin Joya, a consultant hired for this particular activity.

Helay Rahmani, Network Administration Officer on the BSP team, provided IT support.

Parisa Rahmani, Administrative Assistant on the BSP team, provided clerical and administrative support including the compilation of the EIA sourcebooks.

The training was designed and facilitated by **Karim El-Jisr**, Director of ECODIT Liban.

3. BACKGROUND AND OBJECTIVES

The Islamic Republic of Afghanistan recently endorsed Regulation No. 45 (dated 25 November 2007) on Environmental Impact Assessment. Whereas UNEP and other organizations (e.g., The World Bank) have been disseminating EIA policies and procedures for several years already, NEPA expressed the need to design an introductory training course that was entirely based on the EIA regulations. Unlike other courses conducted in the past, this course would extend for over a week, include field work, and address all the facets of EIA in Afghanistan.

The course participants conducted a **pre-test** before the training to help the course facilitator evaluate local knowledge of the EIA process and design the course accordingly. For logistical reasons, the pre-test could only be conducted on NEPA staff from central office. A **post-test** designed to assess what the participants had learned during the training was conducted on the last day of the training.

See pre-test and post-test forms in Appendix A.

4. TRAINING PROGRAM AND HIGHLIGHTS

The training spanned 10 days (July 21-30) including one rest day. The program consisted of 15 modules including field work.

4.1 Training Modules

All the modules were prepared in English and translated into Dari. The EIA Sourcebook contained both versions. The modules were:

1. Participant Introductions, Course Objectives and Expectations
2. An Introduction to EIA and Environmentally Sound Design
3. Basic Concepts for Assessing Environmental Impacts
4. Legal Framework for EIA in Afghanistan
5. What is Project Screening
6. Information Requirements for Project Screening
7. Preparing for Case Study Field Work
8. Field Work
9. Developing Environmental Documentation from the Field
10. Screening Report presentation
11. Introduction to Environmental Mitigation & Monitoring
12. Environmental Enforcement
13. How to Review an EIA Report
14. Document Handling & Management at NEPA
15. Synthesis & Recommendations for Follow-Up

4.2 Field Work

On day 4 of the training, the participants were divided into four groups; each group was tasked with preparing a screening report of a proposed project (one project was virtual the other three are currently being implemented). The four projects were:

Case Study #1

Kol Hashmat Khan (wetland) near district 9

Project Proponent: Ministry of Agriculture, Irrigation and Livestock (MAIL)

Project Status: proposal stage

Case Study #2

Kabul Urban Reconstruction Project (KURP) – 3 gozars in districts 1, 8 and 9

Funding: World Bank

Project Proponent: Ministry of Urban Development (MOUD)

Project Status: implementation

Case Study #3

Green Hope City (urban housing project in Dar Laman, near Kabul museum)

Funding: private

Project Proponent: Ministry of Housing (MOH)

Project Status: implementation

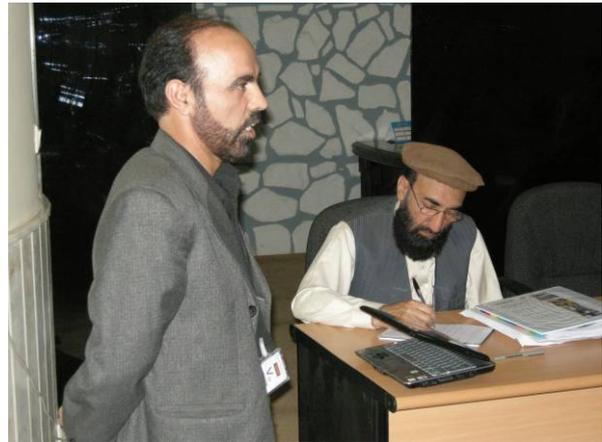
Case Study #4

Emergency Livestock and Horticulture Project (HCL)
 Site location: Mir Bacha Kot (20mn north of Kabul)
 Funding: World Bank
 Project Proponent: MAIL
 Project Status: implementation

