



# Guidelines for Environmental Impact Assessments in International Development Cooperation

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SWEDISH INTERNATIONAL DEVELOPMENT  
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*An understanding of the impact of our actions on the environment is a prerequisite for sustainable development and a basis for our survival*

Human beings as all other forms of life are dependent on the earth's life-sustaining systems for their existence and their well-being. The ecocycles and ecological processes of nature regulate climate and water flow, cleanse air and water, recycle essential elements, create and regenerate soil and permit all forms of life to exist, reproduce and develop. These ecocycles constitute the foundation of all types of human production.

Today human beings affect all ecosystems, and in all ecosystems (with very few exceptions) there are human beings who are a part of them and dependent on them. The great challenge we face today is to enable good and meaningful lives for all people in ways which respect the other forms of life on earth and which are ecologically, socially and economically sustainable in the long-term.

The relationship between a development project and the people and the environment it affects is dynamic and changeable. People affect the environment in which they live and are affected, in turn, by changes in the environment.

It is against this background that environmental impact assessments are made. It is impossible to obtain complete information on the project, the environment or the people, but it is necessary to obtain as much information as possible in order that wise decisions can be made. It is also important to assess the degree of uncertainty in the information obtained and to take this into consideration.

People affected by the project - women, men and children - should be invited to participate in the environmental impact assessment. This is important not merely for a good assessment of the impact on the environment: changes which lead towards sustainable development require methods which bring together decision-makers and the people affected. Progress is based on mutual visions, strategies and decisions.

# 1 Environmental impact assessments in development cooperation

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**The sustainable use of natural resources and protection of the environment** is one of the fundamental objectives of Swedish development cooperation. This objective shall be an integral part of all Swedish development cooperation - only then can it contribute to sustainable development.

Sweden, together with most other nations in the world, has undertaken to work for sustainable development in the implementation of the Rio Declaration and Agenda 21. Both the Rio Declaration and Agenda 21 emphasise the importance of using environmental impact assessments in development cooperation.

Sida's guidelines for environmental impact assessments in development cooperation shall provide practical guidance for the EIA process at Sida. They follow the Guidelines on Environment and Aid: Good Practices for Environmental Impact Assessment which OECD's Development Assistance Committee (DAC) has adopted<sup>1</sup>.

## 1.1 Basic principles

1. Environmental impact assessments (EIA) shall be included in project proposals which are submitted to Sida for assessment.
2. **The scope of the EIA will vary** depending on the expected impacts of the project on the environment.
3. EIAs are a **part of the project and programme cycle** and shall be implemented as an integral part of the project assessment process. The EIA shall be made as early as possible so that the results of the EIA can influence the design of the project and decision to provide support.
4. It is the **responsibility of the project owner to make the EIA**. Sida's role is to review the EIA and support the project owner if necessary.

The EIA shall comprise a systematic review of the positive and negative consequences of the proposed project on the environment. Whenever appropriate a study should be made of alternatives to the project and of alternative solutions within the framework of the project. The EIA shall produce proposals for measures to be taken in order to prevent or minimise degradation of the environment, and proposals to optimise the contribution of the project to sustainable development within the framework of the project's objectives.

The EIA shall be made no later than in the assessment phase of all contributions in Sida's programmes of development cooperation. The methods to make EIAs have been developed primarily for the assessment of proposals at project level. However, the principles are the same for contributions at sector and programme level.

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<sup>1</sup> OECD Development Assistance Committee: Guidelines on Environment and Aid, No 1. Good Practices for Environmental Impact Assessment of Development Projects. OECD Paris 1992.

### *The scope of EIAs*

The form, content and scope of EIAs shall be adapted to the needs of the project proposals in question. In the case of projects which are expected to have a minimal effect on the environment the EIAs can be very brief, while projects which will have major environmental consequences require extensive and detailed EIAs. If no effects on the environment, positive or negative, are expected, one or two lines in which this fact is stated is sufficient. It shall be evident from the sentence or sentences why this conclusion has been drawn.

The conclusions of EIAs are presented in the project proposal. Where an extensive EIA is concerned, it may be necessary to present the results in a special report, but a summary shall always be included in the project proposal.

## **1.2 Roles and responsibilities**

**It is the responsibility of the project owner to make the EIA.** The overall responsibility for ensuring that the EIA is adequate and thorough rests with the project owner.

**Sida's role is, in principle, to review EIAs.** It is Sida's responsibility to provide specific information on Sida's requirements for the implementation and content of the EIA. Information to the partner in cooperation can be given, for example, by providing the partner with the EIA guidelines.

Whenever necessary and possible Sida can provide support, financial and/or in the form of advice, to the partner in cooperation for the implementation of the EIA process.

## **1.3 The EIA in a holistic perspective**

The EIA is an instrument which makes it possible to introduce, at an early stage of the project planning process, extensive information on the environment in which projects shall be implemented, and to enable projects to be designed in such a way that they are economical with scarce resources and contribute to sustainable development. The EIA sifts out alternative solutions and possibilities and makes it easier to discover issues which have been overlooked.

There is no absolute answer to the question of what an EIA should include. The environmental concept differs from country to country. However international practice is being developed which conforms to the definition below<sup>2</sup>.

*An EIA shall take into consideration direct or indirect effects on:*

- people, flora and fauna;
- land, water, air, climate and landscape;
- material assets and cultural heritage
- interaction between the above-mentioned factors.

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<sup>2</sup> The EU Council Directive 85/337/EEC On the Assessment of the Effects of Certain Public and Private Projects on the Environment.

**The environmental, health-related, social and economic aspects** of a project are parts of a whole. The assessment of how a project relates to environmentally sustainable development is only meaningful in a holistic perspective. The EIA must be performed with this approach but it is important to point out that the EIA can only constitute one part of the analysis of the proposed project.

The analysis in the EIA of how people will be affected by the project shall focus on consequences which are related to the environment. The EIA shall always analyse how the project's expected effects on the environment and natural resources relate to the health and safety of people including their comfort and well-being. An analysis shall also be made of those social consequences of the project which can, in turn, affect the environment.

The EIA shall consider how women, men and children will be affected. For a further analysis of the project's effects from the gender perspective, reference should be made to the project's gender analysis.

The people who will or may be affected should always be invited to participate through consultations, by being given the possibility of participating and exerting an influence as actively as possible, and by being provided with information during the course of the process.

Whenever possible an environmental economic analysis should be included in the EIA. An analysis of this type makes it possible to integrate the conclusions of the EIA into the economic and financial analysis of the project assessment process. Hereby well-based judgements can be made between the project's costs and benefits and between various possible alternatives and scenarios. The environmental economic analysis can also be used to find the most effective instruments to overcome the environmental problems which can arise as a consequence of the project. If an economic analysis is made of the project proposal, the environmental consequences should be evaluated in this analysis. A short presentation of environmental economic analyses is provided in [appendix 2](#).

International agreements on the environment shall always be respected by Sida. The partner country's environmental legislation, EIA rules and environmental standards shall constitute a point of departure for EIAs. However, Sida can require environmental standards which are higher than those of the partner country if this is considered necessary from the perspective of sustainable development and thereby for Sida's decision on whether or not to provide support. A summary of important international conventions and agreements on the environment is provided in [appendix 3](#).

If, as a result of the EIA, uncertainties arise in respect of environmental consequences and their dimensions, the precautionary approach should be used, as agreed by Sweden and other states in the Rio Declaration. The precautionary approach means that activities which are believed to cause serious environmental degradation shall be avoided, even if there is no direct scientific proof of this<sup>3</sup>.

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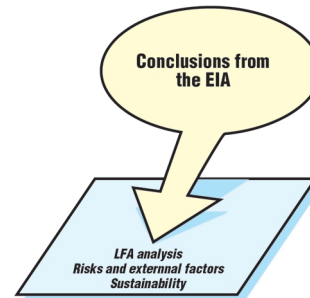
<sup>3</sup> Principle 15 of the Rio Declaration: "In order to protect the environment, the precautionary approach shall be widely applied by the States according to their capabilities. Where there are threats of serious or irreversible damage, lack of full scientific certainty shall not be used as a reason for postponing cost-effective measures to prevent environmental degradation."

## 1.4 The EIA in the project cycle

The EIA process at Sida is a part of the project cycle. It is important that the EIA comes in at an **early stage** and that the EIA process is well integrated with other parts of the overall assessment of the project proposal in question.

The EIA shall be included in the project owner's planning phase. The EIA is therefore, in the first place, a part of the preparation of a project - see section 2 (Methods).

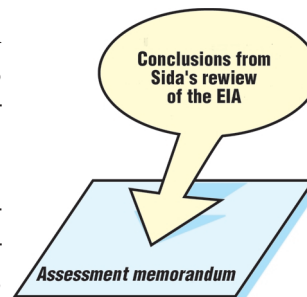
**The conclusions of the EIA shall also be included in the LFA (Logical Framework Approach) analysis** of the project proposal. The project's environmental impact shall be included under the section *Risks and external factors* where the project's implementation phase is concerned, and under the section *Sustainability* for the period of time after the Swedish support has been phased out (see *Sida at Work* and *Guidelines for the Application of LFA in the Project Cycle*).



The conclusions of Sida's review and assessment of the EIA shall always be summarised in the assessment memorandum which **forms the basis of Sida's decision on support to the project** (see *Sida at Work*).

**Ongoing projects which have not previously undergone an EIA shall undergo an EIA at the first suitable opportunity**, for example at the start of the assessment of a possible extension of Sida's support.

**Monitoring and evaluation** of the project's real environmental effects and that planned measures to reduce negative effects have actually been taken in accordance with the EIA, shall be made together with other monitoring and evaluation of the project, during and after implementation (See section 5 below).

