

|  |  |
| --- | --- |
| **PRODUCTIVE UNIT** |  |
| **Country** |  |
| **Region / Province** |  |
| **Municipality / District** |  |
| **Producer** |  |
| **Contact details** |  |

|  |
| --- |
| **Confidential information** |
|  |
| By filling in this document, the producer and the technical team implicitly approve the diffusion and disclosure of the information included in this report. If they express some reservations, these must be specified and motivated in the above table. |



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# READ THIS BEFORE YOU START

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| **READ THIS BEFORE YOU START**  **PURPOSE**  This Environmental Integration Tool (EIT) has been designed to **structure a dialogue**, a reflection process, on environmental integration between an **economic actor** responsible for a **productive activity** that is supported by one of our projects/programmes, and **the technical team** in charge of this project/programme (but can also be used by an unaccompanied economic actor in a self-analysis exercise). This actor can be an individual, a family, a group, an association, a cooperative, a collectivity, etc.  For practical reasons, the terms *“****activity****” and “****producer****”* will refer respectively to *“a productive activity”* and *“one or more economic actors responsible for a productive activity”.*  This tool is intended to be applied following a 3-steps approach:   1. Firstly, an **environmental diagnosis** is conducted to highlight the mutual influence between the producer’s activity and the environment, his/her will to commit with environmental integration in his/her activity, and his/her capacity and needs in that regard. 2. This diagnosis is intended to lead to **self-determined commitments** on the producer’s part, and to **support actions** to be implemented by the project/programme that supports the activity. 3. Finally, depending on the agreed terms, the progress of those **commitments’ implementation** is evaluated.   **Appendices** have been joined to this document to facilitate the EIT’s application. It includes a **glossary** of the terms that are specific to this tool (APPENDIX 1). These are marked with an asterisk (\*) in the rest of the document.  **TERMS OF USE**  The terms of use of this tool are **open-ended**. We leave it to the technical team and to the producer to determine which suit them better, depending on the context:   * Joint application between the technical team and the producer (analysis through a dialogue); * Individual application on behalf of the producer, i.e. without the support of a technical team. The tool will then serve as a basis for self-analysis; * Participation, or not, of third parties (as observers, facilitators, etc.); * Any other method justified by the context.   In any case, we kindly recommend you to **specify** the application modalities in the frame “TERMS OF USE”, on page 4. |

# STEP 1: ENVIRONMENTAL DIAGNOSIS



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| The environmental diagnosis is made through a **semi-structured questionnaire**[[1]](#footnote-1), divided in 4 themes:   1. **The effects of the environment on the producer’s activity;** 2. **The effects of the producer’s activity on the environment;** 3. **The producer’s willingness to commit for the environment;** 4. **His/her capacities and needs to commit.**   The idea is to highlight the producer’s **knowledge and perceptions** regarding the environment, and the **main mutual relations (positive or negative) between his/her activity and the environment**.  This environmental diagnosis step displays:   1. **The terms of use**: identification of the producer, description of possible third parties taking part in the diagnosis and their role (as observers, facilitators, etc.), and determination of who assigns the indicator scores; 2. **A brief description of the producer’s activity**; 3. **A brief description of the environmental context**,which provides a baseline of the environmental situation in the activity or area; 4. **A brief description of the mutual effects** between the environment and the producer’s activity; 5. **A semi-structured questionnaire for each theme**; 6. **A summary** of all scores, as well as the main actions identified to improve the environmental situation of the activity; 7. **The lessons learned** during this process, highlighting what the key actors gained from the diagnosis, and potential proposals for improvement.   Each **thematic questionnaire** is made up of:   * **Target questions**: these shouldn’t necessarily be answered in order and may be **adapted** (or deleted) according to the context; * A **weighting indicator** for the **assessment of each theme**. It doesn’t serve as **formal check**, but rather as an informative check-up to assess the knowledge and capacities of the producer. For optimal results, it is essential for the producer to remain objective and critical regarding his or her activity; * A **table** **summarising** the answers given, the overall topic score and potential comments. |

