Instructors

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Training Course

7 Achieving the Full Potential of SIA Puebla 11

| hile things during the | ngs which ffectively at i. | which kept 3 effective. | satisfaction (Very atisfied 10) | | cours | e. (Vei | lowing a ry good ery Poo | 1, Goo | | ents or yard to the nue, facilities. | What courses o see given at as? Feel free to about how IAIA its training whether at through the ther means. |
|--|---|---|---|-------------------|-------------------|------------------|--|----------------------|-------------------|---|--|
| Q1. List some worthwhile things you learned and did during the course. | Q2. Identify some things which helped you to work effectively at this course. | Q3. List some things which kept you from being more effective. | Q4.Rate your overall satisfaction with the course. (Very dissatisfied 0, very satisfied 10) | Subject approach. | Teaching methods. | Course material. | Lecturer's knowledge & teaching skills. | Practical exercises. | Course timeframe. | Q6. Other comments or suggestions with regard to the course, the venue, accommodations or facilities. | Q7. Suggestions. What cour would you like to see given future conferences? Feel fre add suggestions about how I could improve its training programs, whether at conferences, through the Internet, or other means. |
| Similar situations and challenges of SIA all over | Collaborative | More dedication to | | | | | | | | | Practical methodologies of |
| the world | environment | discuss tools | | 1 | 2 | 2 | 1 | 1 | 2 | | SIA |
| | Teaching aids and | | | | | | | | | | |
| | diverse experiences of | | | | | | | | | | |
| New tools | participants | None | 9 | 1 | 1 | 1 | 1 | 2 | 2 | Poor ventilation | Putting numbers on SIA |
| | | Hot room | | | | | | | | | |
| Better understanding of | | temperature/lack of | | | | | | | | | |
| social issues | | air con due to noise | 10 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| All good-great to have some | | | | | | | | | | Room a bit hot & noisy. | |
| clear conceptual | A great bunch of | | | | | | | | | Thanks for the water! | |
| frameworks to provide a | experienced people in the | | | | | | | | | Would have liked copies of | |
| structure t my practice, as | room. Good combination | | | | | | | | | slides at course. Never | |
| well as tips on approaches | of theory (Frank) & | | | | | | | | | enough time for a training | |
| & techniques | practice (Ana Maria) | | 10 | 1 | 1 | 2 | 1 | 1 | 2 | course | |
| | | | | | | | | | | | Online training or certain |
| | | | | | | | | | | | subjects throughout the |
| | | Size of class, a | | | | | | | | | year. Ex. Webinars by key |
| . | | smaller class would | | | | | | | | | experts about topics |
| SIA as problem to merge | | allow for further | | | | | | | | | Topics: Human rights impact |
| impacts!! And what this | * | discussion (but it's | | | | | | _ | | | assessment, Monitoring |
| problem would look like | exercise, work in teams. | already pretty good). | 9 | 1 | 2 | 2 | 1 | 2 | 2 | | programs |

| | ı | 1 | | | | 1 | Т | | | | 1 |
|---|---|---|---|---|---|---|---|-----|-----|--|---|
| Process and components of SIAs. Examples from participants & lectures. | Knowledgable lecturers who are experts on the topic. Knowing we'd get the material so could participate in discussion constantly. | More time for discussion | 8 | ? | 2 | 2 | 1 | 2 | 1 | Would have been useful to have more time spent providing on overview on tools-strengths, wellness, differences, when to use, when not to use. More time on lecturers analysis of practical example (case study) after the small group discussion | Human rights impact assessment |
| Importance of SEA being the forefront for successful project implementation | Sharing of experiences from other perspectives | | | 2 | 1 | 2 | 1 | 2 | 2 | Venue tended to be a bit stuffy | More attention should be focused on tools and methodology to enable participants adapts these to their respective/peculiar situations back home |
| Dringinla and process of SIA | Ways to identify clues to | \$, time | 7 | 2 | , | 2 | 2 | 2 | 2 | More practical applications. | |
| Principle and process of SIA | wnat | φ, ume | | | | | | 3 | 3 | wore practical applications. | |
| Broad nature & scope of SIA. Linkages to health, human rights, environment, economic issues & impacts. | Case studies, encouragement of open communication. | Jet Lag! | 9 | 1 | 1 | 2 | 1 | 2 | 2 | | |
| Importance of fear as a social impact. Community profiling. | Group discussions | Time limitations: too much topics to be covered in two days, too few case studies | 7 | 2 | 2 | 2 | 2 | 2 | 2.5 | | Specialized courses |
| The teachers had a community touch to the things they thought. I think I learnt how they see SIA (or aspects to it) | Clear structure, good material | I couldn't hear all the time because of fan and other noise | 8 | 2 | 2 | 2 | 1 | 2.5 | 2 | | |
| Difference of old concept & new concept of SIA serial investment | SIA process tools, video/case study | More case studies: successful- discussions on WHY?, failure-to arrive lessons learned | 8 | 1 | 1 | 2 | 1 | 2 | 2 | Logistics improvement, more ventilation | Quantifying social impact, representing impact |
| Theoretical background to SIA. Difference b/w public participation & comm engmt. Value of SIA and SMP to business. | Informal setting. Opportunity to share experiences. Setting the stage and ground rules early. | Room Temperature. | 9 | 1 | 1 | 1 | 1 | 1 | 2 | Probably give sometime for case studies. | Gender and SIA. |