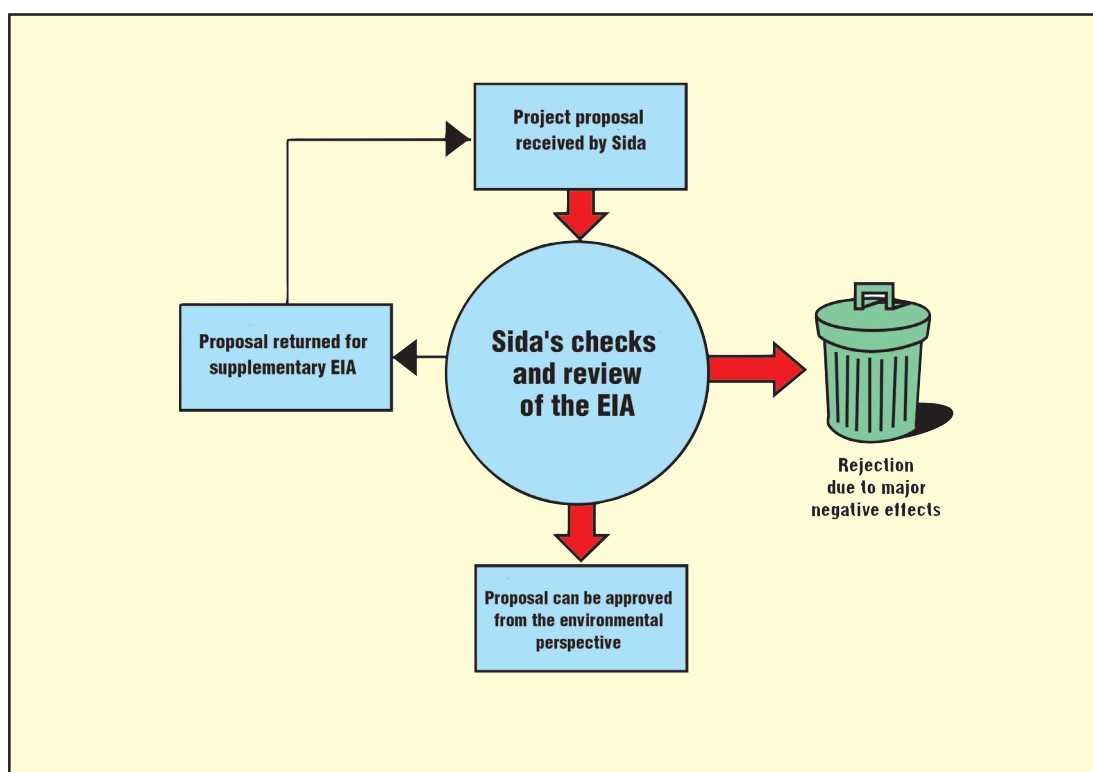


## 2 The EIA process at Sida

The EIA process, with a special focus on Sida's responsibilities, is described below. Appendix 4 contains a description of Sida's perspective on good practices for the project owner's EIA process. The programme officer should be very familiar with the contents of appendix 4 in order that he/she can make an assessment of the EIA requirements for the project proposal in question, reach agreement with the project owner on these requirements, and make a review of the EIA.

### Methods

1. When a project owner (a state, an organisation or a company) approaches Sida to obtain information on the possibility of obtaining Swedish support, **Sida shall inform the project owner that an EIA shall be made** (most suitably by providing a copy of the EIA guidelines). An application for support can also be received by Sida without a preceding dialogue. In such cases it is possible that an EIA has not been made.
2. In the initial assessment of the project proposal, the programme officer establishes that **an EIA has been made**, if it has been included as part of the project proposal, and if so whether it is **sufficient** for Sida's purposes or needs to be **supplemented**. As an aid for the assessment process, the checklist in appendix 1 shall be used. If it is evident in the initial assessment phase that the project will have an unacceptable impact on the environment, the application for support shall be **rejected**.
3. In the in-depth assessment **Sida shall notify the project owner if a supplementary EIA is needed**. This information shall state the scope and focus of the EIA to enable Sida to consider whether it shall provide support to the project (see further, appendix 4).





4. The EIA included in the project proposal, or the EIA which has been supplemented at the request of Sida, shall be **reviewed** by Sida. In this review the questions below and relevant checklists in **appendix 1** should be used by the programme officer responsible. Sida can decide to have an **external review** made of the EIA if considered necessary in the project assessment process.

Note that points 2 and 4 will often coincide.

*Important questions in the review of EIAs:*

- Has the EIA assessed all significant positive and negative effects on the environment?
- Does the EIA provide a clear picture of the size, scope and significance of the impact of the project on the environment?
- Have the stakeholders affected by the project received sufficient information and been given the possibility to participate in and exert an influence on the process? Have any special points of view been presented?
- Has the EIA, where applicable, made an assessment of alternatives to the project, or an alternative organisation of the project?
- Are there specific proposals for measures to eliminate and/or minimise negative effects on the environment (and where necessary measures to resolve conflicts and to provide compensation for damage)?
- Does the EIA provide guidance for positive contributions to environmentally sustainable development within the framework of the goals of the project?
- Are the proposals made in the EIA unambiguous, with specific objectives and indicators which can be integrated into the implementation and follow-up of the project?
- Does the EIA need to be supplemented?
- Does the project's environmental impact mean that Sida should not provide support for the implementation of the project?

**A summary of the conclusions of the review shall be included in Sida's assessment memorandum.** The conclusions can also be included in the documentation for the LFA analysis which is made in the project assessment process. (See above, section 1.4)

## 3 Special forms of support

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### **Multilateral support**

The principle that EIAs are required for Sida support also applies to contributions made via multilateral institutions. Most multilateral institutions have their own EIA procedures which, as is the case at Sida, often follow the recommendations made by OECD/DAC. When necessary, Sida should initiate a dialogue on which requirements should be used.

### **Co-financing with other donors**

Where co-financed projects are concerned, the EIA guidelines of the lead donor should normally be followed. One requirement on the part of Sida for co-financed projects is that EIA guidelines exist and are followed in the project in question. If the lead donor does not have EIA guidelines, Sida can propose that Sida's guidelines are followed.

### **Support via non-governmental organisations**

Sida's EIA guidelines also apply to Swedish support channelled through non-governmental organisations (NGOs). EIAs shall be included in applications for support from Sida via NGOs. When necessary Sida can conduct a dialogue on EIA guidelines and routines with NGOs.

### **Humanitarian assistance**

In many cases humanitarian assistance is channelled through UN agencies and international NGOs. The principle that EIAs are required for Sida support also applies to these contributions. When necessary, Sida should conduct a dialogue on which EIA requirements should be used.

## 4 EIA at sector and programme level: strategic environmental assessments

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EIAs shall be made in the assessment of all contributions. EIA methodology has been produced primarily for the assessment of proposals at project level. However, the principles are the same for contributions at sector and programme level and the guidelines shall also be used for these types of contributions.

In the assessment of environmental impact at the sector and programme level certain aspects arise which are normally not part of EIAs at the project level. At these levels it is, for example, possible to make an assessment of the combined effect of different activities and actions in the programme or sector and it is possible to propose measures for institution building or capacity building which would be too costly for an individual project.

Therefore EIAs at sector and programme level are called **strategic environmental assessments**<sup>4</sup>.

In addition to what has been said on EIAs above, the strategic environmental assessment should include:

- a description and analysis of the environmental situation in the sector/region in question
- a description and analysis of environmental work in the sector, including legislation and environmental regulations
- other relevant information on the institutional situation
- an analysis of the combined effect of different activities/measures in the sector/programme
- proposals for capacity building measures for environmentally sustainable development in the sector/programme.

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<sup>4</sup> Strategic environmental assessment is also a component in the development of Sida's country strategies.

# 5 Environmental aspects in the implementation, monitoring and evaluation of projects

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## **Project implementation**

Good project implementation requires that the agreed conclusions from the EIA are included in the final project design. Many projects are process-oriented and may need gradual development of the environmental components together with other parts of the project. Therefore, whenever necessary, a strategic environmental assessment can be made when a programme is approved and EIAs can be made of sub-projects included in the programme at a later stage. In such cases the strategic environmental assessment answers the question of whether the programme can be supported from the environmental point of view, and the subsequent EIAs determine the environmental effects of each sub-project and describes how these effects shall be handled.

## **Monitoring**

Sida requires monitoring of the actual environmental impact of the project and that planned measures have really been taken. This is done jointly with other forms of monitoring during the implementation of the project. The forms of monitoring are laid down in the agreement with the partner in cooperation.

## **Evaluation**

The evaluation of the project's positive and negative effects on the environment can be made both during the implementation stage and at the completion of the project in order to learn from experience gained. Sida's various evaluation activities shall include the evaluation of environmental impacts.

*Key factors for environmentally effective implementation, follow-up and evaluation of projects:*

- The EIA must include relevant **background data** against which results can be monitored and evaluated;
- **Measures** to eliminate or minimise **negative** effects on the environment must have specific **objectives** and **indicators**, and these must be included in project documents and in agreements;
- **Objectives** for the project's **positive** contribution to environmentally sustainable development and **indicators** for these objectives must be clearly defined and they must be included in project documents and in agreements;
- **Funds** for the implementation of requisite measures and the fulfilment of stipulated objectives must be included in the project budget. Funds shall also be allocated for monitoring to ensure that this is done and for the monitoring of the environmental impact of the project;
- **The responsibility** for implementing measures and the responsibility for monitoring that such measures have been taken must be defined in project documents and agreements;
- The need of **local capacity building** to make effective implementation and monitoring possible should be identified in the EIA and funds for capacity building should be allocated in the project budget.

# Appendix 1 Checklists

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The programme officer responsible for the project shall go through relevant checklists for **Sida's assessment of EIAs**. The checklists are intended to provide a sound basis for assessments of the relevance and completeness of EIAs.

Moreover the checklists, together with other parts of the guidelines, are useful in the dialogue with the project owner. They provide specific information on Sida's stand-point of what should be included in the EIA process.

*Note that it is often necessary to use more than one checklist. (In the assessment of a rural development project it may, for example, be necessary to go through both the general checklist and the checklists for agriculture and forestry, for water-related activities and for institution development and capacity building.)*

The checklists are divided into the categories below. Apart from the first checklist, the questions in each checklist have been arranged under the following headings: land, water and air; biological diversity; human beings; effects of chemicals.

When going through the questions consideration should be given to any *possibly different effects on women, men and children, as well as social and ethnic groups*.

**Remember that a checklist can never be complete and cannot replace your own judgement of the project proposal in question.**

## *Checklists*

- **General questions - shall always be answered**
- **Agriculture (including livestock farming) and forestry**
- **Water-related activities**
- **Transport and communications, construction, building, waste disposal and mining**
- **Energy**
- **Health and medical care**
- **Humanitarian assistance**
- **Education sector**
- **Institutional development and capacity building**

## General questions

*(shall always be answered)*

- What are the project's positive and negative effects on the environment? Are they clearly presented?
- Does the project proposal offer a reasonable way of fulfilling the stipulated objectives - might there be other alternative ways of fulfilling the objectives which are better from the environmental point of view?
- If there is any uncertainty in respect of environmental effects and their scope, does the project proposal follow the precautionary approach<sup>1</sup>?
- Is it likely that the project will make a positive contribution to environmentally sustainable development under any one of the points in the checklists below? Are these positive contributions formulated as clearly as possible?
- Is there a danger that the project will have negative environmental effects under any one of the points in the checklists below? Has the project been designed to minimise these environmental effects? Can the proposed measures to minimise effects be further improved?