## TERMS OF USE

|  |
| --- |
| **WHICH OF THE FOLLOWING TERMS BEST DESCRIBES THE PRODUCER?** \*\* |
| Individual  Family   Group of individuals/families independently pursuing the same activity  Association[[2]](#footnote-2)/cooperative/families pursuing collectively the same activity  Collectivity/community  Others (specify): ……………………………………………………………………… |
| **WHO PARTICIPATES IN THE APPLICATION OF THIS QUESTIONNAIRE?** |
| *[Specify here the number of producer(s) and representative(s) of the technical team taking part in the diagnosis. In the case third parties[[3]](#footnote-3) are present, please identify them (name and position) and specify their role in the diagnosis[[4]](#footnote-4).]* |
| **THE INDICATOR SCORES ARE ASSIGNED BY:** \*\* |
| The technical team only  The technical team and the producer  The producer only  One or more third parties  Others (specify): ……………………………………………………………………... |
| [Potential comments on the terms of use] |
| \*\* Please check the relevant box(es). |

## SHORT DESCRIPTION OF THE ACTIVITY[[5]](#footnote-5)

|  |
| --- |
| **A PRIORI**  *This section is meant to be filled in before meeting the producer, based on available information. It allows for a first overview of the activity. It can serve as a baseline for scores assignment in further sections of this diagnosis.*  *In the case the producer conducts this diagnosis without any external support, he or she would then fill in this “a priori” section only.* |
| **A POSTERIORI**  *This section is meant to be filled after the conduct of the environmental diagnosis, in order to highlight further relevant information.* |

## SHORT DESCRIPTION OF THE ENVIRONMENTAL CONTEXT[[6]](#footnote-6)

|  |
| --- |
| **A PRIORI**  *This section is intended to be filled in before meeting the producer. It can serve as a baseline for scores assignment in further sections of this diagnosis. The technical team can use the first question of the Environmental Diagnosis of the EIT Programme as a baseline, if available.*  *In the case the producer conducts this diagnosis without any external support, he or she would then fill in this “a priori” section only.* |
| **A POSTERIORI**  *This section is intended to be filled in following the environmental diagnosis, in order to highlight further relevant information.* |

## MUTUAL EFFECTS BETWEEN THE ENVIRONMENT AND THE ACTIVITY[[7]](#footnote-7)

|  |
| --- |
| **A PRIORI**  *This section is intended to be filled in before meeting the producer. It can serve as a baseline for scores assignment, in further sections of this diagnosis. The technical team can use the EIT Programme as a baseline (themes 3 and 4 of the Environmental Diagnosis step, or themes 3 and 4 of the last application of the Environmental Monitoring step), if available.*  *In the case the producer conducts this diagnosis without any external support, he or she would then fill in this “a priori” section only.* |
| **A POSTERIORI**  *This section is intended to be filled in following the environmental diagnosis, in order to highlight further relevant information.* |

## THEME 1 - EFFECTS OF THE ENVIRONMENT ON THE ACTIVITY

|  |
| --- |
| 1. In your opinion, how is air quality in your activity area? Can you breathe well? Is the air contaminated? Does it have an unusual smell? How does this affect your activity and its benefits? |
| 1. In your opinion, how is water quality in your activity area? Is it safe to drink? Does it have an unusual smell or colour? Does it contain chemical agents? Is it easily available? Is wastewater properly managed?  How does this affect your activity and its benefits? |
| 1. In your opinion, how is soil quality in your activity area? Are they fertile? Are you satisfied with their production? Are they contaminated? Is there a lot of waste in your activity area? How does this affect your activity and its benefits? |
| 1. In your opinion, how is the vegetation cover in your activity area? Is it subject to degradation? Is it sustainably managed\*? How does this affect your activity and its benefits? |
| 1. Does biodiversity\* seem protected/in danger in your activity area? Do you have to face species that are harmful to your activity? How does this affect your activity and its benefits? |
| 1. Is your activity sensitive to climate and its fluctuations? Do you notice the effects of climate changes (drought, flood, hail, frost, hurricane, etc.)? How does this affect your activity and its benefits? |
| 1. In your opinion, what are the main environmental issues in your activity area? How long have you been experiencing their effects? Does this situation seem critical to you? If the environmental context were to worsen, how would it affect your activity? |
| 1. Overall, do you think that the environment has a positive, negative or neutral impact on your activity? |
| 1. In the future, how do you think the effects of the environment on your activity are likely to evolve? |

|  |  |  |
| --- | --- | --- |
| LEVEL | JUSTIFICATION | SCORE |
| **Nil** | Is not aware that the environment has an impact on the activity | **0** |
| **Low** | Is aware that some factors have an impact on the activity, but does not identify them | **1** |
| **Average** | Identifies some factors that have an impact on the activity, but cannot explain their effects | **2** |
| **Good** | Identifies some factors impacting the activity and explains their effects  **Or** identifies most of the factors impacting the activity, but cannot explain their effects | **3** |
| **High** | Identifies most of the factors impacting the activity and explains their effects | **4** |

|  |  |
| --- | --- |
| **OVERALL SCORE** |  |
| [Answers and potential comments] | |

