

INTEGRATED ENVIRONMENTAL ASSESSMENT

-understanding state, trends in and prospects for the environment



EEAcademy ENI Summer School Programme
28 August -30 August 2018
Copenhagen, Denmark



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WELCOME TO THE ENI SUMMER SCHOOL 2018

The **European Environment Agency (EEA)**, the **EEAcademy** and the **ENI Summer School Team** would like to *welcome* you to the **ENI Summer School 2018** on **Integrated Environmental Assessments** at the EEA in Copenhagen.

We are delighted to be able to welcome a selection of excellent candidates from the Eastern Partnership countries and the Eionet network to this knowledge sharing and skills developing event focused on **Integrated Environmental Assessments**.

ABOUT THE ENI SUMMER SCHOOL

The **EEAcademy ENI Summer School** is designed to support experts with a direct involvement in integrated environmental assessments, seeking to gain a broader understanding of its role, challenges and methodological advances. In 2018, the ENI Summer School will be primarily targeted at the Eastern Partnership countries experts from Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine and for whom strengthening their competencies in integrated assessment would be beneficial for their current role including, but not exclusively, contributors to the state of environment report.

The **ENI Summer School on Integrated Environmental Assessment** is an EEA activity with the objective to strengthen the current knowledgebase on integrated assessments, improving coherence across assessments through establishing a common, foundational understanding of key theories, concepts and approaches.

This **Summer School** builds on the expertise of the EEA / Eionet partner PBL Netherlands Environmental Assessment Agency and scientific advances in the field of Integrated Environmental Assessment. It is designed to enhance critical reflection and develop key competences within a vibrant and collaborative community of practitioners.

The overall programme of **the ENI Summer School 2018** covers the *why, what* and *how* of **Integrated Environmental Assessment** and will go in depth on how to advance from an Integrated Environmental Assessment to Integrated Sustainability Assessment.



FACULTY

We are delighted to introduce the following experts in the field of **Integrated Environmental Assessment** as part of our Faculty who will contribute to **the ENI Summer School 2018: David Stanners, Melchert Reudink, Eva Kunseler, Cathy Maguire and Lars Mortensen**.

The ENI Summer School team will guide the hands-on training sessions.



David Stanners is Head of Partnerships and Networks (PAN) at the European Environment Agency (EEA). He has a BSc honours degree in Environmental Sciences from Lancaster University (UK) and holds a PhD from the same university on the fate and redistribution of artificial radionuclides in marine and coastal environments. He worked for the European Commission's Joint Research Centre in Ispra, Italy (1982-1990) on environmental radioactivity issues. In 1990, he was assigned to the European Commission's Task Force in Brussels charged with preparing the setting up of the EEA. In 1994 he joined the EEA staff focusing on the developing of EEA's regular state of environment reports and contributions to global and regional assessments.



Cathy Maguire works in the Integrated Environmental Assessment programme at the EEA focusing on integrated assessment, environmental accounting and indicators. She was a lead author of the SOER 2015 Synthesis report and part of the SOER 2015 coordination team. Prior to joining the EEA in 2011, she was Director of Research and Senior Policy Analyst at Comhar Sustainable Development Council (2008-2011), Research Fellow at Queens University Belfast (2002-2011) and Principal Researcher at EnviroCentre Ltd. (2005-2008). She is trained as an ecologist with a BSc (Hons), MSc and PhD from Queens University Belfast. She specialised in multi-disciplinary applied research that provides an evidence base for policy and decision-making. Previous appointments include the Northern Ireland Waste Management Advisory Board (01-04), Comhar SDC council (06-08) and the Irish National Waste Prevention Committee.



Melchert Reudink is a policy researcher at PBL, Netherlands Environmental Assessment Agency. He has a background in policy analysis and public administration. His research covers a broad range of topics from sustainable food production to eco-innovation and from climate adaptation to consumer behavior, mostly from a perspective of institutional economics. He has written a guide on policy evaluation and has taught a PBL-training course on policy evaluation for some years. He has also contributed to several State of the Environment reports of PBL and was lead author of the 2016 – Netherlands State of the Environment -report 'Balans van de Leefomgeving'. Currently Melchert is a project leader at the Dutch Environmental Data Compendium.





