

TA COMPLETION REPORT

Division: ENV D

TA NO./NAME: TA 2975-PRC: Environmental Impact Assessment Training and Curriculum Development (EIA III)			TA AMOUNT APPROVED: \$600,000		SOURCE: Japan Special Fund
			REVISED AMOUNT: —		
EXECUTING AGENCY: State Environmental Protection Administration			TA AMOUNT UNDISBURSED: \$23,553.10		TA AMOUNT UTILIZED: \$576,446.90
REPORT DATE 2 October 2001	APPROVAL 31 December 1997	SIGNING 6 February 1998	FIELD 1 August 1998	CLOSING ORIGINAL 31 December 1999	ACTUAL 31 October 2001

TA DESCRIPTION

The Asian Development Bank (ADB) had financed two TAs in the People's Republic of China (PRC) to strengthen institutional capacities for environmental impact assessment (EIA) and environmental planning prior to this TA. The first provided training to selected environmental institutes using a training-of-trainers approach, which prepared capable trainers to conduct modular programs using local language and case studies. Under the second TA, training workshops were held in eight provinces for more than 360 persons, with significant multiplier effects. This TA, the third and concluding one, focused on developing university curriculum with sustainable effects, and strengthening EIA review skills.

TA OBJECTIVES AND SCOPE

The primary objectives were to (i) assist the Government in building its human resource capacity for EIA and environmental planning, focusing on long-term effects, through self-sustaining training and education programs; (ii) help the Government standardize EIA training materials suitable for domestically and internationally funded projects; and (iii) strengthen the Government's capacity for quality control of project appraisal and EIA review, especially for large-scale projects. The TA had three components (i) development of EIA training materials, (ii) formulation of EIA curricula for and pilot teaching in universities, and (iii) capacity building of the Appraisal Center for Environment and Engineering (ACEE).

TA INPUTS EVALUATION

Two international consultants assisted domestic consultants in reviewing and commenting on the contents of the EIA training and curriculum materials, observed the pilot teaching classes, arranged out-of-country training for two ACEE officials, conducted in-house technology transfer to ACEE staff, and participated in workshops. The domestic consultants' inputs were for 40 person-months; they were organized into two teams responsible for the curriculum and training materials, respectively. A team of 10 professors from 8 local universities prepared the EIA curriculum materials and conducted two batches of pilot teachings for graduate and undergraduate students. An advisory committee of 5 eminent scholars on environmental science reviewed and commented on the curriculum materials twice. A second team of 8 EIA experts from Shanghai Academy of Environmental Sciences (SAES) prepared the training materials and conducted workshops in accordance with the terms of reference (TOR) without any major change. The Executing Agency (EA) provided full support as agreed and described in the TA paper.

TA OUTPUTS EVALUATION

The consultants submitted progress reports in accordance with the TOR. The domestic consultants also prepared (i) a new set of EIA training materials for on-the-job practitioners, (ii) EIA curriculum materials for undergraduate and graduate students, (iii) guidelines for EIA review, and (iv) action plans for formalizing and upgrading the training and curriculum materials. These materials are in both hard copy and CD-ROM, with a full Chinese version and an English summary version. The training materials include state-of-art theories and methods of EIA that the EA can adopt to improve EIA practices in the PRC. The curriculum materials incorporate feedback from the pilot-teaching students and were well received by the advisory committee and workshop participants. The guidelines for EIA review are a good prototype for ACEE to follow to develop a localized EIA review system. The action plan provides steps for concerned agencies to continuously upgrade the training and curriculum materials in the following 3-5 years without ADB's further support. The international consultant's report of the on-the-job training mission concluded that the training was very successful. The two trainees who received the training were committed to utilizing the training and related materials to further the practice of EIA review at the central and provincial levels of government in the PRC. Reference materials collected by the two trainees were disseminated to other ACEE staff through the in-house technology transfer.

TA OVERALL ASSESSMENT

The TA accomplished its major objectives and is assessed successful. The in-house technology transfer and the training materials have built up self-training capacity within ACEE and SAES; they will now be able to provide domestic EIA training to provincial environmental protection agencies and line agencies to strengthen project evaluation and impact assessment. The EIA curriculum materials incorporated up-to-date theories and methods, which will enable the EIA education at colleges to keep up with EIA practices, and to meet the nation's increasing demands for EIA practitioners. Most of all, in August 2000, the Advisory Committee of Teaching of Environmental Science for Higher Education reviewed the EIA curriculum materials and agreed that they could be enlisted in the "21st Century Curriculum" and published by the Higher Education Press. This has ensured the wide dissemination of the curriculum materials in colleges and universities, and government budget and support for future updating and publication as well.

MAJOR LESSONS LEARNED

The number of development projects in the PRC requiring EIAs were estimated at 36,400 and 95,000 for 1992 and 1998, respectively. This shows a great demand for EIA professionals and EIA review work by concerned agencies in the country, and the demand-driven nature of the TA, which partially assured TA success. The wide involvement of local experts in TA implementation, including SAES, university professors, provincial environmental protection bureaus, and ACEE officials will result in a long-term "train the trainers" effect. The publication of the curriculum materials by the Higher Education Press indicate strong Government ownership of the TA, which was crucial to the success of the TA.

FOLLOW-UP ACTIONS AND RECOMMENDATIONS

In July 2001, the Higher Education Press has published the EIA curriculum materials as one of the Textbook Series for 21st Century, which is now being used by college and graduate students. The EIA training materials can be uploaded on SEPA's web site and introduced to EAs and domestic consultants involved in preparing EIAs for future ADB loans to improve their EIA skills. During the review of the EIAs, the following practices will be monitored to confirm the success of the TA: public participation, preparation and implementation of a monitoring program and environmental management plan, and review skills of concerned agencies.

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