



SACEP

IN COLLABORATION WITH



NORAD

**CO-OPERATION  
IN CAPACITY BUILDING  
FOR ENVIRONMENTAL TRAINING  
IN SOUTH ASIA**

EDITED BY  
**K. H. J. Wijayadasa**

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**K.H.J. WIJAYADASA**



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## FOREWORD

This publication entitled "Co-operation in Capacity Building for Environmental Training in South Asia" places on record the findings, conclusions and recommendations of the two Workshops on the same subject conducted by the South Asia Co-operative Environment Programme (SACEP) in collaboration with the Norwegian Agency for Development Co-operation (NORAD); in Maldives and India in July 1995 and February 1996 respectively. It also marks the launching of the SACEP Environmental Publications series.

The ability of a country to achieve Sustainable Development (SD) will be determined firstly by the capacity of its people and secondly by the capacity of its institutions. Both in human resources development and institutional strengthening Environmental Training (ET) plays a pivotal role. ET is fundamental to improving environmental literacy and awareness and in producing a critical mass of professionals, activists, decision makers, educators and trainers. Overall it is ET that will promote and propagate new SD values, ethics behaviour, procedures and practices.

There is a huge gap between ET needs and opportunities both nationally and regionally. Also, there is a big gap between training provided and training desired. ET at the national level is the foundation on which the sub-regional ET superstructure has to be constructed. As a sub-region South Asia has an ET infrastructure which of course

needs further modernisation, reorientation and strengthening.

SACEP's endeavours in the field of ET are threefold. Firstly, to identify sub-regional training needs and opportunities with a view to assisting in bridging the gaps. Secondly, to set up a clearing house mechanism which will sub-regionalise ET thus enabling the exploitation of the full potentialities of economies of scale. Thirdly, to establish the SACEP Environmental Training Network (SETNET) which will facilitate exchange of information, trainees, trainers, training materials and training methodologies on a continuous basis. In conclusion, let me thank NORAD for the generous financial assistance which made this project a reality and Mr. K H J Wijayadasa for undertaking the onerous responsibility of editing this booklet.

*Hussain Shihab*

*Director*

*South Asia Co-operative Environment Programmes*

## CO-OPERATION IN CAPACITY BUILDING FOR ENVIRONMENTAL TRAINING IN SOUTH ASIA

### 2. *Introduction*

- 2.1. The South Asia Co-operative Environment Programme (SACEP) is an inter-governmental organisation comprised of eight member states namely; Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka; solely committed to the protection and management of the South Asian environment jointly and severally in an environmentally sound and sustainable manner. It came into being with the signing of the Colombo Declaration in 1981. SACEP's policies and programmes are determined by its Governing Council which consists of the Ministers of Environment of the member states.
- 2.2. Since becoming a legal entity in 1982 it has been implementing a number of projects of regional importance coming within the 15 priority subject areas hitherto identified. In 1991 SACEP with the assistance of UNEP undertook a review of its activities and formulated a plan of action known as SACEP's Strategy and Programme I - 1992 - 1996 (SSP - I). Fourteen priority projects listed in SSP - I were approved for implementation at the Governing Council held in 1992. The present

study is the end product of one such project in the area of Environmental Capacity Building entitled "Co-operation in Capacity Building for Environmental Training in South Asia," which was implemented by SACEP in collaboration with the Norwegian Agency for Development Co-operation (NORAD).

- 2.3. The development and implementation of the project was entrusted to the Centre for Environmental Education (CEE), Ahmedabad, India, which is SACEP's Subject Area Focal Point for Environmental Education and Training. The CEE was established in 1984 as the Indian National Centre for developing programmes and materials to increase environmental awareness. It is supported by the Ministry of Environment and Forests of India and works in close collaboration with the Nehru Foundation for Development.

### 3.0. *Project Objectives and Activities*

- 3.1. The objectives of the project as spelt out in the Project Document are as follows; *Short Term* - (i) To assess initially on a country basis and latterly for the region, the environmental training requirements on a priority basis. (ii) To identify existing training programmes and opportunities in environment and development related fields in the region. *Long Term* (i) To assist in the development of a definitive plan of action for the SACEP region in respect of meeting the training needs on a national and regional basis.