**Exhibit 1
 Photos from Training Course (#1)**



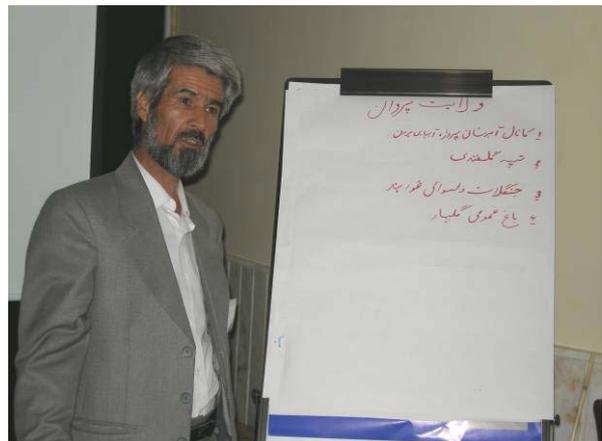
Day 1: Welcome by Eng. Dad Mohamed Babeer



Opening Remarks by Mr. Nour Mohamed (NEPA)



Group work (listing environmentally sensitive areas in each province)



Group findings



Case study #2: Kabul Urban Reconstruction Project (KURP)



Case study #4: Discussing agro-chemicals with farmers

Exhibit 2
Photos from Training Course (#2)



Participants having lunch outside



Participants consulting their EIA sourcebook



Discussing next steps – Eng. Dad Mohamed Babeer (NEPA), Todd Johnson (BSP), Abdel Qadeer Karyab (UNEP), Nour Mohamed (NEPA), Said Pacha (USAID), Aref Rasuli (WB)



Belinda Bowling explaining how the project category thresholds were determined



The participants conducting a post-test at the end of the training



Mr. Aref Rasuli (The World Bank) handing out a training certificate to Mr. Alef Khan from Logar provincial office

5. TRAINING EVALUATION

There were two types of evaluation of the training:

1. Group evaluations, whereby the participants brainstormed together on the successes and difficulties of the training course (with input from representatives from UNEP and the World Bank who attended the closing ceremony); and
2. After-Action-Review, whereby the BPS project staff including its Team Leader - Todd Johnson and the EIA Trainer - Karim El-Jisr, met and discussed the logistical issues related to the training and drew lessons learned in support of future BSP trainings and workshops.

5.1 Group Evaluations

At the end of the training (July 31, 2008), the trainer facilitated a brainstorming session to openly evaluate the training course with all the participants and a selection of course contributors. During this session, the group brainstormed the following two exercises:

1. What were the *successes* of the training course?
2. What were the *difficulties* experienced during the training course and what should be done to overcome them in the future?

The remainder of this section presents the successes and difficulties expressed by the participants.

Exhibit 3 - Successes Expressed by the Participants

<i>Strengths / Successes</i>	<i>نقاط مثبت کورس</i>
1. Explanations were good	1. تشریح خوب بود
2. Training included practical work	2. کار عملی
3. Course content was effective	3. محتویات موثر بود
4. Training included (mock) screening presentation by the participants	4. آرايه گزارش سکریننگ توسط اشتراک کنندگان
5. Good translation / interpretation	5. ترجمه خوب (تحریری/شفاهی)
6. Good understanding/interaction between trainer and participants	6. افهام و تفهیم خوب (بین مربی و اشتراک کنندگان)
7. The trainees participated actively	7. سهم فعال اشتراک کنندگان
8. Good schedule (9.00AM to 3.30PM) and day-to-day program	8. تقسیم اوقات و پروگرام خوب
9. Topics were clear and useful	9. موضوعات روشن و مفید بود
10. Sourcebook	10. کتاب راهنما
11. Explanation on EIA phases was clear	11. توضیح روشن (مراحل EIA)
12. Use of visual tools (maps and pictures)	12. استفاده از مواد تصویری (نقشه و تصاویر و غیره)
13. Learning and identifying environmental impacts practically	13. آموزش و شناخت اثرات محیط زیستی به شکل عملی
14. Learning combined practice and theory	14. آموزش عملی و نظری بود
15. Group work	15. کار گروهی
16. Using examples from Afghanistan	16. کاربرد مثال های افغانستان
17. Trainer and interpreters were tolerant and patient	17. آموزش دهنده و مترجمین با حوصله و صبور بودند