## THEME 2 - EFFECTS OF THE ACTIVITY ON THE ENVIRONMENT

|  |
| --- |
| 1. What inputs, raw materials, equipment and products (and their level of toxicity) do you use? In what quantity? |
| 1. Does your activity affect air quality? Does it generate smokes? Do you take measures to limit the potential impact of your activity on air quality? |
| 1. Does your activity affect water quality? Its availability? Do you take measures to limit river and water tables contamination? |
| 1. Does your activity affect soil quality? Do you take measures to improve soil quality or limit soil depletion, erosion or potential contamination sources? |
| 1. Does your activity affect the vegetation cover? Do you take measures to improve it or limit its degradation? |
| 1. Does your activity affect biodiversity\*? Does it threaten some vegetal/animal species (or their habitat, food, breeding grounds)?  Do you take measures to limit these impacts or in favour of biodiversity? |
| 1. Does your activity generate waste or wastewater?   At which stage of the process and in what quantities? How do you treat them?  Does it have consequences around or beyond your activity area? |
| 1. What energy source do you use for your activity (wood, coal, fuel, electricity, etc.)? In what quantity? Does it have consequences around your activity area, in supply areas, or in terms of greenhouse gases\* emissions? |
| 1. Overall, do you think that your activity has a positive, negative or neutral impact on the environment? |
| 1. In the future, how do you think the effects of your activity on the environment are likely to evolve? |

|  |  |  |
| --- | --- | --- |
| LEVEL | JUSTIFICATION | SCORE |
| **Nil** | Is not aware that the activity has an impact on the environment | **0** |
| **Low** | Is aware that the activity has an impact on the environment, but does not identify what it is | **1** |
| **Average** | Identifies some sources of impact on the environment, but cannot explain their effects | **2** |
| **Good** | Identifies some sources of impact on the environment and explains their effects  **Or** identifies most sources of impact, but cannot explain their effects | **3** |
| **High** | Identifies most impacts on the environment and explains their effects | **4** |

|  |  |
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| **OVERALL SCORE** |  |
| [Answers and potential comments] | |

## THEME 3 - WILLINGNESS TO COMMIT

|  |
| --- |
| 1. Do you have to comply with environmental regulations when pursuing your activity?   Do you have any environmental certification? If so, which one(s)?   Do you know any (other) that could be of interest to you? |
| 1. Do you think that environmental management\* measures are essential to the conduct of your activity? Do you think they hold a sufficient place at the moment? Why? Would you like to improve your action in that regard? |
| 1. What concrete actions do you think we could undertake in order to improve the state of the environment, or to mitigate\* environmental pressures in your activity area? How could you participate in these efforts? |
| 1. What concrete actions[[8]](#footnote-8) could you undertake to strengthen positive impacts and/or mitigate\* negative impacts of the environment on your activity?  Are you already implementing such actions? If so, which ones? |
| 1. What concrete actions[[9]](#footnote-9) could you undertake to strengthen positive impacts and/or mitigate\* negative impacts of your activity on the environment?   Are you already implementing such actions? If so, which ones? |

|  |  |  |
| --- | --- | --- |
| LEVEL | JUSTIFICATION | SCORE |
| **Nil** | Does not take any action and does not see the point of committing | **0** |
| **Low** | Does not take any action, is ready to commit, but does not identify how | **1** |
| **Average** | Does not take any action, is ready to commit and identifies how  **Or** already takes some actions, but does not see the point of committing further | **2** |
| **Good** | Already takes some actions, is willing to commit further, but does not identify how | **3** |
| **High** | Already takes some actions, is willing to commit further and identifies how | **4** |

|  |  |
| --- | --- |
| **OVERALL SCORE** |  |
| [Answers and potential comments] | |