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<sup>1</sup> Principle 15 of the Rio Declaration: "In order to protect the environment, the precautionary approach shall be widely applied by States according to their capabilities. Where there are threats of serious or irreversible damage, lack of scientific certainty shall not be used as a reason for postponing cost-effective measures to prevent environmental degradation."

## Agriculture (including livestock farming) and forestry

*Will the project:*

### Land, water and air

- pollute or cleanse surface water or ground water, soil or air?
- have an effect on land areas which are sensitive to drying up or erosion?
- contribute to increasing the salinity of the soil or to areas becoming waterlogged, or lead to improvements in such areas?
- cause degradation as a result of forestry activities, other mechanical impacts, of overgrazing or movements of livestock, or reduce such degradation?
- cause an increase or decrease in the availability of surface water or ground water, locally or regionally?
- lead to greater surface run-off and less infiltration due to forestry activities, or counteract such effects?
- lead to increased or decreased discharges of fossile carbon dioxide, methane or other greenhouse gases?
- lead to increased or decreased discharges of ozone-depleting substances?
- develop systems which permit sludge, nutritive salts or other waste products to be taken care of or to be returned into ecocycles?

### Biological diversity

- exploit or substantially change important or sensitive ecosystems (for example areas which are covered by natural vegetation), or restore such ecosystems?
- reduce natural biodiversity through threatening plant or animal species, or increase diversity by supporting and protecting ecosystems and species?
- encourage or discourage local sustainable use of wild and cultivated biodiversity, local animal and plant breeding and the development of knowledge of local biodiversity?
- contribute to or counteract the introduction of new species in areas where they do not belong naturally?
- result in a greater or smaller risk that plant and animal diseases are spread to cultivated or wild species?
- result in a greater or smaller risk of the spread of transgenic organisms or genes from such organisms?



## People

- result in a greater or smaller risk that diseases or other negative effects on people's health are spread?
- improve or impair the living conditions of the settled population or nomadic groups?
- make it easier or more difficult, directly or indirectly, for the local population to move or to use natural resources inside or outside the project area?
- increase or reduce conflicts in respect of the present use or tenure of the land?
- damage or protect archaeological relics, places or areas of religious, cultural or historic value, and cultural monuments or make considerable changes to areas of great beauty?
- result in migration of people out of or into the project area?

## Chemical effects

- use chemicals which are difficult to break down?
- have the result that large areas are exposed to chemicals?
- result in an increased or decreased risk that chemicals are unintentionally spread, by air, water or via food chains, through the use of chemicals, or through poor storage conditions or inadequate facilities for the destruction of waste products?
- contribute to a situation in which untrained personnel handle chemicals, or contribute to training personnel in handling chemicals and providing them with protective equipment?
- result in acute and/or long-term health hazards for personnel who handle chemicals or for the population in the area, or reduce such risks?

## Water-related activities

*Will the project:*

### Land, water and air

- pollute or cleanse surface water or ground water, soil or air?
- have an effect on land areas which are sensitive to drying up or erosion?
- contribute to increasing the salinity of the soil or to areas becoming waterlogged, or lead to improvements in such areas?
- cause land degradation as a result of forestry activities, other mechanical impacts, overgrazing or movements of livestock, or reduce such degradation?
- cause an increase or decrease in the availability of surface water or ground water, locally or regionally?
- lead to greater surface run-off and less infiltration due to forestry activities, or counteract such effects?
- lead to increased or decreased discharges of fossile carbon dioxide, methane or other greenhouse gases?
- lead to increased or decreased discharges of ozone-depleting substances?
- develop systems which permit sludge, nutritive salts or other waste products to be taken care of or to be brought back into ecocycles?
- divert water from natural watercourses so that the availability of water downstream of the diversion decreases considerably?
- have a negative effect on water quality, for example by discharges of cooling water or the damming of running water?
- result in the risk of accidents which can have consequences for people and the environment in the surrounding area?

### Biological diversity

- exploit or substantially change important or sensitive ecosystems (for example areas which are covered by natural vegetation), or restore such ecosystems?
- reduce the natural biodiversity through threatening plant or animal species, or increase diversity by supporting and protecting ecosystems and species?
- encourage or discourage the local sustainable use of wild and cultivated biodiversity, local animal and plant breeding and the development of knowledge of local biodiversity?
- contribute to or counteract the introduction of new species in areas where they do not belong naturally (e g through water regulation/water conduits between watersheds)?
- result in a greater or smaller risk that plant and animal diseases are spread to cultivated or wild species (e g through water regulation/water conduits between watersheds)?
- result in a greater or smaller risk of the spread of transgenic organisms or genes from such organisms?

- increase or reduce the risk of depleting fish stocks, i.e. that extraction is greater than natural reproduction?
- prevent or enable migratory fish to reach their reproduction areas?

### **People**

- result in a greater or smaller risk that diseases (e.g. bilharzia, malaria or other water-borne diseases) or other negative effects on people's health are spread?
- improve or impair the living conditions of the settled population or nomadic groups?
- make it easier or more difficult, directly or indirectly, for the local population to move or to use natural resources inside or outside the project area?
- increase or reduce conflicts in respect of the present use or tenure of the land?
- damage or protect archaeological relics, places or areas of religious, cultural or historic value, and cultural monuments or make considerable changes to areas of great beauty?
- result in migration of people out of or into the project area?

### **Chemical effects**

- use chemicals which are difficult to break down?
- have the result that large areas are exposed to chemicals?
- result in an increased or reduced risk that chemicals are unintentionally spread, by air, water or via food chains, through the use of chemicals, or through poor storage conditions or inadequate facilities for the destruction of waste products?
- contribute to a situation in which untrained personnel handle chemicals, or contribute to training personnel in handling chemicals and providing them with protective equipment?
- result in acute and/or long-term health hazards for personnel who handle chemicals or for the population in the area, or reduce such risks?

## Transport and communications, building, construction, waste disposal and mining

*Will the project:*

### Land, water and air

- pollute or cleanse surface water or ground water, soil or air?
- have an effect on land areas which are sensitive to drying up or erosion?
- contribute to increasing the salinity of the soil or to areas becoming waterlogged, or lead to improvements in such areas?
- cause land degradation as a result of forestry activities, building activities (including road construction), mining activities or other mechanical impacts, or reduce such degradation?
- cause an increase or decrease in the availability of surface or ground water, locally or regionally?
- lead to greater surface run-off and less infiltration due to forestry activities, road construction etc, or counteract such effects?
- lead to increased or decreased discharges of fossile carbon dioxide, methane or other greenhouse gases?
- lead to increased or decreased discharges of ozone-depleting substances?
- develop systems which permit sludge, nutritive salts, building waste, excavated materials or other waste products to be taken care of or returned into ecocycles?

### Biological diversity

- exploit or substantially change important or sensitive ecosystems (for example areas which are covered by natural vegetation), or restore such ecosystems?
- reduce natural biodiversity through threatening plant or animal species, or increase diversity by supporting and protecting ecosystems and species?
- contribute to or counteract the introduction of new species in areas where they do not belong naturally (e g through water regulation/water conduits between watersheds)?
- facilitate access to areas with important or sensitive ecosystems which were previously inaccessible, resulting in threats to biodiversity and management conflicts?

### People

- result in a greater or smaller risk that diseases or other negative effects on people's health are spread as a result of pollution, poor quality building materials, poor sanitary conditions or the building of slums?
- improve or impair the living conditions of the settled population or nomadic groups?

- make it easier or more difficult, directly or indirectly, for the local population to move or to use natural resources inside or outside the project area?
- increase or reduce conflicts in respect of the present use or tenure of the land?
- damage or protect archaeological relics, places or areas of religious, cultural or historic value, and cultural monuments or make considerable changes to areas of great beauty?
- result in migration of people out of or into the project area?

**Chemical effects**

- use chemicals which are difficult to break down?
- have the result that large areas are exposed to chemicals?
- result in an increased or decreased risk that chemicals are unintentionally spread, by air, water or via food chains, through the use of chemicals, or through poor storage conditions or inadequate facilities for the destruction of waste products?
- contribute to a situation in which untrained personnel handle chemicals, or contribute to training personnel in handling chemicals and providing them with protective equipment?
- result in acute and/or long-term health hazards for personnel who handle chemicals or for the population in the area, or reduce such risks?

## Energy

*Will the project:*

### Land, water and air

- pollute or cleanse surface water or ground water, soil or air?
- have an effect on land areas which are sensitive to drying up or erosion?
- contribute to increasing the salinity of the soil or to areas becoming waterlogged, or lead to improvements in such areas?
- lead to land degradation as a result of forestry activities, building activities (including road construction), mining activities or other mechanical impacts, or reduce such degradation?
- cause an increase or decrease in the availability of surface or ground water, locally or regionally?
- lead to greater surface run-off and less infiltration due to forestry activities, road construction etc, or counteract such effects?
- lead to increased or decreased discharges of fossile carbon dioxide, methane or other greenhouse gases?
- lead to increased or decreased discharges of ozone-depleting substances?
- develop systems which permit sludge, nutritive salts, building waste, excavated materials or other waste products to be taken care of or brought back into ecocycles?

### Biological diversity

- exploit or substantially change important or sensitive ecosystems (for example areas which are covered by natural vegetation), or restore such ecosystems?
- reduce the natural biodiversity through threatening plant or animal species, or increase diversity by supporting and protecting ecosystems and species?
- contribute to or counteract the introduction of new species in areas where they do not belong naturally?
- facilitate access to areas with important or sensitive ecosystems which were previously inaccessible?
- prevent or enable migratory fish to reach their reproduction areas?
- contribute to the introduction of new species in areas where they do not belong naturally (e g through water regulation/water conduits between water sheds)?
- result in a risk that plant and animal diseases are spread to cultivated or wild species (e g through water regulation/water conduits between water sheds)?