Exhibit 4 – Difficulties Expressed by the Participants and Ways to Overcome them

<i>Weaknesses and ways to overcome them</i>	<i>نقاط ضعف کورس</i>
<p>1. Sourcebook and training showed some inconsistencies with what we have learned in the past [from UNEP] <i>ECODIT and UNEP should coordinate and review the course content in advance</i></p> <p>2. Sourcebook was not complete from day 1 (handouts were inserted gradually); it was not possible to review the material before the presentation <i>Complete the sourcebook before the training begins and encourage the trainees to review the material one day early.</i></p> <p>3. Some participants did not wish to stay in commercial lodging (Kabul Inn) and preferred to stay with their relatives <i>Course organizers should contact each participant individually and confirm his/ her need for lodging [there will be no lodging allowance]</i></p> <p style="text-align: center;">xxx</p>	<p>1. بعضی موارد مواد کورس با آنچه از پروگرام محیط زیست ملل متحد فرا گرفته بودیم متناقض بود <i>ایکودت و یونپ باید مواد کورس را از قبل مطالعه و هماهنگ سازند</i></p> <p>2. کتاب رهنمای آموزش از روز اول تکمیل نبود (بعضی مواد تدریجاً شامل کتاب میگردید) بناءً مرور مواد درسی قبل از ارائه آن محال بود <i>کتاب رهنمای آموزش و مواد درسی باید از قبل تکمیل گردد و اشتراک کننده ها تشویق گردد تا مواد درسی را روز قبل ارائه آن مرور نمایند</i></p> <p>3. بعضی اشتراک کننده های ولایتی میل نداشتند از طرف شب در هتل سپری نمایند و ترجیح میدادند با اقارب شان سپری نمایند <i>تنظیم کنند های کورس باید از قبل با هر یک اشتراک کننده های ولایتی تماس حاصل نمایند و ضروریات آنها را در کابل در نظر گیرند (پول هتل برای اشتراک کننده پرداخت نمی گردد)</i></p> <p style="text-align: center;">xxx</p>

5.2 After-Action-Review

On August 2, 2008 the BSP team (Todd, Maryam, Jamil, Joya, Helay, Parisa, Ahmad and Karim) met and discussed the overall training including planning and execution.

5.2.1 *Strengths and weaknesses during planning*

- The checklist that Karim had prepared during his first mission was very useful and helped Maryam plan accordingly (the checklist was discussed about one month before the training started). *The checklist, while complete, could be improved by adding the following items: media coverage, banner or poster, supplies needed for producing the sourcebook (toner and ink cartridge), etc.*
- The field work was not finalized during Karim's first mission and was consequently lacking from the checklist. *In the future, it would be good to outline the field work during the planning phase and making necessary preparations.*
- The course material (sourcebook) was comprehensive but was not completed on time. Jamil was able to translate all the English material between Karim's two missions but last-minute submissions by Karim (three modules and many forms such as the post-test, cover page, acknowledgement, etc.) caused some delays. *In the future, Jamil would need to receive the last English "piece" at least 5 days before the training begins.*
- Need to allow more time for producing the material. *We agreed that Parisa would benefit most from receiving original documents that are printed double-sided (back-to-back); she would then use the collate function to optimize production time.*