- 3.2. As the first stage in the project implementation process, SACEP, in consultation with the National Focal Point in each country identified a National Consultant to make an assessment of training needs and opportunities in the field of environment and development and formulate a report, which would constitute the baseline study. Concurrently, the CEE was designated as the principal collaborating agency for the project. The assessment of training needs and opportunities was done through a literature survey and a consultative process in the respective countries. The consultations were not comprehensive but selective, wherein a cross section of persons from various state and private sector institutions, NGO's and academic and training institutes were interviewed. The reports compiled by the National Consultants were presented and discussed at a five day Workshop held in the Maldives in July 1995. Based on the deliberations of the Workshop the National Consultants further revised and updated their reports.
- 3.3. During the second stage of the project the CEE assisted by two Regional Consultants specially assigned for the purpose developed the Draft Regional Report, Recommendations and the Regional Plan of Action. The final Review and Evaluation Meeting which was convened at the CEE, Ahmedabad, India in February 1996, considered the Draft Report, Recommendations and the Regional Plan of Action and decided on the priority areas of action, implementation mechanisms and the activities to be undertaken in the short term and the long term. **This paper**

attempts to synthesize and catalyse the, policies, strategies, programmes, activities, and institutional arrangements that are deemed to be necessary for the implementation of Environmental Training in South Asia in relation to achieving the goal of Sustainable Development (SD).

#### 4.0. *Environmental Training for Sustainable Development*

- 4.1. Environment constitutes a wide range of natural and man made resources and processes which are essential for the survival of mankind on planet earth. Development represents the principal means of meeting human needs and improving the quality of life of the people. It entails the use of both renewable and non renewable resources as well as the modification of the environment in many different ways.
- 4.2. The World Commission on Environment and Development has defined sustainable development as "a process in which the exploitation of resources, the direction of investment and the orientation of technological development and institutional change meet the needs of the present generation without compromising the ability of future generations to meet their own needs." The concept of SD is firmly rooted in the principle that environmental protection and economic development are mutually supportive, interdependent and indivisible. It has several long standing goals such as economic growth, human development, resource management and

technological advancement. Sustainability would enhance the ability of the environment to regenerate and restore economic stability while reinforcing its capacity and the resilience to endure the rigorous impacts of human activity.

- 4.3. Sound environmental management, integration of environment and development, minimising environmental degradation and pollution and eliminating the root causes of environmental degradation and economic stagnation such as poverty, population pressure, over consumption and wasteful production, are the four essential prerequisites to achieving the goal of sustainability. Therefore, it is imperative that ET should be geared to meet these basic requirements of SD. This also implies that ET must necessarily fall in line with the Environmental Capacity Building (ECB) requirements for SD.
- 4.4. On the other hand, Environmental Capacity Building (ECB) can be defined as *“an amalgam of programmes and projects whose objective is to ensure integrated environmental and developmental management in an efficient, sustainable and equitable manner by improving economic efficiency, enhancing environmental protection and natural resources management and reducing poverty”*. The critical subject areas of ECB are; policy, planning, management, institutions and human resources.

## **5.0. *Scope and Objectives of Environmental Training***

- 5.1. The ability of a country to achieve sustainable development will be determined firstly by the capacity of its people and secondly by the capacity of its institutions. Chapter 36 of Agenda 21 on Education, Awareness and Training states that education including public awareness and training should be recognised as a process, by which human beings and societies can reach their fullest potential. It emphasises the need to train decision makers at all levels while recognising the need to formulate strategies aimed at integrating environment and development as cross cutting issues into education and training at all levels. Therefore, Environmental Training (E.T) is a sine qua non for achieving the goal of sustainability.
- 5.2. Environmental Education (EE) and ET are intricately interwoven. The two are not only inseparable but also interdependent. In fact training plays a key role in increasing the efficiency and productivity of human resources. To educate is to provide intellectual and moral instruction to young persons through the school system. To train is to bring a person to the desired state or standard of efficiency by instruction and practice. Therefore, the richness of the ET superstructure will be entirely dependent on the soundness of the E.E. foundation.
- 5.3. The objectives of Environmental Training for SD are fourfold. Firstly, to create environmental awareness and provide overall

environmental literacy to the general public. Secondly, to strengthen national capacities in education, science and technology. Thirdly to build capacities in environmental protection and management in an integrated and holistic manner. Fourthly, to develop and sustain a flexible and adaptable pool of human resources of all relevant categories, disciplines and professions to meet the growing environment and development problems and changes arising from the transition to a sustainable society.

