

Call for Training Course Proposals



IAIA19 – EVOLUTION OR REVOLUTION BRISBANE, AUSTRALIA | 29 APRIL - 2 MAY 2019

Proposals due 22 June 2018.

The International Association for Impact Assessment (IAIA) is organizing high quality training courses in association with its annual conference in 2019. The Board of Directors and the Training and Professional Development Committee (TPDC) are inviting proposals for training courses to be delivered at its 39th annual conference, which will be held in Brisbane, Australia, 29 April - 2 May 2019. **It is anticipated that training courses will be offered as part of the pre-conference program 27-28 April.** IAIA courses run from 9:00 a.m. to 5:00 p.m.

Training courses may cover any aspect of impact assessment, but priority will be given to proposals that address member-driven demand for intermediate and advanced level training and in the topic areas listed in Annex 1 (in no particular order). Course proponents who have previously taught courses at IAIA conferences are encouraged to upgrade and/or innovate the content and level of their course to refresh or expand the case materials, keep it up to date with best practice, enhance the technical content, adjust it considering the main conference theme and sub-themes, and use local examples and case studies if applicable. Course proponents are encouraged to covering emerging topics, issues and challenges in IA, and evolving tools and techniques. **Courses to be presented in English and proposals must be in English.**

Proposals must be submitted to IAIA Headquarters (impact@iaia.org) by 22 June 2018 and must comply with the complete structure and content requirements as set out below. Failure to provide adequate documentation will result in the rejection of a proposal. Please do not simply copy and resubmit prior proposals, as the courses offered need to be innovative as well as up-to-date.

Course proponents will be notified about the outcome of their application by 24 August 2018.

IAIA's Commitment to Quality Training

IAIA emphasizes that key selection criteria concern the credentials of the proposed trainers, whether they have delivered courses at IAIA venues or not. **All trainers, whether or not they have a track record of IAIA training, must demonstrate in their proposals that they have robust training experience, and that their courses receive “high marks” from participants for relevance of the content and excellence of the course delivery.**

Trainer commitment to deliver his/her course at IAIA19 is of key importance. Withdrawal or substitution of trainers undermines the initial course selection process and misleads participants. Thus, selected trainers are expected to follow through and maintain IAIA's reputation for course excellence. *Instructors who require visas to enter Australia must submit proof of visa application by 27 March 2019.*

Any change in instructors requires approval by the TPDC and may result in cancellation of the course. In the case of an instructor change (including the withdrawal of one of the instructors in a multi-instructor course), IAIA's policy is to contact all registered participants for that course, inform them of the change (including a bio for the new instructor, if applicable) and give them the option to withdraw or switch to a different course, without penalty.

Structure and Content Requirements for Proposals

Proposals should follow the outline below and be submitted in MS Word only or they will be returned. Please put all information into one file; do not send multiple attachments. Course

proposals must provide the information needed by the TPDC to evaluate them (Annex 2). The course evaluation criteria are subject to revisions.

Section 1 – Basic information

- (a) Course title.
- (b) Level: foundation, intermediate or advanced.
- (c) Prerequisites for participants (all proposals for courses at the intermediate and advanced courses must list necessary prerequisites).
- (d) Language of delivery.
- (e) Duration (1 or 2 days).
- (f) Maximum number of participants. (*A minimum of 10 students must be both pre-registered and pre-paid by 1 March, 2019. Note that the maximum participants should include the free students as per 4(e) below.*)
- (g) Is each participant required to bring his/her own laptop?
- (h) Name, title, organization/company and contact details of each trainer, including whether each is an IAIA member and has signed IAIA's Code of Conduct, or the instructor's intentions to do so before the course is given in April.

Section 2 – Course description

- (a) Summary of the purpose(s), content, and anticipated learning outcomes of the course (*maximum 200 words*). An edited version of this text will be published on the IAIA19 website.
- (b) The target audience (who should attend), and potential local participants who may be interested, but not in the circle of the usual IAIA members, (e.g. other professional associations, companies, enterprises, etc.).
- (c) Detailed description of the course structure and content (2 – 5 pages), including an outline of participatory and/or case study-based exercises. Interactive approaches to courses are strongly encouraged.
- (d) Description of the materials participants will receive prior to or during the course.
- (e) Description of any technology/equipment required to facilitate this course beyond the usual flip charts and PowerPoint projectors.
- (f) Provisions for pre-conference and post-conference communication with participants. *Trainers are expected to register for and attend the full conference to allow for maximum face-to-face communication immediately following course delivery.*

Section 3 – Qualifications of the trainer(s)

- (a) Summary of each trainer's curriculum vitae (*maximum 300 words*). An edited version of this text will be published on the IAIA19 website.
- (b) An abridged curriculum vitae (*maximum 1 page*) for each trainer.
- (c) History of the course: title(s), number of times, where and to whom it has previously been delivered and evidence of its success, number of attendees.
- (d) If the course is new, give history of a comparable course, with the same information as in 3b.