## THEME 4 - CAPACITIES AND NEEDS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Do you know any organisation(s)[[10]](#footnote-10) or individual(s) working on environmental issues, in particular in your activity area and/or sector? If so, which ones? Have you received support from them in the past? Of what type (information, training, technical support, financial support, etc.)? What theme(s) did they cover? Was this support occasional or continued? Were the people working with you (staff, members of the association, etc.) involved? In what way(s) did it help?   [Fill in the below table]*[[11]](#footnote-11)* | | | | | |
|  | **Actors** | **Type of support and frequency** | **Themes** | **People involved** | **Way(s) it helped** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 1. Do you think (in your private capacity or in your organisation’s) you hold the knowledge and technical, organisational and/or financial capacities to implement the actions identified in theme 3? What kind of support[[12]](#footnote-12) would you need? | | | | | |

|  |  |  |
| --- | --- | --- |
| LEVEL | JUSTIFICATION | SCORE |
| **Nil** | Does not have the required capacities and does not identify his/her needs | **0** |
| **Low** | Does not have the required capacities, but identifies his/her needs | **1** |
| **Average** | Has some capacities, but does not identify his/her needs | **2** |
| **Good** | Has some capacities and identifies his/her needs | **3** |
| **High** | Has all the required capacities to undertake concrete actions | **4** |

|  |  |
| --- | --- |
| **OVERALL SCORE** |  |
| [Answers and potential comments] | |

## SUMMARY

|  |  |  |
| --- | --- | --- |
| **THEME** | **SCORE** | **IDENTIFIED ACTIONS** |
| Effects of the environment on the activity | **/4** | **a) For the producer:**  **b) For the technical team:** |
| Effects of the activity on the environment | **/4** | **a) For the producer:**  **b) For the technical team:** |
| Willingness to commit | **/4** | **a) For the producer:**  **b) For the technical team:** |
| Capacities and needs | **/4** | **a) For the producer:**  **b) For the technical team:** |
| **Overall environmental integration  (overall score)** | **/16** | **a) For the producer:**  **b) For the technical team:** |

Once this summary has been completed, **if necessary, don’t forget to fill in the “a posteriori” spaces** in the sections “SHORT DESCRIPTION OF THE ACTIVITY”, “SHORT DESCRIPTION OF THE ENVIRONMENTAL CONTEXT” and “MUTUAL EFFECTS BETWEEN THE ENVIRONMENT AND THE ACTIVITY”, in the above pages 5 to 7.

## LESSONS LEARNED

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| WHAT LESSONS DOES THE PRODUCER DRAW FROM THIS DIAGNOSIS? [[13]](#footnote-13) |
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| WHAT LESSONS DOES THE TECHNICAL TEAM DRAW FROM THIS DIAGNOSIS? [[14]](#footnote-14) |
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# STEP 2: COMMITMENTS



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| Based on the environmental diagnosis, **the producer may commit** to implement some actions, in order to strengthen positive impacts and/or mitigate\* negative impacts, first, of the environment on his/her activity, and second, of his/her activity on the environment.  The technical team, on the other end, commits to **some support actions** aimed at supporting the producer in the conduct of his or her commitments.  These commitments may be:   * Undertaken verbally or by writing; * Individual or collective; * Carried out in a participatory manner (focal groups, follow-up committees in villages, etc.), for e.g. according to the branch of activity or sector; * Undertaken before peers, the community, the authorities, the technical team of the project/programme, etc.; * Recorded (or not) in a commitment sheet (see template next page).   It is essential for the **producer to determine his/her commitments him/herself**, without pressure from the technical team.  **The technical team** handles the definition of **the support and follow-up modalities** with the producer. The **deadlines** expected are determined according to the availabilities of both the producer and the project/programme calendar.  In the case the producer uses the tool without any external support, he or she would only fill in the « self-determined commitments of the producer » section and would set him/herself the deadlines for his/her commitments. |

|  |  |  |  |
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| **SELF-DETERMINED COMMITMENTS OF THE PRODUCER****[[15]](#footnote-15)** | | | |
|  | **Commitments** | **Expected results****[[16]](#footnote-16)** | **Expected deadlines** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **COMMITMENTS OF THE TECHNICAL TEAM[[17]](#footnote-17)** | | | |
|  | **Commitments** | **Expected results[[18]](#footnote-18)** | **Expected deadlines** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

|  |
| --- |
| *[Potential comments]* |

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## COMMITMENT SHEET: ENVIRONMENTAL INTEGRATION

Following the environmental diagnosis carried out on …………………………, the main **effects of** **the environment on the activity** and the main **effects of** **the activity on the environment** have been identified.