#### 6.0. *Environmental Training Needs*

- 6.1. There are four clearly distinguishable types of ET needs. They are; (a) environmental literacy and awareness training for the general public stretching from childhood to old age; (b) educational scientific and technological training of a practical nature in various specialised areas of environmental protection, and management; (c) training of environmental specialists, activists and decision makers in the integration of environment and development and (d) training in environmental protection and management for SD. The 1986 National Policy on Education of India states that the protection of the environment is a value which, along with certain other values must form an integral part of the curriculum at all stages of education. It is important to note that ET whether it be for improving literacy, creating awareness; producing specialists, activists and decision makers or upgrading the cadre of professionals

should not be confined to the transfer of knowledge skills and information. ET of all hues and shapes should permeate such areas as environmental and developmental consciousness, attitudes, motivation, evaluation and participation.

6.2. All human activities have some sort of impact on the environment. Therefore, all citizens should have an understanding of environmental processes and effects that production and consumption activities have on the environment. Overall there is a need to promote new environmental values and behavior and above all sustainable development practices. Throughout the South Asian region there is a paramount need to create a consciousness of the environment. It must permeate all ages and all sections of society. Public sensitivity to environment and development issues should be heightened. It is necessary to inculcate in every citizen a sense of personal responsibility and greater motivation and commitment towards sustainable development. Training should be directed through the formal and nonformal educational systems as well as the media and in particular through television and other information systems.

6.3. E.T in the seven SACEP member states under study suffer from lack of national ET policies. Also, they do not have any institutional arrangements for co-ordination, rationalisation and optimum utilisation of ET There is an urgent need to bring about an integrated and holistic approach to ET Excepting in a few instances such as the CEE in India, E.T

infrastructure is either non-existent or if at all functions as an adjunct of training institutes specialising in subjects such as public administration, management, forestry, agriculture, etc.

6.4. There is no information flow inter country or among institutes on training policies and strategies, needs and opportunities as well as methodologies and materials. Relevant data and information on ET needs have not been compiled or even if compiled not readily available. It has been found that those in need of training are quite often not aware of training opportunities already available in their own countries. Almost all the countries are experiencing a shortfall in the training of trainers whether it be in education, policy planning, pollution control or cleaner production technologies. There is an element of urgency in the training of professional cadres of environmental managers, scientists and practitioners in areas such as policy, EIA, standard setting, monitoring and the use of economic instruments and management techniques.

6.5. All South Asian countries excepting India have reported a shortage of local expertise in toxic and hazardous waste management, management of protected areas, environmental economics, environmental law, environmental management and integration of environment and development. The smaller countries such as Maldives, Bhutan, Sri Lanka and Nepal do not enjoy the ET infrastructure that has been developed especially

in India. These countries need ET facilities in sustainable agriculture, project development, monitoring and evaluation, solid waste management, sustainable tourism development and integrated ecosystems management, to name a few.

6.6. Providing ET to all teachers at primary and secondary levels is a basic need. First, the teacher trainers should receive ET. Second, environmental protection and management should be made a compulsory subject for all teacher education and training programmes. Third, teachers already in the system must be reached. This can be done through inservice training and refresher courses. There is a growing need to turn out environmental managers and technicians. The curricula of key professional courses should be reviewed with a view to incorporating environmental components into them. Bureaucrats should be trained in the implementation of legislation and the efficient running of institutions. Likewise, judges should be sensitised on all aspects of law enforcement for SD.

6.7. Peoples participation is a critical factor in natural resource conservation, regeneration and management. Communities should be trained to manage their resources judiciously. Also all citizens should be trained to intervene in preventing or mitigating environmentally harmful activities and projects such as establishment of polluting industries outside industrial zones or opening up of protected or threatened areas for human activity. Policymakers, decisionmakers,

environmental specialists and media personnel should be fully sensitised on S.D. potentialities, processes and applications. Trainers have to be trained in their effective application and productive use.

## **7.0. *Environmental Training Opportunities***

7.1. ET Opportunities that are available in the South Asian countries vary widely. The governing factors are; the state of the environment especially in relation to environmental degradation, the priority setting and the state of development of the environmental protection and management infrastructure. All SACEP member countries have developed the elementary capacities for ET They include development of training modules and courses at various levels within the formal education system, the setting up of facilities for specialised research and training in selected areas, conducting short term training programmes for professionals and incorporation of environmental components into existing training programmes both induction and inservice.