## People

- result in a greater or smaller risk that diseases or other negative effects on people's health are spread as a result of pollution, poor quality building materials poor sanitary conditions or the building of slums?
- improve or impair the living conditions of the settled population or nomadic groups?
- make it easier or more difficult, directly or indirectly, for the local population to move or to use natural resources inside or outside the project area?
- increase or reduce conflicts in respect of the present use or tenure of water or land?
- damage or protect archaeological relics, places or areas of religious, cultural or historic value, and cultural monuments or make considerable changes to areas of great beauty?
- result in migration of people out of or into the project area?

## Chemical effects

- use chemicals which are difficult to break down?
- have the result that large areas are exposed to chemicals?
- result in an increased or decreased risk that chemicals are unintentionally spread, by air, water or via food chains, through the use of chemicals, or through poor storage conditions or inadequate facilities for the destruction of waste products?
- contribute to a situation in which untrained personnel handle chemicals, or contribute to training personnel in handling chemicals and providing them with protective equipment?
- result in acute and/or long-term health hazards for personnel who handle chemicals or for the population in the area, or reduce such risks?

## Health and medical care

*In Sida's support to health projects the following questions should be answered*

### People and their surroundings

- Will the project make a positive or negative contribution to the achievement of environmentally sustainable development?
- Does the project include programmes for human resource development and methods development which, in a health and medical context, relate to environmentally sustainable development?
- In connection with the training of health and medical personnel, does the curriculum include programmes in environmental hygiene and environmentally-related diseases?
- Does the project include education and training and/or does it contribute to a greater understanding of the prevention and solution of environment-related problems and promote sustainable development in an inter-sectoral perspective?
- Will both women and men be included in the education and training programmes? If so, what aspects should be given attention? See Sida's Handbook for Gender Mainstreaming!
- Will the project provide knowledge on the environment and the importance of environmental effects on health in any other ways? Will it provide people with more knowledge to enable them to relate issues on health and the environment to the situation in their own local communities and thereby make it possible for them to demand that responsibility is taken and that resources are provided to rectify the problems? (For example information on hygiene, the importance of clean water, building latrines etc.)
- Will the project take factors which affect the environment into consideration in connection with the building of health stations, clinics or hospitals? (Waste disposal and sewage disposal etc.)

### Land, air and water

- Does the project contribute to or counteract the pollution of surface water or ground water, air or land? (For example through hospital waste, dumping of medicines, chemicals etc?)
- Does the project contribute to developing systems which permit sludge, nutritive salts, hospital/building waste and other waste products to be taken care of or to be returned after cleaning into ecocycles?

### Chemical effects

- Does the project entail acute and/or long-term health hazards for personnel who handle chemicals, medicines or medical equipment (radiation risks etc)?
- Does the project entail the risk that chemicals/medicines can be unintentionally spread outside the project area, by air, water or via food chains, through their use, or through poor storage conditions or inadequate facilities for the destruction of waste products?
- If so, have measures been proposed to reduce/control the use of chemicals and reduce their negative effects on the environment, and have plans been drawn up for training personnel in handling chemicals and providing them with adequate protective equipment?



- In education and training programmes on the relationship between the environment and health, is information included on the injurious effects on women and men, girls and boys, of the use of chemicals in farming?

**Other effects**

- Are there plans/routines for the safe handling of infected materials?
- Will the project take up work safety issues in a satisfactory way in all other respects?

## Humanitarian assistance

*The following questions have been compiled with special reference to assistance to refugees. They may also be used for general reference purposes in connection with programmes of disaster relief and other forms of humanitarian assistance.*

### Procurement and logistics

- Have the project's transports been planned as efficiently as possible?
- Can transport needs be reduced?
- Have measures been planned for environmentally satisfactory procurements?

### Physical planning

- Are there basic data on soils, availability of ground and surface water, fauna, flora and ecosystems in the areas which may be considered for refugee camps?
- In the selection of the sites for refugee camps, have attempts been made to minimise the effects on areas sensitive to drying up or erosion and the effects on important or sensitive ecosystems?
- Will the recommended building materials have a minimum effect on the environment?
- Can the building materials be recycled or destroyed/deposited in an environmentally satisfactory way?

### Water and sanitation

- Have measures been planned which permit sewage, sludge, nutritive salts, or other waste products to be taken care of or returned into ecocycles?
- Is there a risk that refugee camps will pollute surface or ground water? If so, are appropriate mitigation measures being planned?
- Is there a risk that the use of water by the refugee camp will lead to a reduction in the availability of surface or ground water? If so, are appropriate mitigation measures being planned?
- Is there a risk that the activities of the refugee camp will lead to greater surface run-off and less infiltration? If so, are appropriate mitigation measures being planned?
- Are there plans for chemical and biological controls and checks of drinking water?
- Are there plans for taking care of hazardous waste products?
- Are there plans for checks of airborne particles (road dust, dust from wind erosion etc)?

### Food

- Is the food culturally acceptable?
- Is food selected in such a way that the use of energy for transport, packing, handling and cooking is minimised?
- Are packaging materials recycled?
- Is left-over food recycled in hygienic composting systems?

## Energy

- Are energy-saving stoves and cooking equipment in use?
- Is grain ground in an energy-saving way?
- Is fuel-wood provided in a sustainable way?
- Are renewable sources of energy such as solar energy and wind energy being used?

## Forestry, agriculture, livestock

- Are there plans for long-term sustainable forestry in the refugee areas?
- Is sustainable agricultural production encouraged or negatively affected in the area?
- Can the project diminish, directly or indirectly, the possibilities available to the existing local population of moving into or using natural resources inside or outside the project area? Are there plans to minimise any such effects?
- Can the project lead to conflicts in respect of the present use or tenure of the land? Are there plans to minimise such conflicts and preparedness for conflict resolution?

## Chemical effects

*Will the project*

- use chemicals which are difficult to break down?
- have the result that large areas are exposed to chemicals?
- result in an increased or decreased risk that chemicals are unintentionally spread, for example by air, water or via food chains, through the use of chemicals, or through poor storage conditions or inadequate facilities for the destruction of waste products?
- contribute to a situation in which untrained personnel handle chemicals?
- result in acute and/or long-term health hazards for personnel who handle chemicals or for the population in the area?

*If so are there proposals for measures to be taken to reduce/control the use of chemicals and to reduce negative effects on the environment, as well as plans to train personnel in handling chemicals and providing them with adequate protective equipment?*

## People, social services, education

- Are there plans to minimise the risk that diseases or other negative effects on people's health are spread?
- Can the selection of the site of refugee camps damage archaeological relics, cultural monuments or places/areas of religious, cultural or historic value?
- Is the knowledge possessed by refugees or the local population on the environment used in the planning process?
- Is the use of participatory methods ensured for the planning process, with special attention given to the needs of vulnerable groups?
- Are there plans for education and training and common activities in local environmental issues?

## The education sector

*When support is given to educational reform, primary and secondary schooling, adult education, vocational training and higher education, consideration should be given to the following indirect effects on the environment.*

*Will the project:*

- enhance or reduce the prospects of environmentally sustainable development?
- include programmes of human resource development and methods development which relate to the environment and sustainable development? (For example in curriculum development, other educational planning, development of information systems etc.)
- do the education and training programmes include an interdisciplinary holistic perspective in which the environment and sustainable development are integral parts?
- promote the acquisition of knowledge, values and attitudes necessary for participation in the work of preventing and solving problems related to the environment?
- provide practical skills in solving local environmental and development problems?
- encourage or discourage development and use of local knowledge, for example for the management of natural resources?
- have a potential positive or negative effect on the environment when the new knowledge is applied. (Particularly important in support to vocational training.)

*In cases of support for the printing of textbooks and the production of teaching aids, the following should be given attention.*

*Will the project:*

### **Land, water and air**

- pollute or cleanse surface water or ground water, soil or air?
- cause an increase or decrease in the availability of surface water or ground water, locally or regionally?

### **People**

- result in acute and/or long-term health hazards for personnel who handle chemicals, pollution or other products, or reduce such risks?

### **Chemical effects**

- use chemicals which are difficult to break down? (For example printing ink, laboratory chemicals.)
- result in an increased or decreased risk that chemicals are unintentionally spread, by air, water or via food chains, through the use of chemicals, or through poor storage conditions or inadequate facilities for the destruction of waste products?
- contribute to a situation in which untrained personnel handle chemicals, or contribute to training personnel in handling chemicals and providing them with protective equipment?

*In support to school building and the production of school equipment, attention should be given to the following:*

*Will the project:*

### **Land, water and air**

- pollute or cleanse surface water or ground water, soil or air?
- cause land degradation as a result of forestry activities, building activities, to degradation of the soil structure due to movement of livestock, or reduce such degradation?
- cause an increase or decrease in the availability of surface water or ground water, locally or regionally?
- lead to increased or decreased discharges of fossil carbon dioxide, methane or other greenhouse gases? (For example improved ovens in the school kitchen.)
- develop methods which permit building waste, excavated materials, organic waste and other waste products to be taken care of or returned into an ecocycle? (For example latrines, compost etc.)

### **Biological diversity**

- exploit or substantially change important or sensitive ecosystems, or restore such ecosystems?
- reduce natural biodiversity through threatening plant or animal species, or increase diversity by supporting and protecting ecosystems and species? (For example planting trees in school playgrounds.)
- encourage or discourage local sustainable use of wild and cultivated biodiversity and local processing and development of knowledge of local biodiversity? (For example school gardens, demonstrations of bee-keeping etc)
- contribute to or counteract the introduction of new species in areas where they do not belong naturally?

### **People**

- result in a greater or smaller risk that diseases or other negative effects on people's health are spread? (For example as the result of pollution, poor quality building materials, inferior sanitary conditions.)
- make it easier or more difficult, directly or indirectly, for the local population to move or to use natural resources inside or outside the project area? (For example building schools on traditional grazing grounds.)
- damage or protect archaeological relics, places or areas of religious, cultural or historic value, and cultural monuments, or make considerable changes to areas of great beauty?
- result in migration of people out of or into the project area?

### **Chemical effects**

- use chemicals which are difficult to break down? (For example in building, carpentry etc)
- result in an increased or decreased risk that chemicals are unintentionally spread, by air, water or via food chains, through the use of chemicals, or through poor storage conditions or inadequate facilities for the destruction of waste products?
- contribute to a situation in which untrained personnel handle chemicals, or contribute to training personnel in handling chemicals and providing them with protective equipment?
- result in acute and/or long-term health hazards for personnel who handle chemicals or for the population in the area, or reduce such risks?