Eva Kunseler is a post-doc researcher at the PBL Netherlands Environmental Assessment Agency where she coordinates strategic research programmes on method innovation with a focus on participatory assessment methodology and reflexive evaluation. Her academic research centres on the political and social practice of environmental knowledge production at the science-policy-society interface. Eva's doctoral research developed insight into the reflective practice of researchers working within government expert organisations. Trained as environmental health scientist as well, she has previously worked on environmental risk assessment at the PBL Netherlands Environmental Assessment Agency, at the Finnish National Institute of Health and Welfare, Kuopio, Finland and at the Environment and Health Centre of the World Health Organization.



Lars Fogh Mortensen has worked for the EEA since 2003 as an expert and manager on many elements of integrated sustainability assessments. He is currently responsible for international relations and the SDGs, and moving to undertake assessments on sustainability of consumption-production systems within the EEA as of 1 September. Lars is a trained economist from the University of Copenhagen with 25 years of international experience on sustainable development assessments. Prior to joining the EEA, he was the lead author of the first OECD Environmental Outlook in 2001 after having lead the work on sustainable development indicators in the UN headquarters. He is the author of a number of EEA reports, scientific articles and book chapters on sustainability, focusing mainly on measuring sustainability and wellbeing, and assessments of systems of sustainable consumption and production.

ENI SUMMER SCHOOL TEAM



Luis CASTANHEIRA DOS SANTOS PINTO

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ENI SUMMER SCHOOL 2018 PARTICIPANTS

The **ENI Summer School 2018** sought to achieve a good mix of participants with diverse experiences, levels, views and backgrounds as well as different angles of approaching **Integrated Environmental Assessment** from within the Eastern Partnership countries, the EEA and the Eionet network in order to allow knowledge sharing and co-creation.

	Country	Name
1	AM	Ani Grigoryan
2	AM	Naira Mandalyan
3	AM	Marine Saribekyan
4	AZ	Aytan Hajiyeva
5	AZ	Aynur Aliyeva
6	AZ	Arzu Taghiyeva
7	BY	Katsiaryna Navitskaya
8	BY	Alena Bahadziash
9	BY	Elena Kaminskaya
10	GE	Kakha LomaSvili
11	GE	Lasha Akhalaia
12	GE	Levan Andiashvili
13	MD	Ludmila ungu
14	MD	Natalia Zgircu
15	MD	Nelian Căpățînă
16	UA	Oksana Boretska
17	UA	Nataliya Nagorneva
18	UA	Yuliia Zhuk
19	BG	Emiliya Velizarova
20	PT	Miguel Guerra
21	RS	Tamara Perunovic Culic
22	IE	Cian O'Mahony
23	SK	Sylvia Baslarova
24	HU	Szabolcs Simon



25	HU	Magdolna Sztarenszky
26	IT	Alessandra Galosi



PROGRAMME OUTLINE

Tuesday-28 August 2018

TIME	DESCRIPTION
09.00	<p>Session 1: Introduction</p> <p>Official welcome and setting the scene Hans BRUYNINCKX, Executive Director (EEA) - tbc</p> <p>Learning and expectations @ ENI Summer School <i>Input:</i> Luis Pinto</p>
10.30-11.00	BREAK
11.00-12.30	<p>Session 2: The role, challenges and methodological advancements in IEA</p> <p><i>Lecture:</i> David Stanners (EEA) Followed by plenary discussion</p>
12.30-13.30	LUNCH
13.30-15.30	<p>Session 3: How to carry out an IEA Introduction: Cathy Maguire (EEA)</p> <p>Tutorial: Designing and framing assessment Group Exercise</p>
15.30-16.00	BREAK
16.00-17.30	<p>Session 4: How to carry out an IEA (cont.) Introduction: Cathy Maguire (EEA)</p> <p>Tutorial: Assessing state, trends and prospects Group exercise</p>
17.30	END OF DAY
	DINNER ORGANISED AND HOSTED BY THE EEA, IN THE EEA CANTEEN