5.2.2 *Strengths and weaknesses during execution*

- Lodging: several participants from the provincial offices preferred to stay with relatives in Kabul. *In the future, Maryam would need to talk to each participant before the training and determine if they need lodging or not (Mr. Nour Mohamed had already spoken with them and told Maryam that they would all stay at Kabul Inn).* In case the participants will stay with relatives, we need to make sure that this option does not affect commuting to/from the BSP office.
- Transportation: the participants were reimbursed at the end of the training. Most participants used taxis rather than public transport; in retrospect, this was probably the best option to ensure timely arrival of all the participants in the morning. The transportation allowance was in some cases insufficient (Afs80 each way). *In the future, we need to decide on Day 1 how to reimburse the participants –the allowance should be fair and not require any out-of-pocket expenses.*
- Food was good but perhaps too much of the same. *Would be good to negotiate two menus instead of one large menu (this was the plan but Rose Restaurant did not fully comply).* The coffee/tea breaks were flexible (not included in the printed program); this was good as the trainer could decide on the best timing based on the course of the discussions (this flexibility may not be possible if the training is organized in a public venue / hotel).
- Laptop and wireless internet: the Dell laptop was good but needed a few software applications which Helay installed as needed (Adobe Reader, GoogleEarth).
- Table configuration and layout worked very well (thanks to the modular tables we have). AC unit was used intermittently (basement is relatively cool even in the peak of summer). *In winter however we would need to make sure that we have sufficient provisions for heating.*
- Flipchart: we used two flipchart paper rolls during the training. We need to transcribe the most important content and store the flipcharts for future use or disposal at the end of the BSP project.
- Contact List was too crammed and did not include a column for English spelling. In the future, we should prepare the contact list in landscape format (not portrait) and include three columns for the name: (1) Dari, (2) English, (3) as it should appear on the certificate
- Pre and post-tests worked well. The pre-test however was only conducted on central office staff (Kabul). *We need to make sure that all participants (central and provincial offices) sit the pre-test before the training begins.* Karim prepared a key (answer sheet) in English to help Jamil/Joya review and score the post-tests. *We also need to prepare the key in Dari and offer the participants the option to review their answer sheet and the key.*
- Interpretation: Jamil and Joya worked well together and took turns as they saw fit. Karim occasionally went over the material (PowerPoint slides) with the interpreters immediately before the training (or at the end of the preceding day) to explain the concepts and the chronology. *In the future, the trainer should do that consistently –i.e., before each module. The interpreters may also want to decide beforehand who will cover what module (either a full module at a time or part of it).*
- Glossary (English-Dari translations) was useful but may contain some inconsistencies. *In the future, if there are inconsistencies in the Dari terminology, we should always go back to the official and most recent document –i.e., legislation.*

Appendix X
EIA Training Pre-Test Form

Please answer the following questions:

Are you familiar with the term “Environmental Impact Assessment”? Yes No

If yes, please describe what it means:

Have you previously participated in an EIA training course? Yes No

If yes, who organized the course and when?

1. Course organizer _____ Course date _____
 2. Course organizer _____ Course date _____
 3. Course organizer _____ Course date _____

Have you previously been involved in delivering an EA training course? Yes No

Have you previously been involved in facilitating a training course? Yes No

Are you familiar with some of the phases in the EIA process? Yes No

If yes, please list those phases here:

What is the role of the project proponent in the EIA process?

What are the responsibilities of NEPA in the EIA process?

Participant Name _____

Division _____

Date _____

Appendix X
EIA Training Post-Test Form

Please answer the following questions:

List **six steps in the EIA process** and place a "✓" next to the responsible party:

- | | <u>NEPA</u> | <u>Project Proponent</u> | <u>Other (specify)</u> |
|----------|-------------|--------------------------|------------------------|
| 1. _____ | | | |
| 2. _____ | | | |
| 3. _____ | | | |
| 4. _____ | | | |
| 5. _____ | | | |
| 6. _____ | | | |

List three **basic concepts in the EIA process**:

1. _____
2. _____
3. _____

The EIA regulations in Afghanistan include four attachments. What are they?

1. _____
2. _____
3. _____
4. _____

What information should the Screening Report contain? _____

Category A and B include the same *type* of activities, with once exception. What type of activity is only listed in one of the two categories? _____

For each *type* of activity, how do we determine if the activity belongs to Category A or Category B?

1. _____
2. _____

List two examples of activities under Category "other":

1. _____
2. _____

What are three basic types of information required for screening?

1. _____
2. _____
3. _____

The screening process will result in one of three decisions by NEPA. What are those?

1. _____
2. _____
3. _____

Where can the Project Proponent find maps and other topographic information?

1. _____
2. _____
3. _____

The environment can be divided into three components. What are those?

1. _____
2. _____
3. _____

What is a mitigation measure? _____

List two illustrative project impacts and corresponding mitigation measures:

Impact 1	_____	Mitigation	_____
Impact 2	_____	Mitigation	_____

When should monitoring begin and *what* should it cover (bonus points)? _____

How many days does NEPA have to **review a Screening Report**? _____ days

How many days does NEPA have to **review an EIA Report**? _____ days

How many days does the Project Proponent have to **appeal NEPA's decision**? _____ days

* * * * *

Participant Name _____

Province _____

Division _____

Date _____