## Institutional development and capacity building

*Will the project*

- include education and/or other human resource development activities on the environment and sustainable development in relation to the project?
- include research and/or methods development which relate to the environment and sustainable development?
- develop systems which affect the environment in a positive or negative way?
- have a potential effect on the environment in the application of the new knowledge?
- encourage or discourage local knowledge/local systems of knowledge of significance for environmentally sustainable development?
- include the erection of buildings or other forms of infrastructure which can have a negative effect on the environment? (If so, see the checklist on building and construction.)

## Appendix 2: Environmental economic analysis

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Whenever possible, environmental economic analyses should be made as part of EIAs. This is important for several reasons. An economic analysis and a valuation in monetary terms of the environmental impacts and of the proposals for necessary measures make it possible to integrate the conclusions of the EIA into the economic and financial analysis of the project assessment. It is then possible to weigh up the project's costs and benefits and the advantages and disadvantages of different possible alternatives and scenarios. Environmental economic analysis can also be used to find the most effective instruments to solve environmental problems which can arise as a result of the project.

As a rule of thumb an environmental economic analysis should be included in the EIA if the cost of making this analysis is low, if it is not too difficult or time-consuming, or if a major environmental impact is expected according to the EIA. If a socio-economic analysis is made of the project proposal, the environmental impact should always be included in it.

In its review of an EIA Sida should assess whether adequate environmental economic analysis has been done. If not the partner in cooperation should be requested to supplement the EIA in this respect.

### *Methods*

A number of methods are used to put a value on changes in environmental quality. If the project affects resources which have a market value, it is possible, for example, to estimate:

- changes in productivity (increase/decrease in crop harvests, fish catches etc);
- changes in income (increase/decrease in number of sick days due to ill health, death etc);
- costs of avoiding or reducing negative effects on the environment;
- costs of compensation for damage.

Information can also be used from related markets, for example with the aid of:

- property values (value of property inside and outside an area with environmental disorders);
- wage differential method (higher wages to attract manpower to areas with environmental disorders);
- travel cost method (value of costs of journeys to a certain nature reserve; has also been used to calculate the time required to fetch water and collect firewood in developing countries);
- product substitution/shadow prices (for example the value of a species of fish which is not sold is compared to the value of a similar fish which is sold on the local market).



Other methods which are often used to put a value on changes in environmental quality are:

- the contingent valuation method (a method based on interviews by which estimates are made of the willingness of people to pay to preserve a certain environmental value, and/or what they are willing to accept as compensation for tolerating the loss of a certain environmental value), and
- experiments in which goods are “bought“ under hypothetical conditions.

# Appendix 3:

## Major international agreements and conventions

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Sweden and most of Sida's partner countries have signed and ratified a number of international conventions and other agreements which concern various environmental issues.

When making environmental impact assessments, consideration should be given to how the proposed activities relate to the environmental legislation of the partner country and its undertakings in the conventions and agreements. Will the project assist the partner country in fulfilling its undertakings, or will it hinder the fulfilment of these undertakings in any way? If the project will help the partner country to fulfil its undertakings, this should be noted in the project documentation. If the proposed activities make the fulfilment of undertakings difficult, the project should be reviewed.

Below a brief description is given of the most important international conventions and agreements on the environment. Sweden has signed all of them.

**Agenda 21** is the action programme which was adopted at UNCED (United Nations Conference on the Environment and Development) in 1992. It is not legally binding but has strong political support internationally. Agenda 21 contains concrete proposals for the work on sustainable development in all areas of society. The UN Commission on Sustainable Development (CSD) is responsible for the supervision of the implementation of Agenda 21 and holds meetings once a year.

The objective of the **UN's Framework Convention on Climate Change** is a stabilisation of the level of greenhouse gases in the atmosphere at a level which limits global climate change. An important part in the work of living up to the objectives of the convention is the focus on renewable sources of energy which is included in Sida's policy for environmentally sound energy support.

The **Convention on Biological Diversity** concerns the conservation and sustainable use of biological diversity (the world's ecosystems, all species of plants, animals, fungi and micro-organisms in the ecosystems and the genetic variations within the species) and a fair and equitable sharing of the benefits arising from the sustainable use of genetic resources.

The objective of the **Montreal Protocol** is a reduction in emissions of ozone-depleting substances into the atmosphere. The protocol states dates for the phasing out of production of ozone-depleting substances by developing countries.

**The European Council Directive (85/337/EEC) on the Assessment of the Effects of Certain Public and Private Projects on the Environment** with amendments and supplements (11/97/EC) contains regulations in respect of EIA in the EU. The directive has been in force since 1987 and the amendments and supplements will apply from 1999.

The **Espoo convention on EIAs in a transboundary context** takes up, among other things, questions of procedure for EIAs, on the participation of the general public, the minimum content of EIAs, the consideration that shall be given to EIAs in decisions, and follow-up.

The objective of the **UN Convention to Combat Desertification (CCD)** is a reduction in the degradation of land in arid areas of the world. The convention emphasises the need of local work for sustainable development and encourages participatory methods.

**Rio's forest principles** is a non-binding inter-governmental document. Its aim is sustainable forest management in all countries. The Intergovernmental Forum on Forests (IFF) works for the implementation of the forest principles.

The **Habitat Agenda** has the aim of sustainable development in urban areas. The agenda contains principles, undertakings and a global action plan for the sustainable development of cities and emphasises broad participation in development work.

The **Convention on Wetlands of International Importance (the Ramsar Convention)** has the goal of preserving wetlands of international importance.

The objective of the **Basel Convention on the Control of Transboundary Movements of Hazardous Wastes and their Disposal** is control and reduction of transports of environmentally hazardous waste between countries, the secure disposal of environmentally hazardous waste and support to developing countries for environmentally effective management of waste.

The **London Convention** has the aim of preventing the dumping of environmentally hazardous waste and other matter at sea.

The **Helsinki Convention of 1992** on the protection and use of transboundary water courses also takes up the importance of EIAs.

**CITES** (the Convention on International Trade in Endangered Species of Wild Fauna and Flora) prohibits (and in certain cases regulates) international trade in endangered species.

The aim of the **Convention on the Conservation of Migratory Species of Wild Animals (the Bonn Convention)** is conservation and management of migratory species (including waterfowl and other wetland species) and promotion of measures for their conservation including habitat conservation.

Negotiations on the **UN Convention on the Law of the Non-Navigational Uses of International Watercourses** were finalised in 1997 and the convention is open for signature up to the year 2000. The convention takes up both the conditions for international agreements on the use of watercourses and measures to protect and preserve environments in the international watercourses.

The **WHO's Global Strategy for Health and Environment** takes up the relationship between health and environmentally sustainable development. The strategy stipulates among other things the establishment of mechanisms to guarantee cooperation between authorities and organisations in all sectors which are responsible for health and the environment.

The **UN Convention on the Rights of the Child** lays down the fundamental rights of children to survival, development and protection and their right to participation in decisions which concern them. The convention came into force in 1990 and is the convention which most countries in the world have signed and approved.

The **Beijing Declaration** from the 4th World Conference on Women, Beijing, China, 1995, contains recommendations for equality which also relate to sustainable development.

# Appendix 4:

## Good practices for EIAs

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This appendix describes an EIA process which could be followed by the project owner and which corresponds to good practices for EIAs according to OECD/DAC<sup>5</sup> and Sida's approach. The programme officer should be well acquainted with the contents of this appendix in order to assess the EIA needs for a particular project proposal and to review EIAs. The description can also provide initial guidance for the project owner in respect of Sida's approach to EIAs together with the main text of the guidelines and the checklists.

### 1. Sida's requirements in respect of EIAs

The sustainable use of natural resources and conservation of the environment is one of the basic goals of Swedish international development cooperation. Consideration of the environment shall permeate all Sida's work and programmes of cooperation. **Sida therefore requires EIAs to be included in all project proposals which are submitted to Sida for assessment.**

#### *The scope of EIAs according to Sida's approach*

The appearance, content and scope of an EIA shall be adapted to the needs in the project proposal in question. Projects which will have a major environmental impact require extensive and detailed EIAs, while EIAs for projects which are expected to have little effect on the environment can be kept very brief.

The conclusions of the EIA shall be presented in the project proposal. It may be necessary to present an extensive EIA in a special report, but a summary must always be included as part of the project proposal.

### 2. Simple EIAs for projects with a minor environmental impact

EIAs can be very brief for projects which are expected to have insignificant or minor effects on the environment. It is, however, important that the project owner always goes through the project proposal and ensures that it is as positive as possible from the environmental point of view, within the framework of the project's objectives.

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<sup>1</sup> OECD Development Assistance Committee: Guidelines on Environment and Aid, No 1. Good Practices for Environmental Impact Assessment of Development Projects. OECD Paris 1992.

*A simple EIA can be made by reviewing and answering the following questions:*

- What are the project proposal's probable positive and negative effects on the environment? Are they presented clearly?
- Does the project proposal represent a good alternative to achieve the stipulated goals? Are there other alternative ways of reaching the goals which are better from an environmental point of view?
- Is it likely that the project will make a positive contribution to environmentally sustainable development? If so, has this positive contribution been developed as well as possible?
- Is there a risk that the project will have negative effects on the environment? If so, has the project been designed to minimise these effects? Can the proposals for measures to protect the environment be further improved?
- If there is a lack of clarity in respect of the environmental effects and their overall impact, does the project proposal follow the precautionary approach<sup>6</sup>?
- Are the project's environmental effects so negative that it should not be implemented?

### 3 Procedure for major EIAs

The text below primarily describes the procedure for major EIAs. For less extensive EIAs those parts of the procedure which are appropriate for the project in question should be used.

#### 3.1 Screening

A screening process is used in most countries in order to identify those projects for which an EIA shall be made. Since Sida requires EIAs for all contributions, no screening is required. Instead EIAs for projects with minor environmental effects can be kept very brief (see above).

#### 3.2 Scoping

Scoping is done to define the focus and scope of the EIA study.

More specifically, scoping is done in order to

- specify what issues and impacts the EIA study shall focus on and the methods which should be used;
- formulate alternatives which should be further examined;
- identify stakeholders, their participation in the EIA, and their need of information;

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<sup>2</sup> Principle 15 of the Rio Declaration: "In order to protect the environment, the precautionary approach shall be widely applied by States according to their capabilities. Where there are threats of serious or irreversible damage, lack of full scientific certainty shall not be used as a reason for postponing cost-effective measures to prevent environmental degradation."