7.2. There are several plus points which are conducive to regional co-operation in ET in the South Asian countries. Firstly, each country has certain areas of expertise which can be shared with neighboring countries. Secondly, many are the centres of excellence in these countries which can be used as nodal institutions for training. Thirdly, the legal and institutional framework for regional co-operation in environmental protection and management

**available through SACEP can be made use of.** Therefore each country need not waste time and money in reinventing the wheel. On a regional basis ET opportunities are not only wide and varied and but also comprehensive. What is lacking is a co-ordinating mechanism charged with the responsibility of ascertaining the training needs, opportunities and shortfalls of each country and advising on the manner in which such shortfalls can be met through endogenous and exogenous means.

- 7.3. South Asian countries have made considerable progress in providing environmental literacy by incorporating environmental studies into the primary and secondary school curricula. Many of the South Asian countries have adopted the integrated approach at the primary level and the infusion approach at the secondary level. Most importantly, environment has been incorporated into primary and secondary teacher training. Environment has been introduced into the senior secondary level examinations through subjects such as science, agriculture and social studies. In the teaching - learning process the student investigation approach has proved to be highly productive. Some countries have made considerable progress in the provision of teaching materials and environmental education manuals. However a major drawback is that in many of these countries the approach to environmental education is not integrated nor holistic. Teacher training in particular should be focused on the universal goal of achieving sustainable development.

7.4. It is encouraging to find that most universities in South Asian countries facilitate environmental studies. There are a number of universities and institutes of higher education offering masters or other post graduate programmes in Environmental Science, Environmental Engineering and Environmental Management. There are also several specialised programmes in Environmental Education, Law, Health, Protection, Management, Policy, Pollution Control, Wildlife, Forestry, Tourism, Environmental Impact Assessment and Toxic and Hazardous Waste Management, offered by various institutes of higher education and training. Many universities teach Environmental Science as a subject for different degree courses. There is considerable scope in countries such as Bangladesh, India, Maldives and Sri Lanka for the establishment of specialised research and training units in Management of Mangroves, Coral Reef Conservation and Nourishment, Beach Line Monitoring and Formation of Coral Islands. A recent noteworthy trend in the region is the integration of the environmental dimension into specialised courses such as Management, Social Studies, Pollution Control and Information Technology.

7.5. Non-formal environmental education and training conducted by the electronic and print media is gathering momentum in the South Asian countries. It has heightened environmental awareness and created a high degree of environmental understanding and consciousness

among different segments of society. In service training aimed at imparting new knowledge and technology as well as new skills and on the job experience has been accepted as a part and parcel of good management and productivity improvement both in the public and private sectors. They are being employed as a vehicle for the dissemination of environmental training especially in areas such as health, agriculture, administration, forestry, wildlife, industry, water supply and food processing. Both governmental and non governmental organisations have been conducting environmental education and training programmes which have made a significant contribution to enhancing the quality of the environment.

#### 8.0. *Constraints, Policies and Strategies*

- 8.1. An understanding of the constraints to ET is an essential prerequisite in the formulation of ET policies and strategies. There is no clear differentiation between EE and ET. Consequently, E.T has got diluted with EE. No South Asian country has spelt out its ET policy. Even though the integration of environmental considerations into the development process has been accepted as an essential element of national policy, such integration has not permeated the realms of ET so far. Moreover, hitherto E.T has not been focused on the universal goal of achieving sustainable development. Environment is multisectoral, multidisciplinary and multifaceted in character. Training by nature is both cross cutting and cross fertilising.

Unfortunately the current approach to ET is largely sectoral, institutional and subject specific. In order to achieve the desired results this should be replaced with an integrated and holistic approach.

- 8.2. There is a yawning gap between ET needs and opportunities both nationally and regionally. Also, there is a big gap between training provided and training desired. For historical reasons ongoing ET is more a teaching process than a learning process. E.T is inhibited by lack of financial resources, especially for the preparation of training materials, training of trainers and the provision of training infrastructure. ET should be reoriented with a view to promoting an understanding of the interrelationships and trade offs between environmental safeguards and economic efficiency of enterprises.
  