Acknowledging these effects, the **producer**, ………………………………………………………………, undertakes the following **self-determined commitments** to strengthen positive impacts and/or mitigate\* negative impacts, first, of the environment on his/her activity, and second, of his/her activity on the environment[[19]](#footnote-19) :

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Commitments** | **Expected results** | **Expected deadlines** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

The **technical team**, ………………………………………………………………, commits to **support the producer’s efforts** regarding the environment through the following actions[[20]](#footnote-20) :

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Commitments** | **Expected results** | **Expected deadlines** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

By signing, the producer and the representative of the technical team implicitly approve the diffusion and disclosure of the information included in this sheet. If one expresses some reservations, these must be specified and justified in the “confidential information” section in front page.

Done at …………………………, on …………………………

The producer The representative of the technical team

# STEP 3: COMMITMENTS IMPLEMENTATION



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| The **progress of the commitments** is assessed in accordance to the deadlines determined during the commitment step.  After a while, depending on the state of implementation on the field, a new environmental diagnosis may be conducted to assess the knowledge of the producer, his or her perceptions, needs and new commitments. |

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| **SELF-DETERMINED COMMITMENTS OF THE PRODUCER****[[21]](#footnote-21)** | | | | |
|  | **Commitments** | **Expected results** | **Actual results** | **Recommendations and new deadlines** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| **Progress assessment** | | | | |
| Low  Average  Good  High | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COMMITMENTS OF THE TECHNICAL TEAM[[22]](#footnote-22)** | | | | |
|  | **Commitments** | **Expected results** | **Actual results** | **Recommendations and new deadlines** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| **Progress assessment** | | | | |
| Low  Average  Good  High | | | | |

|  |
| --- |
| *[Potential comments]* |

## LESSONS LEARNED

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| WHAT LESSONS DOES THE PRODUCER DRAW FROM THE IMPLEMENTATION OF HIS/HER COMMITMENTS? |
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| WHAT LESSONS DOES THE TECHNICAL TEAM DRAW FROM THE IMPLEMENTATION OF ITS COMMITMENTS? |
|  |

# APPENDIX

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| APPENDIX 1 - GLOSSARY **Biodiversity**: depicts species (animal, vegetal), ecosystems and genes *diversity*, and their interactions. To simplify, biodiversity is the diversity of *life* on Earth.  **Climate change**:change of climate attributable directly or indirectly to human activity, which distorts the composition of the world’s atmosphere and adds to the natural variability of the climate observed during comparable time periods [UN].  **Environmental awareness**:refers to the inclusion of environmental concerns by local institutions and communities in their daily management. It means becoming aware of one’s environmental footprint and vulnerability in the face of sudden change in environmental conditions.  **Environment management**: management of the productive use of natural resources without reducing its productivity nor its quality [UNEP].  **Environmental sustainability**: refers to the capacity of the environment to maintain its key functions and processes on the long run. It means not taking from the Earth more than what it’s giving.  **Greenhouse gases (GHG)**: gaseous components that absorb infrared radiation emitted by the Earth's surface and contribute to the greenhouse effect. Their increased concentration in the Earth's atmosphere is one of the factors responsible for global warming.  **Mitigation**:structural or non-structural measures taken to limit the negative impact of natural hazards, environmental degradation and technological risks [UNEP].  **Sustainable development**:development that meets the needs of the present, without compromising the ability of future generations to meet their own needs. It has three important pillars: environmental, economic and social aspects. |