- determine in what order the issues which should be studied, and
- draw borderlines in time and space for the EIA study.

Scoping should result in **Terms of Reference** for the EIA study (see below) or, if the project owner considers that no further EIA is necessary, in a summary of the conclusions. Model terms of reference which have been adopted by OECD/DAC are included as [appendix 5](#).

Two aspects of scoping are particularly important. Firstly, scoping offers an excellent opportunity to identify various stakeholders (if these have not already participated in discussions on the project) and to make their participation possible in the EIA process. Secondly, scoping is the best opportunity to identify alternatives to the proposed project, before the project assessment process has proceeded so far that a radical change would be too difficult to implement.

Some main features of scoping are:

- Scoping can often be done as a desk study. However, where major projects are concerned, visits should be made to the geographical area(s) in which the project shall be implemented.
- Participatory methods in the scoping process provide important contacts with the people affected at an early stage of project planning and makes it possible for them to influence the organisation of the EIA process.
- The use of map data, aerial photos and satellite images often provides valuable information.
- An EIA study which follows the scoping process often leads to a redefinition of important environmental effects and key issues. Terms of reference produced in the scoping process should be formulated to take this into consideration.

### 3.3 Implementation of the EIA study

Since screening, scoping, and later review are all part of the EIA procedure, the assessment phase of the EIA is here called the “EIA study“. Terminology varies internationally but the expression “EIA study“ is often used. The EIA study should include:

- in-depth analyses of environmental impacts including associated social and economic effects;
- studies of various alternatives including a zero alternative ( i e the environmental effects of the expected development in the project area if the project is not implemented);
- development of measures to optimise the project’s contribution to sustainable development and to eliminate or minimise any damage, and
- plans for monitoring and evaluation.

The EIA study shall always be implemented in such a way that it guarantees, as far as possible, an independent and impartial assessment of the environmental effects of the

project proposal. At the same time EIAs need to be integrated into the project planning work in order to give the EIAs the best opportunity to influence this process. In order to balance the need of integration with requirements in respect of integrity (honest and impartial presentations of effects), it is essential that the EIAs can “take a step to one side“ in order to make an objective presentation of the proposal’s impacts, particularly on those occasions when decisions are made in the planning process. The provision of information openly to stakeholder (see below) increases the likelihood of obtaining an honest and impartial EIA.

With the aid of **participatory methods** and **local participation** it is more likely that information on relevant and important issues and problems will be obtained. Experience of EIA work also shows that an open approach which includes several different perspectives often leads to the creation of interesting alternatives which could not be developed by just one party. The people who are affected by the project should be **informed** about the project proposal as early as possible in the form of **consultations**. Such consultations should include an active dialogue on the project’s environmental effects and on various possible alternatives. It is important that women, men and children are given the opportunity to participate in the process. Whenever possible, the people affected should also be given the possibility to **participate in the planning, execution and review** of the EIA, as well as in the subsequent **decision-making process**. The participation of different stakeholders in the EIA process is taken up separately in section 4.

These guidelines do not provide detailed guidance for the implementation of an extensive EIA study. For this you are referred to the literature in the reference list. The different components of the EIA study are presented in brief below.

1. **The EIA study starts with the collection of background data** on relevant physical, ecological, economic, socio-cultural and demographic conditions in the project area. These data form the basis of a description of the existing environment and expected changes in this environment caused by present and expected human activity without the project, the so-called **zero alternative**, against which the proposed project shall be assessed.
2. Thereafter, **the effects on the environment are identified** - both positive and negative - which can arise directly or indirectly as consequence of the proposed project. These also include the social effects, health effects and economic effects which are related to the environmental effects. The effects on women, men and children respectively should be presented separately, whenever relevant, as should the effects on different groups in other respects, with special consideration given to weak and poor groups and to future generations.
3. **The analysis and assessment of the environmental impact’s size, scope and significance** is a central component of the whole EIA process. Here it is important that all stakeholders are permitted to give their views. It is also important to make a clear presentation of the degree of uncertainty in the assessment of the different types of effects and risks. It is necessary to relate the analysis to existing environmental legislation and other agreements. Important international agreements and conventions are presented in [appendix 3](#). An economic evaluation of environmental effects should be made whenever possible, and particularly when extensive effects on the environment are expected according to the EIA. A monetary valuation of the identified environmental effects facilitates the integration of the EIA in the final project assessment. (Environmental economic analyses are taken up separately in [appendix 2](#).)



4. **Identification and assessment of alternatives to the project (including the zero alternative) and alternatives within the project** in order to strengthen the project's contribution to environmentally sustainable development and to avoid, as far as possible, negative effects on the environment. The alternatives can relate to both the design and the location of the project. Note that it is important to be receptive to completely different solutions than those presented in the project proposal. If alternatives shall provide a basis for meaningful comparisons they must be "honest" alternatives. The aim should not be to put a certain solution in a more favourable light with the aid of a comparison with another "poor" alternative. This puts the credibility of the EIA and, ultimately, the project at risk.
5. **Development of measures to avoid or minimise damage and to optimise the contribution of the project to sustainable development.** The following questions should be answered:
  - Should the project proposal be changed in order to increase the contribution to sustainable development and to minimise negative environmental effects? If so, how?
  - Are policy changes, stricter legislation or financial controls necessary to reduce the negative environmental effects?
  - Can negative effects be avoided by relocating the project?
  - Are there people who, despite the changes and measures to reduce effects on the environment, are still affected negatively by the project? How shall these people be compensated, and by whom?
  - Are the project proposal's negative effects or environmental risks of such magnitude that, despite the measures which can be introduced to alleviate the effects, the project should not be implemented?
6. **Plans for implementation of mitigation measures and for monitoring and evaluation.** Here it is important to propose those people who shall be responsible to ensure that agreed measures are taken and that environmental effects and remedial actions are monitored, and to allocate funds for monitoring and evaluation within the framework of the project.
7. **Presentation of conclusions**, in the form of the study's final report. The EIA final report is a very important instrument for further reviews (see below) and decisions. As far as possible the report should be written in simple language which can be understood by the general public, and necessary technical terms and expressions should be clarified. The final report of a major EIA study should contain a non-technical summary.

It is the responsibility of the project owner to ensure that the final report is made available to all relevant stakeholders and that they are given a real opportunity and sufficient time to become acquainted with the contents of the report and to submit their points of view (see below under Review). It is also the responsibility of the project owner to take these points of view into consideration.

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<sup>3</sup> Involuntary displacement and resettlement of people should naturally be avoided by investigating all conceivable project alternatives. The identity of many ethnic groups is closely linked to the land and nature where they live, and it is impossible to compensate these people for resettlement in a meaningful way. If, in spite of everything, compulsory resettlement of people is necessary, the project should follow OECD/DAC's "Guidelines for Aid Agencies on Involuntary Displacement and Resettlement in Development Projects".

It is important that the EIA report, whenever necessary, is available in local languages. To ensure that the conclusions are presented to a wide public, the written report should be supplemented as far as possible by other media, for example videos in local languages, local radio programmes, meetings and workshops. These types of media are important in areas in which illiteracy and social and/or cultural barriers prevent people from obtaining access to or understanding the EIA report.

### 3.4 Review

The review of the EIA is made to assess whether the EIA provides sufficient information to permit a well-founded decision to be made on the implementation of the project and forms of implementation. A review is also made to obtain a comprehensive and impartial assessment of the different interests and values represented by the different stakeholders.

Note that this review is not the review made by Sida to determine whether the project shall be given financial support.

The review should:

- make it possible for the local population, different stakeholders and the general public to obtain information about the EIA and to submit their opinions on it;
- give the project owner support in the work of planning, designing and implementing the project so that it makes as great a contribution to sustainable development as possible and has as few harmful effects as possible;
- check whether the project proposal and the EIA's proposals are in line with national and international environmental standards and environmental legislation.

An external review of the EIA should always be sought for major projects and is also valuable for minor projects. An external review should be led by an independent party who should give representatives of all stakeholders the opportunity to participate. If no external review is made an internal review should take place as part of the project planning process. In such cases all stakeholders should also be given the opportunity to participate. To simplify the review and to ensure that no important aspects are overlooked, the questions listed below should be answered.

***Important questions for reviews of EIAs:***

- Has the EIA considered all distinguishable significant positive and negative effects on the environment including associated health effects, social effects and economic effects?
- Does the EIA provide a clear picture of the size, scope and significance of the environmental effects?
- Have the stakeholders concerned been given sufficient information and the opportunity to participate in and exert an influence on the process?

- Has the EIA, where relevant, considered alternatives to the project or different alternative project designs?
- Are there specific proposals for measures to eliminate or minimise negative environmental effects (and, where necessary, measures for conflict resolution and compensation for damage)?
- Does the EIA provide guidance for positive contributions to environmentally sustainable development within the framework of the objectives of the project?
- Are the EIA's proposals clear and does the EIA contain specific goals and indicators which are possible to integrate into the implementation and monitoring of the project?
- Does the EIA need to be supplemented in any way?
- Do the environmental effects of the project mean that the project, despite possible remedial actions, should not be implemented?

The conclusions of the review are summarised in a short report which describes:

- key issues taken up in the EIA;
- key issues taken up in the review;
- the standpoints of different stakeholders;
- the EIA's quality and relevance;
- recommendations in respect of the EIA's proposals and any changes to these proposals;
- recommendations in respect of decisions based on the review.

#### 4. The participation of different stakeholders in the EIA process

The people affected by the project proposal at all relevant levels should always be consulted and given the opportunity to participate actively in the EIA process. The process should be as open as possible.

The following principles should guide the participation of the different stakeholders in the EIA process.

- To make the participation of all relevant stakeholders possible, an **stakeholder analysis** is required in which both primary and secondary stakeholders are identified. It is an advantage if the stakeholder analysis is performed with the aid of participatory methods - this reduces the risk of overlooking a stakeholder group.
- **Consultations** with local groups, NGOs and other stakeholders should begin as early as possible, preferable in the initial project proposal stage, i.e. before the start of the EIA process. Consultations should take place in connection with scoping, during the implementation of the EIA study, and in the review of the EIA study.