- 8.3. There are certain limitations in regard to ongoing ET programmes. The existing ET programmes do not cover all relevant disciplines and specialisations. Even where courses are available the number of places is restricted. Some of these courses are not sufficiently locale specific nor do they cater adequately to real life situations. These shortcomings and shortfalls have not been adequately recognised nor remedied. Attempts made to do so have been piecemeal and sporadic hence not effective. Sending persons for foreign training is largely dependent on the availability of donor funding. Obtaining the services of foreign

expertise is also determined by the availability of donor assistance.

8.4. ET policies and strategies should encompass identification of training objectives, determining training priorities, matching demand for knowledge and skills with existing training programmes, determining scope and content of training programmes, identifying best modes and methods of training, selecting target groups for training and ensuring the financing of such training. The full impact of ET policies and strategies will be felt only if complimented by appropriate institutional arrangements, effective co-ordination and recognition of cross sectoral environmental concerns. Environmental training should emphasise the advantages of adopting preventive measures as against corrective measures. Also building endogenous capacities in the critical subject areas of ET should receive pride of place. In the South Asian context the following are deemed to be the critical subject areas in capacity building for ET in relation to Sustainable Development.

- a. Environmental policy development, analysis and review;
- b. Environmental legislation and institutions;
- c. Strategic and physical planning and integrated regional development planning;
- d. Population, poverty, consumption and production;
- e. Conservation of biodiversity and natural resources;

- f. Water, soil and forest conservation and management;
- g. Combating land degradation and desertification;
- h. Sustainable use of coastal and marine resources;
- i. Freshwater quality and quantity;
- j. Urban and industrial pollution control;
- k. Solid waste and hazardous waste management;
- l. Climate change and sea level rise;
- m. Transfer of environmentally sound technologies;
- n. Use of economic instruments and environmental management tools and techniques such as EIA.

8.5. **Training for the sake of training should be discouraged. Only such training activities which have the capacity to optimise resource use, ensure sustainable production and consumption patterns and make the greatest impact on minimising environmental degradation should receive high priority.** As women and youth constitute a sizeable proportion of the population and as they play a pivotal role in environmental protection and management, ET should be fully representative of these two segments of society. Governments alone cannot reverse adverse environmental trends despite the legal and regulatory powers vested in them. Therefore, environmental improvement programmes must receive the support, commitment and participation of the people, peoples organisations and the private sector. ET should invariably be targeted to the most critical sections and groups of the population especially the governmental, non governmental and private sectors. Prioritization of ET in relation to critical subject areas, training needs and opportunities and

resource availability will eliminate duplication of effort and waste of meagre resources.

- 8.6. Quality and adequacy of ET is more important than quantity and speed. To achieve the desired results and thresholds there should be a critical mass of trained personnel in the priority subject areas. In all South Asian countries a major drawback is the lack of planning, programming and co-ordination of ET Survey and identification of ET needs and opportunities should be placed high on the agenda. Productive links should be established between E.T institutes and environmental protection and management agencies. A strategic approach to ET is needed in each and every country in the region.
- 8.7. ET should encompass exposure to induction, in-depth and inservice training as appropriate. The different modalities of training such as seminars, workshops and certificate, diploma, degree and post graduate degree courses should be employed in the most effective and appropriate manner, Each country should strive to create within its own national structures and institutions an atmosphere conducive for trained personnel to perform to the best of their ability and potential. **The allocation of training opportunities within countries, sectors and institutions should be rationalised. Selection of trainees should be done on a rational and transparent basis. Trained personnel should be assigned to positions which facilitate the optimum use of their skills and expertise. Initially training should be targeted to groups which can deliver**

results quickly and effectively such as policy makers, decision makers, administrators, community leaders, educators and trainers.

8.8. There is a need to review the curricula of key professional courses and to incorporate environment and development parameters into them. Some of the critical components that must be so integrated are; environmental management, planning, economics, legislation, assessment, monitoring, auditing and use of economic instruments and management tools and techniques such as EIA, incentives, and taxes. The smaller countries in particular face a shortage of trained and skilled practitioners, technicians and managers. This is because ET has not been recognised as a key tool for achieving sustainable development by the decision makers. Quite often the number of trained personnel required in certain fields is so small that setting up training programmes at the national level becomes uneconomical. Sometimes expanding ET without any prospects of employment opportunities for the trained can create new problems.