Section 4 – Commitment of the trainer(s)

- (a) Identify how many times any course by any of the trainers has been offered. If applicable, explain the reasons why a course offering has been cancelled or instructors have changed.
- (b) Similarly, identify earlier approved training courses you were involved in organizing, but where changes in trainers or course structure were amended, and explain the reasons for this.

- (c) Indicate the level of commitment to give this course at IAIA19 by noting any circumstances that would cause the course to be cancelled (other than if the minimum enrolment is not reached) or circumstances that would cause the instructor(s) not to be in Brisbane to offer the course. Note also that courses that require a minimum of more than 10 participants will be at a disadvantage.
- (d) Note backup strategy in the event an instructor must withdraw unexpectedly.
- (e) Statement agreeing to provide free places to students based on formula described in the “Student participation” paragraph below.

Evaluation of proposals

Proposals will be reviewed by the IAIA’s TPDC to ensure they meet the organization’s standards (see Annex 2). *Trainers must review the proposal evaluation criteria closely and ensure the information needed by the TPDC is clearly presented in the proposal.*

Fees and revenue distribution

Training course fees for IAIA19 are US\$275 per participant for a one-day course and US\$475 per participant for two-day programs, plus an additional 10% will be added for GST.

For each one-day course, IAIA will retain a base administration fee of US\$1,200 plus 30% of course revenue above that amount. For a two-day course, IAIA will retain a base administration fee of US\$2,100 plus 30% of revenue above that amount. The administration fee covers the costs associated with meeting space, registration and processing, marketing, and basic audio-visual equipment. Charges for catered coffee breaks, lunches, and any additional equipment are not included in the administration fee and will be deducted from the course revenue. All remaining revenue will be paid to the trainer(s).

Student participation

IAIA recognizes that students are the future of the organization. Ways to increase student membership within IAIA and students’ participation in and access to its annual conferences are currently being developed. Within this context, the Board of Directors requires that all training course instructors allow one student to participate in the course at no fee for up to 9 paying participants, two students for 10-19 paying participants, and three students for 20 or more paying participants.

Students will apply to IAIA HQ for the waiver by submitting a 300-word statement of interest explaining how the chosen training course could contribute to their research or student career. Eligible applicants will be selected in the order the requests are received, and the instructor(s) can choose to be involved in the selection process. Trainers agree to waive the students’ fees and provide them with course materials. However, IAIA will pay lunch and coffee break expenses for the selected student(s).

Further information

If you require any further information, please contact Loreley Fortuny at IAIA HQ (impact@iaia.org).

International Association for Impact Assessment

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ANNEX 1: Potential IAIA Training Course Topic Areas

Types of IA – General and Specialized

- Foundation (entry-level) Impact Assessment (EIA, EA, EIS etc.)
- Sustainability Assessment
- Strategic Environmental Assessment (SEA)
- Social Impact Assessment
- Economic Impact Assessment
- Cultural Heritage Impact Assessment
- Human Health Impact Assessment
- Human Rights Assessment
- Cumulative Effects Assessment
- Impact Assessment in conflict and disaster environment (including but not limited to post conflict/post disaster Impact Assessment)
- Regional integration projects and transboundary IA
- Sector-specific IA (e.g., mining, oil and gas, water, renewable energy)
- IA in developing countries / IA in specific regional/local context
- Other types of IA or approaches to IA

Specialized Topics in IA

- IA and climate change, mitigation, and adaptation
- Indigenous peoples and IA
- Resettlement planning and IA
- Dealing with human rights in IA
- Ecosystem services in IA
- Biodiversity in IA
- Resilience in IA
- Stakeholder engagement and public participation in IA
- Specialist studies (e.g. health IA, water quality assessments etc.)
- Remediation, habitat compensation and/ or offsets, and ecological restoration
- Other specialized topics that are or could be relevant to IA, including subtopics or variations of the above topics

IA Management-Related Topics

- Implementing continuous improvement in IA
- Managing records in IA for public access and litigations
- Linkages of IA with regulatory decisions and enforcement
- IA governance and legislations (trends, evolutions, best practices etc.)
- Linkage of Corporate Social Responsibility (CSR) and Impact Assessment
- Decision making approaches and criteria in IA (e.g. benchmarks, significance)
- Terms of reference, quality review and auditing for impact assessment
- Effective direction and management of IA studies
- Impact Assessment implementation and follow up: integrating EIA with EMS
- Policy engagement: how to influence policy-making through innovative use of IA
- Mitigation
- Monitoring
- Applications of any topic or tool to specific industry or livelihood sectors (mining, agriculture, etc.)
- Other specific IA management tools or processes