APPENDIX

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| APPENDIX 2 - DESCRIPTION OF THE ENVIRONMENTAL CONTEXT  |  | | --- | | **The below elements can be used as support to fill in the section “SHORT DESCRIPTION OF THE ENVIRONMENTAL CONTEXT”, in the first step of this tool. This list isn’t exhaustive and is presented for information purposes.** |   SOIL   * **Type**: clayey, siliceous, limestone, humus rich * **Composition**: fertility, richness in organic matter, richness in nutritive elements, concentration of nitrates, phosphates, chemicals, heavy metals * **Physical quality**: erosion, salinization, desertification, drainage * **Use**: farming, breeding, extraction, fishery production, urban use (housing, administration, trade, industry, recreation, roads) * **Agriculture**: chemical or organic fertilizers, pesticide, insecticide   WATER   * **Hydrography and hydrology**: oceans, seas, lakes, rivers, glaciers, watersheds * **Quality**: good/bad, sources of contamination, consequences on fauna and flora * **Availability**: low/high, constant/disparate, tendency to suffer drought or floods * **Rural management**\*: irrigation system, wastewater disposal * **Urban management**\*: wastewater collection and treatment systems   AIR   * **Chemical quality**: concentration in ozone, NO2, PM10 * **Perception**: pollution, smog, unpleasant smells * **Contamination sources**: urban traffic, industry, mining   BIODIVERSITY\*: fauna and flora   * **Species**: particular, protected, endangered species * **Vegetal cover**: primary/secondary/tertiary, reforestation/deforestation * **Ecosystem services**\* * **Hazards**: pests, invasive species, deforestation, road construction   CLIMATE AND CLIMATE CHANGE\*   * **Type of climate**: temperate/tropical/arid, seasons, average annual temperature and precipitation * **Extreme events or conditions**: frosts, hail, droughts, floods, hurricanes, volcanic eruptions, earthquakes * **Climate change**: changes in season, temperature, rainfall, extreme events * **Consequences**: delays in agricultural calendars, agriculture yield reduction |

APPENDIX

1. This questionnaire is usually used during a meeting between the technical team and the producer, but not exclusively. It can also serve as a reflection guide for an unaccompanied producer. [↑](#footnote-ref-1)
2. Whether the association enjoys legal status, or not. [↑](#footnote-ref-2)
3. Are considered “third parties”: local authorities, community members, external experts or technicians, etc. [↑](#footnote-ref-3)
4. Did the third parties participate in the diagnosis, or did they only attend as observers? Did they facilitate the diagnosis in any way (translation, organisation)? Are their views incorporated in the answers given to this questionnaire? [↑](#footnote-ref-4)
5. To structure your answer, you can ask the following questions to the producer:

   What activity do you pursue? What product or service do you produce?

   How do you work? What is your activity cycle? What are its steps?

   How long have you been pursuing this activity? How many people do you work with? [↑](#footnote-ref-5)
6. What are the main environmental characteristics of the activity area (soil, water, air, vegetation cover, biodiversity\*, climate, climate change\*)? See APPENDIX 2: Description of the environmental context. [↑](#footnote-ref-6)
7. These effects could be positive or negative. [↑](#footnote-ref-7)
8. E.g. awareness raising or staff training, decrease in the dependence to non-renewable energies, modification of the agricultural calendar, implementation of emergency plans in response to extreme weather events, etc. [↑](#footnote-ref-8)
9. For instance, how could you reduce the quantity of consumed energy? How could you reduce waste and/or wastewater production? Do you know of alternatives to reuse waste? [↑](#footnote-ref-9)
10. E.g. the community, local authorities, organisations, NGOs, associations, groups, committees, etc. [↑](#footnote-ref-10)
11. Lines can be added to the table. [↑](#footnote-ref-11)
12. E.g. trainings to ecological farming practices, staff awareness to environmental issues, individualised technical support, etc. [↑](#footnote-ref-12)
13. To structure your answer, you can ask the following questions:

    * What key environmental aspects have drawn your attention? Why?
    * What did you learn from this environmental diagnosis regarding your activity?
    * What are the main comments and recommendations you could voice to improve this environmental diagnosis?

    [↑](#footnote-ref-13)
14. Idem 13. [↑](#footnote-ref-14)
15. Lines can be added to the table. [↑](#footnote-ref-15)
16. Please specify the expected results so that they are objectively verifiable. [↑](#footnote-ref-16)
17. Idem 15. [↑](#footnote-ref-17)
18. Idem 16. [↑](#footnote-ref-18)
19. Lines can be added to the table. [↑](#footnote-ref-19)
20. Idem 19. [↑](#footnote-ref-20)
21. Lines can be added to the table. [↑](#footnote-ref-21)
22. Idem 21. [↑](#footnote-ref-22)