8.9. All ET activities should be prioritised as a matter of urgency. The first priority is to engage in endogenous capacity building in ET by each country in relation to its own critical subject areas of E.C.B. and shortfalls between ET needs and opportunities. For this purpose each country should formulate its own ET policy and set up a National Co-ordinating Committee for planning, programming, implementation and monitoring of ET. The

quality of existing training programmes must be enhanced. Each country should assume full responsibility for upgrading existing national centres of excellence to regional centres of excellence. Each country should strive to create more ET opportunities in the region through bilateral and multilateral scholarships and grants. The current stranglehold on foreign scholarships and grants by the state sector should be removed. The granting of such scholarships should be adequately broad based to embrace all sectors.

- 8.10. A clearing house mechanism should be established at the national level so that information on upcoming training programmes, opportunities and events is available to all those who need it. A database format should be developed by the national focal point for ET which will take on the responsibility for updating and maintaining the database as well as actively disseminating information through electronic mail, computer diskettes and print form. Networking plays a crucial role in information gathering and dissemination and sharing of knowledge experiences and expertise. The national focal point for ET should assume responsibility for networking. Further, appropriate institutional arrangements should be made for exchange of training modules, materials and books nationally and regionally.

9.0. *Sub-regional Co-operation in Environmental Training*

- 9.1. In the South Asian sub-region as a whole, the pressure on natural resources and ecosystems has increased considerably over the last two or three decades. Their productivity and regenerative capacity are in jeopardy. All countries in South Asia excepting Afghanistan which is embroiled in war have established the required legislative and institutional infrastructure and formulated policies and strategies to address environmental issues.
- 9.2. It has been found that the provision of ET within the South Asian region itself is cost effective and meaningful. Every country in the region has developed certain areas of expertise which can be shared with the other countries of the region. Also, almost all the countries have at least one or two or more centres of excellence which can become nodal agencies for training in specialised areas. The administrative structures in the South Asian countries are fairly similar. The basic socio-economic scenario in which environmental protection has to be undertaken is also similar. The education systems within the region are fairly uniform and it would not be difficult for participants to fit into courses in other countries.
- 9.3. However, there are several constraints to regional co-operation in ET. Information flows on training opportunities, methodologies, and modules are not adequate. As a result those who need training cannot access them. There are a few areas where there is no adequate expertise in any country of the region; hence external assistance will be

required. ET methodologies, modules and materials have to be developed with specific focus on the needs of the region. Funding is a major constraint as national governments have to allocate resources for other priorities. Above all there is no institutional arrangement for co-ordinating, streamlining and supporting regional ET and for bridging the shortfalls between ET needs and opportunities.

- 9.4. It is in this context that the South Asia Co-operative Environment Programme took the initiative to examine the manner in which the SACEP member states could co-operate in the area of ET for mutual benefit. The **“Recommendations and the Action Plan for South Asian Regional Co-operation in Environmental Training”** agreed upon at the Final Review and Evaluation Meeting held in Ahmedabad, India in February 1996 are quoted below.

9.5. *Recommendations*

- i. The SACEP initiative “Co-operation in Environmental Training: Capacity Building in the South Asian Region” should be developed within the framework of existing and identified priorities and mechanisms agreed upon by the member states of SACEP.
- ii. The activities should be guided by the member states of SACEP, through existing mechanisms.

- iii. The activities should dovetail with *Agenda 21*, as well as regional initiatives such as the Regional Action Plan, Programme on Environmentally Sound and Sustainable Development and the Ministerial Declaration, Bangkok, November 1995; South and South East Asia Network for Environmental Education (SASEANEE), the United Nations Environment Programme's Network for Environmental Training at the Tertiary Level in Asia and the Pacific (UNEP/NETTLAP), etc.
- iv. The SACEP network consisting of the National Focal Points, Subject Matter Focal Points for the fifteen identified Priority Subject Areas, and the SACEP Secretariat, should serve as the Environmental Training Network. The SACEP Secretariat should serve as the Co-ordinating Unit of the Environmental Training Network.
- v. A separate budget head for Environmental Training should be created in SACEP's Trust Fund. For this budget head, SACEP should seek financial support from all possible sources.
- vi. The SACEP Secretariat should set up a suitable consultative mechanism involving the Subject Matter Focal Point for Environmental Training.
- vii. SACEP should work towards enhancing opportunities for environmental training and capacity building in the region. Opportunities available for capacity building and institutional strengthening outside the region should also be explored.