Methodology and Tools

- General professional capacities (e.g. ethics, leadership, capacity building)
- Tools for impact assessment (e.g. resource economics, GIS, multi-criteria analysis, statistical analysis, etc.)
- Role of open science and open data in IA
- Environmental management plans and systems
- Role of science and technical analysis in IA litigation
- Environmental policy integration (integration of different environmental managements tools into IA)
- The roles of regulation and of regulators in IA
- The role and use of 'big data' in IA
- The role of synthesis in IA
- Applications or tools from other fields applicable to IA (decision making, modeling, psychology of learning, thinking and reasoning, business and financial methods etc.)
- Management tools and processes applicable to IA (project management, adaptive management, systems management, negotiation, mediation, etc.)
- Other methods and tools that can be relevant to IA

**ANNEX 2:
IAIA TPDC Course Evaluation Criteria**

Level 1: The basic compatibility and commitment hurdle. All criteria need to be fulfilled in order for the proposal to be considered further. The course proponent(s):

		Yes	No
1.1	Is/are a fully paid-up IAIA member(s) who has/have signed the Code of Conduct.		
1.2	Make(s) a believable statement about commitment to attend the IAIA conference and deliver the course.		
1.3	Complied with the submission requirements (i.e. guidelines and submission date).		
1.4	Agreed to provide free places in line with the agreed formula (at least one place, two places when there are 10 or more paying participants, three places when there are 20 or more paying participants).		
1.5	Provide(s) evidence of successful delivery on training commitments in IAIA or other training contexts.		
1.6	Provide(s) evidence of viable back-up strategy in the event of unexpected personal absence.		
1.7	Course would be operable with commonly available technology (e.g. flipcharts, power point...). The proposal clearly indicates whether or not participants need personal laptop computers.		

Level 2: Proponent(s)' track record and course quality.**Score 0 = Unacceptable, 1 = Acceptable, 2 = Good, 3 = Very Good**

		Score (1-3)	Weight	Final Score (scores multiplied by weights)
2.1	<u>The Instructor(s)</u>			
2.1.1	Recognisable relevant academic/experiential (broadly defined) credentials of the trainers.		3	
2.1.2	History of proponent(s)' training experience (not just university or lecture-oriented teaching) in any context (not just IAIA).		2	
2.1.3	Evidence of positive evaluations of their previous offerings in any context.		2	
2.2	<u>The Course</u>			
2.2.1	<p>Topic and Audience: The target audience are clearly identified and introduced; their needs and requirements are also well identified and expressed. The topic reflects the identified needs and requirements, and/or addresses the following considerations:</p> <ul style="list-style-type: none"> - <i>Issues and challenges with significant relationship with any of the topic areas listed in Annex 1, and / or the symposium location and/or symposium theme.</i> - <i>The feedback from the previous implementation, the latest changes and updates with recent advances in the field (mostly applicable for the long-standing and/or general Impact Assessment topics, and the previously designed and implemented courses).</i> - <i>The new or emerging issues in Impact Assessment, based on the practical experience of the instructor(s) or theoretical advances.</i> 		2	
2.2.2	<p>Goals, Outcomes and Schedule: Training goal(s), objectives(s) and desired learning outcome(s) are well defined and eloquently expressed. The lesson plan, training topics (modules, sub-modules), schedule etc. are cohesively and appropriately designed and explained in a way that shows how they meet the defined objectives and deliver the desired learning outcomes.</p>		3	
2.2.3	<p>Methods and Materials: The training methods and materials are adequately elaborated as a cohesive and well-thought-out combination of appropriate straight lecture and interactive sessions; and where needed supported by practical exercises, relevant case studies etc.</p>		3	
2.3	<u>Communication and support</u>			
2.3.1	Evidence of provision of pre-course and follow-up contacts, materials and resources etc.		1	
				Total

Level 3: Non-scoring queries flagging a second-round review or additional information.

		Yes	No
3.1	Proposal appears to overlap to a significant extent with other proposed course(s) and might require a choice or amalgamation. If Yes, other course(s) is/are _____. The TPDC reserves the right to request proponents of overlapping courses to consider amalgamation.		
3.2	Proposal covers an obviously innovative subject area that requires expert evaluation.		
3.3	Course seems to be dependent upon technical resources (computers, software, internet, etc.) that might not be available at the upcoming venue.		
3.4	Course is linked to a proposed technical visit which, though an excellent idea, requires confirmation by the organizing committee.		