| | I | lsz i e iz | | | 1 | | | | | | 1 |
|-----------------------------|----------------------------|--------------------------------|----|----------|--------------|--|----------|----------|----------|-----------------------------|-----------------------------|
| | | Venue-no daylight, | | | | | | | | | |
| | | noisy aircon, not | | | | | | | | | |
| | | enough water, no | | | | | | | | Provide printouts of slides | |
| Theoretical homework. | Good slideshow for | internet to show | | | | | | | | at beginning so we can | |
| Opening mapping exercise. | content | videos. | 9 | 1 | 1 | 1 | 1 | 2 | 1 | make notes on the slides. | |
| Value influence. Knowledge | | I would like to have | | | | | | | | Poor technical support | |
| updating. | Case study. Group work. | more practice. | 9 | 2 | 2 | 2 | 1 1 | 1 | 2 | (power, fan) | Practical study in SEA. |
| apading. | Case stady. Group Work. | more practice. | | _ | 1 | | <u> </u> | <u> </u> | _ | (power, rannin) | r radiidar diddy iir GEr ii |
| It enlarged my | | | | | | | | | | | |
| , | | | | | | | | | | | |
| comprehension of SIA. I | | | | | | | | | | | |
| didn't know about SIMP and | | | | | | | | | | | |
| social investment. Help me | Visual PP. Case study. | Nothing in mind, but | | | | | | | | I really appreciate the | |
| to differentiate SIA from | Sharing experience with | of course it was a | | | | | | | | literature provided by the | |
| public participation. | other participant. | quick overview. | 9 | 1 | 1 | 1 | 1 | 2 | 2 | teachers. | Thank you! |
| | | Sometimes difficult to | | | | | | | | | |
| | | hear. Instructors had | | | | | | | | Add a glossary of terms at | |
| Group work-actually going | | to rush through some | | | | | | | | beginning. Pause and ask | |
| through some of the tools. | | material so not | | | | | | | | for questions more often. | |
| Experiences from other | | always the | | | | | | | | Report out on all group | |
| participants-real life | | opportunity to ask | | | | | | | | work. Use the | |
| examples. | | | 8 | ۱ ، | 2 | | 2 | 2 | 2 | microphone. | |
| examples. | | questions. Addressing SIA from | 0 | ı | | <u> </u> | | | | micropriorie. | |
| | | _ | | | | | | | | | |
| | | point of view of | | | | | | | | | |
| | | developing country's | | | | | | | | | |
| | | context where | | | | | | | | | |
| | | conditions could be | | | | | | | | | |
| Learn from the practical | | different than | | | | | | | | | |
| understandings and | The pedagogy of ideal | developed industrial | | | | | | | | | |
| practical experiences. Most | mix of theory and sharing | countries. For us is | | | | | | | | | |
| importantly I am convinces | | currently on | | | | | | | | | Diversify by giving cases |
| | A two way | industrialized | | | | | | | | | from developing countries |
| not 'expenditure'. | communication. | countries. | 7 | 2 | 1 | 2 | 1 | 2 | 2 | | context. |
| not expenditure: | communication: | oddritrico. | | | ' | | | | | | oomext. |
| | | | | | | | | | | | |
| Learned theoretical | | Intensive course and | | | | | | | | For the future I would like | |
| | | | | | | | | | | | |
| background, learned about | 01 | bad (or not too good) | | | | | | | | to hear about the best | |
| others' experiences, met | Close approach from | air conditioning | | | | | | | | international practices | |
| fascinating people with | instructors. Good course | installations as heat | | | | | | | | regarding social impact | |
| similar interests as me. | design. | was felt after a while. | 10 | 1 | 1 | 1 | 1 | 1 | 2 | assessment. | |
| | | | | | | | | | | Comment Q. 4. I am | |
| | | Conditions of the hall. | | | | | | | | satisfied with the much | |
| | | Young and therefore | | | 1 | | | | | needed theoretical basis | |
| | | have yet to develop | | | 1 | | | | | provided. However, I | |
| | The capacity of | experience to bring to | | | | | | | | would much appreciate the | Quantitative evaluation of |
| | instructors to involve the | the work group but | | | 1 | | | | | presentation of practical | social impacts: methods & |
| Methods and tools, | | glad to have been | | | | | | | | case studies, their | tools with practical case |
| elaborate of IA-the steps. | them to put forward their | given anyway the | | | | | | | | concrete application in | studies/examples of |
| • | ideas. | , , | 8 | | 1 | | | | | ' ' | · · |
| Life-cycle applications. | lucas. | change to participate. | 8 | <u> </u> | | <u> </u> | <u> </u> | <u> </u> | <u> </u> | existing projects. | application. |

| I have learned a lot so it is difficult to pick one or two issues. | Very good classroom management. | Some power point slides was to heavy (amount and content) | 7 | 1 | 1 | 1 | 2 | 2 | 1 | |
|--|---------------------------------|---|------|------|------|------|------|------|------|---|
| Opened up possibilities & importance of SIA. | Case studies. | perhaps a few too many principles and not enough "on the ground" examples. | 8 | 2 | 2 | 2 | 2 | 2 | 2 | Ecosystem valuation for the non-expert. |
| AVERAGE | | | | | | | | | | |
| Q4. (Very dissatisfied 0, very satisfied 10) | | | 8.45 | | | | | | | |
| Q5. Detailed (Very good 1, Good 2, Poor 3, Very Poor 4) | | | | 1.35 | 1.43 | 1.62 | 1.24 | 1.79 | 1.88 | |
| Q5. General average | | | 1.55 | | | | | | | |