- The opportunity to **participate actively** in the EIA process should also be given. It should be possible for stakeholders to influence the organisation of the EIA and to participate in its execution, to discuss various project alternatives etc. Stakeholders should also be given the opportunity to discuss the EIA's recommendations.
- It is important that the people who are affected are **informed of the content** of the EIA in a way which is adapted to local conditions. Where necessary, the EIA report should be available in local languages. In areas with high levels of illiteracy other media (videos, radio programmes, meetings etc) should be used for providing information on the content of the EIA. It is also important to give those affected sufficient time to go through the conclusions of the EIA.
- The various stakeholders should also be given the opportunity to **participate in the review** of the EIA and to submit their views and their assessments of the results.

Traditions in different countries vary where local and popular participation and consultation are concerned. Sida encourages as much openness as possible.

In consultations with local groups which can be affected by the environmental effects of the project, it is important to include a clear gender perspective. Women, men and children should all be consulted and consideration should be given to the ways and the extent to which they may be affected.

## 5. Project implementation, monitoring and evaluation

### *Project implementation*

Good project implementation requires that the agreed conclusions of the EIA are taken into consideration in the final project design. Many projects are process-oriented and require a gradual development of the environmental components together with other parts of the project. Whenever necessary the EIA and project documents should provide scope for this.

### *Monitoring*

The monitoring of the real effects of the project on the environment and the implementation of planned mitigation actions should be made in conjunction with other forms of monitoring of the project during implementation. The forms for monitoring should be determined within the framework of the project.

### *Evaluation*

The evaluation of the positive and negative effects of the project on the environment can be made both during the implementation stage and in connection with the finalisation of the project in order to learn from the experience gained.

*Key factors for environmentally sound project implementation, monitoring and evaluation:*

- The EIA must contain relevant **background data** against which results can be monitored and evaluated;
- **Measures** to eliminate or minimise **negative** effects on the environment must have specific **objectives** and **indicators** and these must be included in project documents and in agreements;
- **Objectives** for the project's **positive** contribution to environmentally sustainable development and **indicators** for these objectives must be clearly defined and they must be included in project documents and in agreements;
- **Funds** for the implementation of requisite measures and for the fulfilment of stipulated objectives must be included in the project budget. Funds shall also be allocated for monitoring to ensure that this is done and for the monitoring of the environmental impact of the project;
- **The responsibility** for implementing requisite measures and the responsibility for monitoring that such measures have been taken must be defined in project documents and agreements;
- The need of **local capacity building** to make effective implementation and monitoring possible should be identified in the EIA and funds for capacity building should be allocated in the project budget.

# Appendix 5:

## FRAMEWORK TERMS OF REFERENCE FOR ENVIRONMENTAL ASSESSMENT\*

### A FRAMEWORK TERMS OF REFERENCE FOR ENVIRONMENTAL ASSESSMENT OF DEVELOPMENT ASSISTANCE PROJECTS<sup>1</sup>

Information considered important to decision-makers is shown in bold italics

TOPICS TO BE ADDRESSED <sup>2</sup>	BASIC REQUIREMENTS	PROCEDURAL CONSIDERATIONS	OPERATIONAL CONSIDERATIONS	PROJECT STAGES <sup>3,4</sup>
<b>A. INTRODUCTION</b>				
1. <b>BACKGROUND</b>	<i>Introduce the project and the most critical environmental issues involved.</i>	Briefly review the events leading up to the conduct of the assessment.	List the main participants in the assessment process.	Concept (i) Prefeasibility (s) Feasibility (s)
<b>B. CONTEXT</b>				
2. <b>THE PROBLEM</b>	<i>Summarize the basic developmental issue or problem being addressed by the proposed activity, i.e., pollution, flooding, drought, erosion, energy shortage, poor health, depressed economy, etc.</i>	Characterize the issue or problem in its broader national context, i.e., historical perspective, root causes, implications for development, and prior attempts at resolution.	As they become available, use results from the environmental assessment to refine the problem statement.	Concept (i) Prefeasibility (s) Feasibility (s)

\* From "Towards Coherence in Environmental Assessment. Results of the Project on Coherence of Environmental Assessment for International Bilateral Aid", Volume II, Procedural Guidelines. 1994. Adopted by OECD/DAC Working Party on Development Assistance and Environment.

<sup>1</sup> The Framework Terms of Reference is only meant to apply to development assistance **projects**, not to development initiatives at the programme and policy levels.

<sup>2</sup> The Topics to be Addressed were derived from the environmental requirements of the OECD, the Commission for the European Communities and individual donors within the Development Assistance Committee of OECD.

<sup>3</sup> The project stages comprise the following generalized project cycle: Project Concept, Prefeasibility, Feasibility, Design and Engineering, Project Implementation, and Monitoring and Evaluation.

<sup>4</sup> Stages are listed if they occur **simultaneously** with the assessment (s), are sources of **information** for the assessment (i) or will be particularly influenced by the **results** of the assessment (r).

TOPICS TO BE ADDRESSED	BASIC REQUIREMENTS	PROCEDURAL CONSIDERATIONS	OPERATIONAL CONSIDERATIONS	PROJECT STAGES
3. PROPOSED SOLUTION	<i>Summarize the way in which the proposed activity is expected to resolve the issue, or solve or alleviate the problem, with the emphasis on sustainability.</i>	Describe the critical requirements for the proposed activity to be successful in the long-term, and identify the major risks and benefits involved.	Identify the technical or operational aspects of the project that are most problematic in terms of achieving sustainability.	Concept (i) Prefeasibility (s) Feasibility (s)
4. COOPERATION AMONG JURISDICTIONS	<i>Summarize the agreement or arrangements between the donor(s) and the recipient country under which the environmental assessment is being conducted.</i>	Describe the sharing of roles and responsibilities, emphasizing the lead role to be played by the recipient country in the conduct of the assessment.	Provide a brief overview of other relevant past cooperative efforts between the donor and the recipient country, including strategies for capacity development.	Concept (i) Prefeasibility (s) Feasibility (s)
5. OBJECTIVES OF THE ASSESSMENT	<i>State clearly the objectives of the of the assessment and the relationship of the results to project planning design, implementation and follow-up.</i>	For donor and recipient country, highlight critical points in the decision-making process linking environmental assessment and project execution.	Note those aspects and outcomes of the project which are considered most likely to be affected by the results of the assessment.	Prefeasibility (s) Feasibility (s)

### C. INSTITUTIONAL SETTING

6. LEGAL/ POLICY BASE	<i>Summarize the legal, policy and procedural bases for environmental assessment in the recipient country and the donor agency.</i>	Identify potential areas of conflict or disagreement and describe how these have been, or can be, overcome.	Ensure agreement on sensitive issues, such as pollution standards, criteria for impact evaluation, relocation and compensation.	Concept (i) Prefeasibility (s) Feasibility (s)
7. INSTITUTIONAL POLICY	<i>Summarize and provide an appraisal of the strengths and limitations of the recipient country in the various fields of environmental protection and management.</i>	Assess current capacity and past experience of institutions in managing domestic and foreign assistance projects; identify capacity building needs (including training).	Focus on key aspects, including the number and competency of staff, size of operational budgets and availability of appropriate technology and equipment.	Concept (i) Prefeasibility (s) Feasibility (s)

TOPICS TO BE ADDRESSED	BASIC REQUIREMENTS	PROCEDURAL CONSIDERATIONS	OPERATIONAL CONSIDERATIONS	PROJECT STAGES
<b>D. ALTERNATIVES</b>				
<b>8. ALTERNATIVES TO THE PROJECT</b>				
a) Policy Interventions	<i>Assess the potential for achieving the basic development objective by interventions at the policy level.</i>	Evaluate options such as using economic instruments, controlling supply and demand, and encouraging reuse/recycling.	Identify key potential constraints, such as lack of experience, and inefficient administrative systems.	Concept (i) Prefeasibility (s) Feasibility (s)
b) Other Projects	<i>Assess the potential for achieving the basic development objective by implementing other projects which are substantively different than the one proposed.</i>	Assess reasonable options, such as alternative sources (for energy projects), alternative modes (for transportation projects) and alternative practices (for agricultural projects).	Identify key constraints, such as the inadequacies of existing infrastructure, time limitations and lack of financial resources.	Concept (i) Prefeasibility (s) Feasibility (s)
<b>9. ALTERNATIVES WITHIN THE PROJECT</b>				
	<i>Evaluate potential alternatives for key aspects of the proposed project, i.e., options for siting, waste management, energy conservation and pollution control technologies.</i>	Assess the potential to implement such alternatives, depending upon the specifics of the project and the design options available.	Identify the most reasonable alternatives and incorporate them into the detailed analysis of environmental impacts.	Prefeasibility (s) Feasibility (s)

## E. INSTITUTIONAL AND PUBLIC INVOLVMENT

10. INSTITUTIONAL COOPERATION	<i>Show clearly how the proposed project conforms with the overall development strategy and priorities of the recipient country.</i>	Describe the manner and extent to which other government institutions in the recipient country were consulted or participated in the assessment.	Describe the procedures used to gain access to information held by other agencies, and to what extent they were successful.	Prefeasibility (s) Feasibility (s)
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TOPICS TO BE ADDRESSED	BASIC REQUIREMENTS	PROCEDURAL CONSIDERATIONS	OPERATIONAL CONSIDERATIONS	PROJECT STAGES
11. PUBLIC INVOLVEMENT	<i>Show how affected groups and NGOs in the recipient country, and interested publics in the donor country, were given the opportunity to participate in the assessment process.</i>	Explain the manner in which information was distributed to, and received from, members of the public, and how that information was used in project planning.	Describe efforts at public scoping, and explain how the results were used to focus the assessment on critical issues, particularly in regard to collection and interpretation of data.	Prefeasibility (s) Feasibility (s)

