Instructors

Training Course

Asha Rajvanshi Vinod Mathur 6 MAINSTREAMING BIODIVERSITY CONSERVATION IN ENERGY PROJECTS: WHAT CAN IMPACT ASSESSMENT OFFER? Porto 12

| hile things during the | Q2. Identify some things which helped you to work effectively at this course. | Q3. List some things which kept you from being more effective. | satisfaction . (Very atisfied 10) | Q5. Rate the following aspects of the course. (Very good 1, Good 2, Poor 3, Very Poor 4) | | | | | | ents or jard to the nue, facilities. | . What courses o see given at ss? Feel free to about how IAIA a its training whether at through the ther means. |
|---|---|---|---|--|-------------------|------------------|--|----------------------|-------------------|--|---|
| Q1. List some worthwhile things you learned and did during the course. | | | Q4.Rate your overall satisfactior 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 courses would you like to see given at future conferences? Feel free to add suggestions about how IAIA could improve its training programs, whether at conferences, through the Internet, or other means. |
| Overall concepts of biodiversity and offsets. | Asked questions when areas of interest were presented. | N/A. | 2 | 2 | 3 | 3 | 2 | | | | Capacity building for biodiversity beyond the EIA. More of an applied perspective needed. How is biodiversity implemented in outgoing exploration production operations in terms of project mitigation and monitoring, site planning conservation, site reclamation and ecosystem restoration. |
| | | | 8 | 2 | 2 | 2 | 2 | 2 | 2 2 | A lot of information | See 6. Might be a good idea to |
| Steps EIA, method valuation, cumulative EIA, stakeholder process. | Structuring. | Practical exercises with comparison real case. | 7 | 2 | 2 | 2 | 2 | . 3 | 8 2 | without short interactive breaks. The later would improve the come. | exchange presentations between similar courses to adjust content and stay in line with developments. |
| | Application of biodiversity offset concept. | | 8 | | 2 | | 2 | 2 | | | |
| in biophysical aspects in EIA Biodiversity offsets. Biodiversity | The course material has helped me a lot. | The EIA process. | 8 | 2 | 2 | 1 | 2 | | | For me all was fine, it is not easy to accommodate many people in the same place/city. | |
| economics and value system. | Details and explicit. | | 10 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| This is good times for we, because I get some experiences from lecture and other friends. | | | 8 | 2 | 1 | 1 | 1 | 2 | 2 2 | | |
| About offsets. | Case studies. | Time more time for questions. | 10 | 1 | 1 | 1 | 1 | 1 | 2 | | Perhaps more timeframe for training no further details. |
| Strategies of identifying impacts and enhancement. | Group work and the power point. | My late arrival because of visa issues. | 8 | 2 | 2 | 2 | 2 | 2 | 2 2 | Excellent. | |
| Offset theory. Economic evaluation of impacts. | Offset theory. | More practical approach. More examples. | 8 | 2 | 1 | 2 | 2 | 1 | 1 | | |
| Discussions about valuation biodiversity. | | | 10 | 1 | 1 | 1 | 1 | 1 | 1 | | Tools for conservation biology as modeling, SIA assessment, etc. |

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|--|--|-----------------------------------|------|------|------|------|------|------|------|--------------------|---|
| I know more about EIA. | Very interactive. Practical | Nama | 8 | 4 | 4 | 4 | 4 | 4 | | | |
| | examples are being described. | None. | 8 | I | 1 | 1 | 1 | 1 | 2 | | |
| SEA, ecosystem services valuing | | | | | | | | | | | Mainstreaming climate change into |
| offsets. | Group exercises. | | 10 | 1 | 2 | 1 | 2 | 2 | 1 | | impact assessment. |
| | Time management. Interactive teaching method. Flexibility of | | | | | | | | | | |
| , i | the instructors. Good set of | | | | | | | | | | |
| role/relevance of SEA. Knowledge | | | | | | | | | | | Mainstreaming biodiversity conservation |
| base is critical. | applications. | | 9 | 1 | 1 | 1 | 1 | 2 | 1 | | in non-energy projects. |
| Methodology, experiences from | Clarity of exposition. | | | | | | | | | | |
| other projects, information. | Knowledge of issues. | My difficulties with the English. | 9 | 1 | 1 | 1 | 1 | 1 | 1 | More case studies. | Go ahead. |
| Qualitative presentation and | All course are relevant to the | | | | | | | | | | Methodology how to evaluation the cost |
| course contents. Exercise and | topic. Instructor(s) have ability | | | | | | | | | | benefit of the project and impact |
| working group. | to explain. | Time. | 9 | 1 | 1 | 2 | 1 | 1 | 2 | Good. | assessment. |
| The role play and discussion | | | | | | | | | | | |
| exercise. | Course material. | | 10 | 1 | 1 | 1 | 1 | 1 | 1 | | |
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| AVERAGE | | | | | | | | | | | |
| Q4. (Very dissatisfied 0, very satisfied 10) | | | 8.35 | | | | | | | | |
| Q5. Detailed (Very good 1, Good 2 | 2, Poor 3, Very Poor 4) | | | 1.44 | 1.47 | 1.47 | 1.47 | 1.65 | 1.71 | | |
| Q5. General average | | | 1.53 | | | | | | | | |