- viii. SACEP should develop strategies to ensure that capacities and capabilities are effectively used within the region.
- ix. In the areas of networking and database management, SACEP should take measures to see that its efforts collaborate and complement, without unnecessary duplication, the activities of United Nations Environment Programme, UNEP/NETTLAP, SACEP Environment and Natural Resources Information Centre (SENRIC) and SASEANEE.
- x. SACEP should establish a Clearing House on Environmental Training and enhance the database at the Subject Matter Focal Point on Environmental Training.
- xi. SACEP should work towards promoting the use of effective training methodologies and ensuring the availability of appropriate training materials.
- xii. SACEP should take measures to ensure that all activities under this initiative are appropriately evaluated

## 9.6. Action Plan

### Preamble

The Action Plan is to be implemented by SACEP Secretariat

- \* Through its existing mechanisms, government institutions, together with academic, NGO and private sectors, of the member states.
- \* In co-ordination and with networking support from SACEP Secretariat and Subject Matter Focal Points.
- \* Dovetailing of *Agenda 21*, as well as initiatives such as 'Regional Action Plan on Environmentally Sound and Sustainable Development' and the 'Ministerial Declaration', adopted at the Ministerial Conference on Environment and Development in Asia and the Pacific, Bangkok, November 1995.

#### A. *PRIORITY AREAS*

- i. The implementation of the Regional Action Plan for Co-operation in Capacity Building for Environmental Training: in the South Asian Sub-region should be carried out as follows:
- ii. Immediate attention will be given to the following Priority Areas:
  - \* National Implementation of *Agenda 21*
  - \* Environmental Impact Assessment (EIA)
  - \* Geographical Information System (GIS)

- \* Environmental Education and Training
  - \* Ecotourism
  - \* Protected Area Management
- iii. Concurrently, attention will be given to the following priority areas:
- \* Sustainable development with regard to the following sectors;
    - Industry
    - Energy
    - Transport
    - Agriculture and Fisheries
  - \* Sustainable management of;
    - Land
    - Forests and Wildlife
    - Inland Waters
    - Coastal and Marine Environment
    - Montane Ecosystems & Watersheds
  - \* Protection of Atmosphere and Climate
  - \* Waste, Toxic and Hazardous Chemicals Management
  - \* Natural Disasters Mitigation
  - \* Desertification Control
  - \* Poverty and the Environment
  - \* Population and Lifestyles
  - \* Sustainable Urbanisation
  - \* Human Health & Environment

- \* Environmental Technology
- \* Environmental Economics
- \* Environmental Management: Policies, Institutions and Monitoring Mechanisms
- \* Regional, Sub-regional and Global Responses to Sustainable Development
- \* Prospects for Sustainable Development into the 21st Century: Regional Perspectives

## **B. IMPLEMENTATION MECHANISMS**

The following Institutional and Implementation Mechanisms were identified:

- i. **Institutional Mechanisms**
  - a. The SACEP network consisting of National Focal Points, Subject Area Focal Points and the SACEP Secretariat, should act as the Environmental Training Network. The SACEP Secretariat should serve as the Co-ordinating Unit of the Environmental Training Network.
  - b. The Co-ordinating Unit should service the information needs of the Network members.
  - c. At the Sub-regional level, a Committee consisting of SACEP Secretariat, the Subject Matter Focal Point for Environmental Training and the relevant

Subject Matter Focal Points will consider the training needs in the concerned subject area.

- d. At the national level, the National Focal Points may consider setting up an advisory and co-ordinating mechanism for matters pertaining to Environmental Training.
- e. Clearing houses and various databases should be initiated at both the regional and national levels.

### **Funding Mechanisms**

- a. SACEP should seek financial support from all possible sources for this programme.

### **C. ACTIVITIES**

#### **i. Short Term**

The following activities, in the identified priority areas, should be taken up for implementation:

- a. Initiation of short term training programmes, workshops, and seminars to enable member countries develop human resources and strengthen capacity.
- b. Enabling participation in training programmes within and outside the region.
- c. Enabling member countries utilise opportunities for exchange of visits, internships, study tours, etc., where

possibilities exist or resources are available.

- d. Promotion of the development and adaptation of existing training materials and kits for use in the region.
- e. Strengthening of institutional capacity through promotion of training of trainers.

## ii. Long Term

- a. The SACEP Secretariat, in consultation with its Network, ESCAP, UNEP, United Nations Development Programme (UNDP), Asian Development Bank (ADB), and other relevant organisations, should develop programmes and projects for environmental training in the identified priority areas.