Wednesday-29 August 2018

TIME	DESCRIPTION
09.00	Recapping from previous day/ re-connecting the learning process
9.15-10.30	<p>Session 5: IEA; a national perspective Lecture: Melchert Reudink (PBL)</p> <p>Input: PBL Practice followed by Group exercise</p>
10.30-11.00	BREAK
11.00-12.30	<p>Session 6: How to carry out an IEA (cont.) Group Presentations and Plenary discussion Introduction: Kees Schotten (EEA)</p> <p>Session 7: Competencies and knowledge transfer Group exercise</p> <p>Input: Luis Pinto (EEA)</p>
12.30-13.30	LUNCH
13.30-15.30	<p>Session 8: Participatory stakeholder engagement Lecture: Eva Kunseler (PBL)</p> <p>Followed by plenary discussion</p>
15.30-16.00	BREAK
16.00-17.30	<p>Session 9: Participatory stakeholder engagement Input: PBL Practice followed by Group exercise</p> <p>Session 10: Competencies and knowledge transfer Introduction: Group exercise:</p> <p>Input: Luis Pinto (EEA)</p>
17.30	END OF DAY



Thursday-30 August 2018

TIME	DESCRIPTION
09.00	Recapping from previous day/ re-connecting the learning process
9.15-10.30	<p>Session 11: Integrated Assessments and SDGs Lecture: Lars Mortensen (EEA) Followed by plenary discussion</p>
10.30-11.00	BREAK
11.00-12.30	<p>Session 12: Engaging ways to communicate facts and figures Introduction: Kees Schotten (EEA) Group exercise: "Making a good figure: the card game"</p>
12.30-13.30	LUNCH
13.30-15.30	<p>Session 13: Lessons learnt and Conclusions Plenary discussion</p> <p>Session 14: Transfer of knowledge Individual exercise and plenary discussion</p> <p>Introduction: Luis Pinto (EEA)</p>
15.30-16.00	BREAK
16.00-17.30	Session 15: Programme evaluation and closing
17.30	END OF PROGRAMME

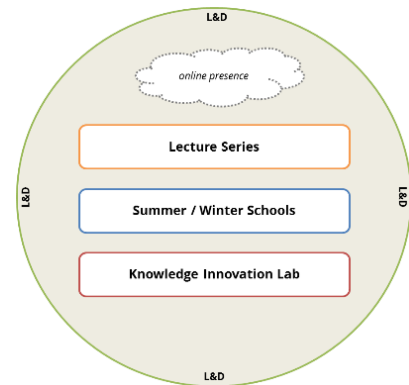


LEARNING @ THE EEACADEMY ENI SUMMER SCHOOL

In the context of the EEAcademy, a summer / winter school is distinct from the “lecture series”, to a great extent precisely because of its learning approach. The summer school aims not only at strengthening our current knowledge base, but also at integrating new knowledge and practices – ultimately re-adjusting our competencies set in a capacity-building mode.

Seeking such a new type of knowledge requires shifting our modes of learning. If we replicate the same good-old training/education models, we will most probably, competency-wise, end-up with very similar outcomes and therefore simply reproduce and reinforce existing perspectives and practices, with very little room for knowledge innovation.

A summer school is thus NOT a sum of lectures condensed over a period of time. Rather, it is conceived as a learning *process*, and an exercise of mutual learning, where participants can experience and compare different approaches to what they already know.



A combination of learning methods is used – from lectures to case-studies analysis and practical exercises. Participants are called upon to make use of their creative potential, in a critical and reflexive attitude towards their own personal and organizational experience. A diverse group of participants is expected. The learning approach enables the contents to link to participants’ specific contexts and backgrounds and particular attention is devoted to knowledge transferability into working realities.

The learning strategy underlying the Summer School programme is therefore based on a couple of key guiding (pedagogical) principles:

- Learner centred: *great concern to learner preferences, practices and cultural meanings; focused on learner needs.*

By saying it is ‘learner-centred’ we are also saying it is not only ‘content-centred’. Although fundamental, it is not only the knowledge (or the information) that matters; the learning process (competence development) as a whole and the need of the learner assumes a great relevance in the overall development process.

- Reflexive: *there is attention for questioning our own underlying assumptions such as social values, and the willingness to change; a process through which “un-learning” and “re-learning” takes places.*

This requires a great effort to reflect critically about our own perspectives, mental models and beliefs (where they come from) and to open up to those of others. “... by opening up to other

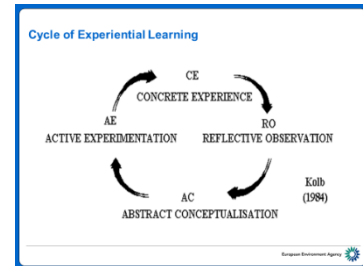


ways of defining a problem or reality and developing a broader more encompassing way to define a problem to which individuals can relate their frame, they open up mentally to a wider array of solutions as well as accepting the existence of other ways to address a similar problem.”(Wittmayer et al. 2011)

- Experiential: *learning is embedded in reflexive practical experience and application – we look at what happens (to us) in a constant trial mode.*

Experience in this account “is not just what happens to us; it is what we do with what happens to us.” (A. Huxley)

Learning reflexively from experience is even more critical when we intend to develop competences that encompass not only knowledge, but also skills and most importantly a new set of attitudes.