## F. REQUIRED INFORMATION AND DATA

12. DESCRIPTION OF PROJECT	Describe the project (design life, location, layout, size, capacity, activities), inputs (land, raw materials, energy) and outputs (products, by-products, emissions).	Identify indirect impacts arising from induced changes in land use or ownership and from utilization of local natural resources as raw material for the project.	Identify and quantify sources of impacts, i.e., emissions, effluents, waste products and noise, with particular emphasis on toxic materials.	Prefeasibility (s) Feasibility (s)
13. DESCRIPTION OF ENVIRONMENT	Identify study boundaries and provide baseline data on relevant (as determined from scoping results) physical, ecological, economic, social, cultural and demographic conditions within those boundaries.	Clearly show how information received from the general public through a scoping process was used to limit and focus base-line studies on the important issues.	Identify and quantify receptors of impacts, i.e., components of ecological systems at risk, vulnerable human groups (and subgroups) and valued resources.	Prefeasibility (s) Feasibility (s)
14. INFORMATION QUALITY	Assess the quality of all information, identify data gaps, and summarize the limitations placed on the assessment from such deficiencies.	Recommend measures to ensure that important data bases of reliable quality will be established and maintained for future projects.	Where appropriate and feasible, design the monitoring plan for the proposed project to fill the identified data gaps.	Prefeasibility (s) Feasibility (s) Monitoring and Evaluation (r)

TOPICS TO BE ADDRESSED	BASIC REQUIREMENTS	PROCEDURAL CONSIDERATIONS	OPERATIONAL CONSIDERATIONS	PROJECT STAGES
<b>G. ANALYSIS OF IMPACTS</b>				
<b>15. POSITIVE IMPACTS</b>	<i>Predict how the lives of the affected people will be improved and any enhancement of natural systems resulting from project implementation.</i>	Focus on values determined through scoping, i.e., traditional economy, improved health, better living conditions, conservation of local ecosystems.	Use quantitative analysis where possible; take account of past trends and experience with similar projects.	Prefeasibility (s) Feasibility (s)
<b>16. NEGATIVE IMPACTS</b>				
a) <b>Natural resources</b>	<i>Predict any significant reduction in the quality of air, water and soil or loss of biodiversity.</i>	Emphasize threats to the integrity of ecosystems that could affect economic or social sustainability.	Use predictive quantitative models where possible, to avoid vague predictions.	Prefeasibility (s) Feasibility (s) Design and engineering(r)
b) <b>Human Resources</b>	<i>Evaluate the risk of significant deterioration in the health or well-being of the affected people.</i>	Use the results of public consultation to focus the analysis on locally important concerns and issues.	Undertake an economic and social valuation of the predicted environmental impacts.	Prefeasibility (s) Feasibility (s) Design and engineering(r)
c) <b>Relocation and Compensation</b>	<i>Evaluate plans for involuntary relocation and describe measures taken to minimize the number of relocatees.</i>	Assess the success of previous relocation programmes and recommend changes in the current plans accordingly.	Evaluate the fairness and equity of criteria for determining compensation, and identify required changes.	Prefeasibility (s) Feasibility (s) Design and engineering(r)
d) <b>Cumulative Impacts</b>	Evaluate the incremental contribution to the long-term degradation of local natural and social systems.	Compare the severity of cumulative impacts with those from other previous development activities.	Review past trends and compare current quality indicators to estimated or perceived thresholds.	Prefeasibility (s) Feasibility (s) Design and engineering(r)
e) <b>Trans-Boundary Impacts</b>	<i>Evaluate the potential for neighbouring countries to be impacted and the potential effects on the global commons.</i>	Identify the most likely sources of extra-territorial impacts and describe how such impacts will be kept to a minimum.	Focus on any far-field effects of pollution, and impacts on species or ecosystems of global importance.	Prefeasibility (s) Feasibility (s) Design and engineering(r)

TOPICS TO BE ADDRESSED	BASIC REQUIREMENTS	PROCEDURAL CONSIDERATIONS	OPERATIONAL CONSIDERATIONS	PROJECT STAGES
f) <b>Impact Significance</b>	Define the meaning of the term "significant" and assess the significance of the expected impacts.	Where possible, determine thresholds that reflect local environmental and socio-economic values.	State the environmental quality standards to be applied in the assessment.	Prefeasibility (s) Feasibility (s)

## H. MITIGATION AND MONITORING

17. ENVIRONMENT MANAGEMENT PLAN-NING	<i>Provide a detailed plan covering mitigation of predicted impacts, management of residual effects, relocation and compensation schemes, decommissioning, and training programmes.</i>	Allocate roles and responsibilities and show how the Management Plan is expected to influence project final design, operation and eventual decommissioning.	Present mitigation plans in sufficient detail that they can be incorporated into the criteria for project design, operation and shutdown.	Design and Engineering (r) Monitoring and Evaluation (r)
18. ENVIRONMENT MONITORING PLAN	Provide a comprehensive and detailed plan covering the environmental and social variables to be monitored, the location and timing of sampling and the use to be made of monitoring data.	Clearly state the institution(s) responsible for the monitoring plan and how the resulting information will influence the operation of the project.	Provide sufficient guidance (and training where necessary) on sampling protocols and analytical standards to ensure the generation of reliable data.	Monitoring and Evaluation (r)

## I. CONCLUSIONS AND RECOMMENDATIONS

19. PROJECT DECISIONS	<i>Indicate the extent to which the proposed project conforms with the general principles of sustainable development.</i>	Show how the project has been modified to make it more sustainable and explain the shortcomings that remain.	Compare the proposed project with reasonable alternatives, in terms of benefits and environmental impacts.	Feasibility (s)
20. TECHNICAL MATTERS	<i>Summarize the design and operational changes that are considered critical to improving the environmental acceptability of the project.</i>	Note any legal, policy, procedural or administrative impediments to achieving the required changes to the project.	Note any engineering constraints or risks to achieving the necessary technical changes.	Feasibility (s)

TOPICS TO BE ADDRESSED	BASIC REQUIREMENTS	PROCEDURAL CONSIDERATIONS	OPERATIONAL CONSIDERATIONS	PROJECT STAGES
21. NON-TECHNICAL SUMMARY	<i>Summarize, in non-technical terms, the key findings and recommendations of the assessment, including the main economic benefits, significant environmental effects and proposed mitigation measures.</i>	Summarize any changes required to in-place management systems to ensure that the project is designed and operated in accordance with the recommendations of the environmental assessment.	Highlight the technical and procedural aspects of the assessment that pose the greatest risk to the successful completion and operation of the project, and the recommended strategies to circumvent these.	Feasibility (s)

## J. ANNEXES

22. ORGANISATION	<i>Provide information on the assessment team, the overall approach, the organization of component studies, the schedule, the budget and independent review.</i>	Review past experience with projects of a similar nature and familiarity with the area in question.	Emphasize the nature and scope of expertise in the natural and social sciences brought to bear in the assessment.	Feasibility (s)
23. REPORT FORMAT <sup>5</sup>	Follow a pre-defined outline or format as a general guide in the preparation of the environmental assessment report(s).	A suggested generic format is as follows: (a) Executive Summary (b) Project Description (c) Summary of Impacts (d) Mitigation Measures (e) Unavoidable Impacts (f) Favoured Alternative (g) Management Plan (h) Monitoring Plan (i) Technical Annex	Include in the Executive Summary all of the sections printed in bold italics in this Framework; include in the Technical Annex relevant details on sources of information and data, analytical methods, evaluation criteria and legal standards.	Feasibility (s)

<sup>5</sup> The organization responsible for setting the Terms of Reference should provide the appropriate format for the assessment report.

# Glossary of terms

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Screening	Assessment of whether an EIA is required for a certain project proposal (not applicable in Sida's EIA process since an EIA is always made).
Review	Critical examination and assessment of an EIA and its conclusions and recommendations. In the EIA process it is important to make a distinction between Sida's review and the project owner's review of the EIA.
LFA	Logical Framework Approach - an instrument which facilitates the project assessment process. At Sida LFA should be used to create agreement and clarity in respect of the project proposal rather than for detailed planning and control purposes. The conclusions of the EIA process shall be included in Sida's LFA analysis.
Environmental economic analysis	An analysis of the project's expected environmental impact from an economic perspective.
EIA	Environmental impact assessment.
Scoping	Limiting the focus of the EIA to permit it to concentrate on key areas for decision-making purposes, for the identification of stakeholders etc. The scoping process results in terms of reference for the EIA.
Major EIA	A relatively comprehensive review of the environmental impact of the proposed project and alternative solutions. A major EIA shall be made if there is a suspicion that the project, on account of its size or focus, could lead to extensive effects on the environment.
Project	Generic term for planned actions, activities, programmes etc. which Sida has been requested to support.
Project owner	The organisation which requests support for its project and which is responsible for the planning and implementation of the project. The project owner can be, for example, a government agency, a voluntary organisation, a company or a research institution.
Strategic environmental analysis	Analysis of the environmental impact of international development cooperation at the policy and strategy level. An important part of the strategic environmental analysis is carried out by Sida in the country analysis and the country strategy.

# References

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*Below references are given to a selection of literature on EIA. It is primarily intended that the references shall be used in the implementation of EIAs. They shall also give the interested reader the possibility to obtain an impression of the scope and developments in the subject.*

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## EIAs in brief

**What are EIAs?** Environmental impact assessments (EIA) are made in order to analyse how the environment is affected by proposed development projects and how the projects can contribute, in the best possible way, to sustainable development.

**EIAs shall be made for all projects** which are supported by Sida. EIAs are also required by most other bilateral and multilateral donors.

**Why are EIAs so important?** An EIA is an instrument which can be used to produce better and more sustainable development projects and to ensure that projects which are environmentally unacceptable are rejected. With the aid of EIAs it is also possible to ensure that development in one sector is not implemented at the expense of development in another sector.

**What is assessed?** An EIA assesses the effects a project can be expected to have on the environment and on the people which are part of the environment either by living in it or being dependent on it in various ways. In other words, the EIA takes both the direct and indirect effects on the environment into consideration, including effects on the health of people and the economic consequences of environmental effects. However, the EIA does not make a complete assessment of the expected social and economic effects of a project.

**Who is responsible for the EIA?** The project owner is responsible for the EIA. However, Sida can provide support where necessary.

**When are EIAs made?** Environmental issues must be taken into consideration in the initial stages of the project planning process. Work on the EIA should be done at the same time as, and be integrated with, the financial and technical feasibility studies, i.e. when it is still possible to make fundamental changes to the focus and design of the project. The time required to make an EIA varies considerably from case to case due to the size of the project and the scope of the expected effects on the environment.

**Is there enough time to make an EIA?** The EIA does not delay the project planning, provided that it is planned and initiated at the same time as other parts of the planning process. On the contrary, the EIA routines save time since they help the planners to anticipate and avoid problems which could prevent the project from fulfilling its goals, delay the project or make it more expensive. An EIA also facilitates good monitoring and evaluation of projects.



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