## 10.0. Implementation Strategy

- 10.1. All the good work done by SACEP and NORAD in the field of Co-operation in Capacity Building in ET in South Asia will be brought to naught unless immediate follow-up action is taken to implement the Recommendations and Action Plan. It should be noted that capacity building for ET at the national level is the foundation on which the regional ET superstructure has to be built upon. Therefore, capacity building for ET both nationally and regionally should be treated as two sides of the same coin, hence mutually beneficial and interdependent. **A fourfold implementation strategy is recommended based on the principle that ET activities will be guided by the member**

states of SACEP in conformity with existing institutional arrangements and approved programme priorities.

- 10.2. Firstly, SACEP should establish the SACEP Environmental Training Network (SETNET) consisting of the SACEP Secretariat, 8 National Focal Points and 15 Subject Area Focal Points. The SACEP Secretariat should set up a co-ordinating unit to service SETNET. A separate budget head for ET should be created in SACEP's Trust Fund. For this budget Head SACEP should seek financial support from all possible sources. SACEP should also set up a SETNET Consultative Forum consisting of the SACEP Secretariat, SETNET Co-ordinating Unit, 8 National Focal Points, 15 Subject Area Focal Points, UNEP/NETTLAP, UNEP/SENRIC and ESCAP/SASEANEE.
  
- 10.3. Secondly, SACEP has been mandated to set up a Clearing House on ET so that information on upcoming training programmes, opportunities and events will be made available throughout the region through National Focal Points on ET. It may be necessary for SACEP to obtain Governing Council approval to request each member state to designate a National Focal Point for ET. It is also envisaged that the SACEP Secretariat should set up a Database for ET using SENRIC as the resource centre for exchange of information on ET methodologies, modules and materials, through electronic mail, computer diskettes and print form.

- 10.4. Thirdly, SACEP has been called upon to promote human resource development and environmental capacity building through short term training programmes, seminars and workshops. Special attention should be paid to the training of environmental trainers within and outside the region. It will also be the responsibility of SACEP to facilitate exchange of visits, internships study tours etc, thus making optimum use of available opportunities. SACEP is expected to assist in the development and adaptation of existing training materials and kits for use in the region. SACEP should with the assistance of ESCAP, UNEP, UNDP, ADB and other relevant organisations develop programmes and projects in ET in the identified priority subject areas.
- 10.5. Fourthly, it will be necessary for SACEP to field ET Missions to the National Focal Points and National ET Focal Points of the member states with a view to handing over copies of the SACEP documentation on ET, explaining the institutional arrangements that are being instituted for regional co-operation and sensitising the key decision makers regarding the benefits of the strengthening of ET at national level. These ET Missions can also be made use of to impress on member states the need for a National ET Policy, a National Co-ordinating Committee for ET, Capacity Building for ET and the advantages of Regional Co-operation in ET.







## **SOUTH ASIA CO-OPERATIVE ENVIRONMENT PROGRAMME**

The South Asia Co-operative Environment Programme (SACEP) is an association of 8 member states namely; Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka. It came into being with the adoption of the Colombo Declaration and the Articles of Association at the Ministerial Meeting held in Colombo in February 1981.

The aims and objectives of SACEP are; to promote and support the protection and enhancement of the environment of South Asia individually, collectively and co-operatively and to encourage the judicious use of the resources of the environment with a view to alleviating poverty, reducing socio economic disparities, and improving the quality of life of the people.

Among the key functions of SACEP are; promoting co-operative activities in environmental protection and management which are beneficial to the member states; facilitating sharing of knowledge and expertise; and providing resources for project implementation through donor assistance and support.

Under its Strategy and Programme for 1992 - 1998 priority attention is being given to; Capacity Building; Awareness and technology Transfer; Environmental Training; Management of Montane and Coastal and Marine Ecosystems and Wildlife and Natural Habitats.

Some of the major ongoing projects of SACEP are; as Secretariat for the South Asian Regional Seas Programme, the implementation of identified Priority Projects; SACEP/UNEP/NORAD Joint Project on Environmental Law in South Asia (1996 - 2000); preparation of 'The State of the Environment Report for South Asia; formulation & implementation of a Regional Plan of Action under the Global Programme of Action on Land-Based Sources of Marine Pollution; Assessment of Floral Biodiversity in South Asian Region and implementation of the Project on Capacity Building for Environmental Training in South Asia.