- Social: *making individual perspectives and paradigms explicit and confronting these with others in a creative process. Learning processes designed as open knowledge systems.*

In fact, we intentionally expect that through multiple actors’ interactions each learner develops an alternative perspective on reality. It is in this process that “un-learning” and “re-learning” takes places. Under this approach, participants engage in mutual-learning exercises and learning is in this account intrinsically social.

- Transdisciplinary: *natural sciences, physical sciences, social sciences, humanities and other should be integrated from the beginning when tackling complex, systemic challenges.*

In this account, knowledge is not limited by existing disciplinary boundaries; instead, we seek for sources of knowledge in areas that are not defined by specific disciplines – dealing as well with what is between, across and beyond all disciplines. A context like the summer-school provides a unique space to seek such type of knowledge without the limitations of academic disciplines, policy domains or project boundaries. It requires the learner to be able to take a distance from his/her own professional roles and academic ties.

- Participatory: *it calls for participation in activity, proactively; in this account, there is no such a thing as “passive learners”.*

Participation is understood in this context in its broad sense: from plenary questioning and debating, to group work engagement and active listening. Participation is understood as participation of ALL – which calls for a shared responsibility in making sure each and every Summer School participants are included in discussions, do get involved in group work and



are listened to. It presupposes two key beliefs: (1) my experience, views and questions are good enough to share with others; (2) any of my colleagues' experiences, views and questions represent a valuable source of learning to me.

BACKGROUND READINGS

The following background readings were selected to provide overall information on the different sessions during the 3-day ENI Summer School course. As visible in the programme outline each session focuses on a different knowledge or exercise building area of **Integrated Environmental Assessments**.

Background readings per session:

Session 2:

- UN (2014) An introduction to environmental assessment.
- Stanners et al (2007). Frameworks for Environmental Assessment and Indicators at the EEA.
- Jaeger J. (2012). Methodological Advances in IEA

Session 3:

- EEA (2014). Digest of EEA indicators 2014.
- Jabboura J. and Flachsland C. 2017 - 40-years-of-global-environmental-assessments-A-retrospective-analysis

Session 5:

- Kruitwagen et al (2009). Pragmatics of policy-The Compliance of Dutch Environmental Policy Instruments to European Union Standards

Session 8:

- PBL Stakeholder participation guidance, PBL , 2008
- Scientific article The reflective futures practitioner, PBL, 2014

Session 11:

- Costanza et al (2016). Modelling and measuring sustainable wellbeing in connection with the UN Sustainable Development Goals.



- Mortensen L.F. and K Lund Petersen (2017).
Extending the Boundaries of Policy Coherence for Sustainable Development - Engaging
Business and Civil Society.



PRACTICAL INFORMATION AND VENUE

The 2018 EEAcademy ENI Summer School on Integrated Environmental Assessment will be held from **28 August to 30 August 2018** (3 full days) at the **EEA venue in Copenhagen:**

European Environment Agency (EEA), Auditorium, 8.1.1.

Kongens Nytorv 6, 1050 Copenhagen K, Denmark

Meeting times:

Tuesday 28/08/2018 09:00-17:30 Followed by a dinner organised and hosted by the EEA, in the EEA canteen

Wednesday 29/08/2018 09:00-17:30

Thursday 30/08/2018 09:00-17:30

Lunch/Coffee:

During the 3-day Summer School, the EEA will of course provide for the catering of coffee breaks in the morning and the afternoon. All other meals will have to be covered by the participants themselves. The dinner that will be organised and hosted by the EEA, in the EEA canteen in the evening of the 28th August 2018, is a part of our efforts to create a social leaning environment. Cost of the dinner will be deducted from the per-diem (25€). For lunch, the EEA canteen offers a buffet for 95 DKK (12.78 EUR). Alternatively, cafes and restaurants are surrounding the EEA.

