

# Training courses

18-19 APRIL 2015

## IMPORTANT DATE: 28 FEBRUARY

Please register early! Courses will be cancelled if they do not reach the minimum number of paid participants by 28 February 2015.

In consideration of the trainers and their need to prepare appropriate quantities of course materials, registrants may not change courses after 30 March.

Reminder: *IAIA advises delegates to plan ahead: prepare and apply for visas and all other travel documents early.* Please apply for your visa at the same time as you send your conference registration to ensure that your visa is received in time for the conference.

## ABOUT TRAINING COURSES

IAIA pre-conference training courses are presented primarily by IAIA members. The courses are open to all participants but require advance registration and payment.

IAIA15 pre-conference training courses will be held from 09:00 - 17:00 on Saturday, 18 April, and Sunday, 19 April. The courses will be held at the congress center.

IAIA's 2-day courses cost US\$475. One-day courses are US\$275. This fee includes course materials, light lunches, and coffee breaks. Participants in the training courses who are not registered for the IAIA conference will be assessed an additional US\$75 fee. Course fees must be paid in full before you will be enrolled in the training course.

Please register early! Courses will be cancelled if they do not reach the minimum number of paid participants by 28 February 2015.

Minimum/maximum class sizes are noted. If the training course for which you have registered does not meet the minimum number by 28 February, IAIA HQ will notify you and provide refund information or offer to transfer you to another course. ***Course registration after 28 February is possible but is subject to availability, instructor consent, and receipt of payment.***

If you must cancel, your course registration fee will be refunded minus a US\$75 administration fee and contingent upon a written notice of cancellation received in HQ by 30 March 2015. After 30 March, no refunds will be issued.

Check-in for the training courses will be available at the IAIA registration desk in the the congress center at the following times:

- Friday, 17 April • 15:00-17:00
- Saturday, 18 April • 07:30-10:00 and 14:00-17:00
- Sunday, 19 April • 07:30

Name tags will be distributed at check-in and are required for admission to courses. Check-in the day before your course begins is encouraged.

For more detailed descriptions of the courses, including outlines of activities, listings of course materials, and background information on instructors, see the IAIA Web site ([http://conferences.iaia.org/2015/training\\_courses.php](http://conferences.iaia.org/2015/training_courses.php)).

## STUDENT TRAINING COURSE FEE WAIVERS

**A limited number of free training course registrations are available to student participants of IAIA15** once courses reach their minimum paid enrollments. If you are interested, please send your name, a 300-word statement of interest explaining how the chosen training course could contribute to your research or student career, and first and second course choices to [impact@iaia.org](mailto:impact@iaia.org) by 21 March 2015. Allocations of the free training course slots will be made by 28 March 2015, based on the order in which the requests were received and subject to instructor approval. You can see the student flyer for more students opportunities (<http://conferences.iaia.org/2015/pdf/IAIA15%20student%20flyer.pdf>).

## 1 QUALITY ASSURANCE IN EIA: GUIDE AND REVIEW

This 2-day course will combine lectures delivered by the trainers, general discussions and individual and group work. It will have two main parts: the first will provide the delegates with insights into how the EIA process should be guided. This will include aspects such as writing terms of reference, adjudicating proposals from consultants and how to provide oversight to the whole EIA process. Examples from recent projects will be used to highlight the learning points.

The second part will deal with **review**. This will include methods and frameworks that can be used to review scoping, EIA and EMP reports; key questions to be asked and how to make decisions on the information provided in the documentation. Again, we will use examples from some of the many projects we have been involved with over the past few years.

The **learning outcomes** will include:

- Participants will have a better appreciation and confidence about how to guide and review large and small EIAs.
- Participants will be provided with some tools (templates, criteria, frameworks, decision-trees) to write ToRs, run a tendering process, adjudicate proposals, manage the entire EIA process and review the documentation.

Participants will be made aware of common pitfalls and how to deal with them.

**Level:** Intermediate/Advanced

**Prerequisites:** This course is primarily aimed at decision-makers and corporate EIA managers who are responsible for setting Terms of Reference, adjudicating EIA proposals and reviewing the final documents. Therefore the participants must be in positions where they carry out these tasks. They need to understand the EIA process and legal requirements.

**Language:** English

**Duration:** 2 days (18-19 April)

**Min/Max:** 15-35

**Instructor:** **Peter Tarr**, Ph.D., Executive Director of the Southern African Institute for Environmental Assessment (Namibia)

## 2 HUMAN RIGHTS AND IMPACT ASSESSMENT

This two-day, intermediate level master class outlines the human rights issues associated with large projects (with an emphasis on the extractive industries), and provides participants with practical ways to operationalise the corporate responsibility to respect human rights as established in the *United Nations Guiding Principles on Business and Human Rights*, which were developed by Prof John Ruggie (who received the IAIA 2014 Global Environment Award). The course seeks to bring human rights issues into the impact assessment field of practice and, by using integrated impact assessment methods, will provide an effective way to identify the human rights issues of projects. The master class is designed for practitioners involved in the impact assessment of private sector projects who have some understanding and knowledge of social impact assessment methodologies and practice and who want to increase their knowledge of human rights issues. This can include: those individuals within companies or institutions (e.g. financial institutions) who are responsible for commissioning and overseeing impact assessments; and internal and external practitioners that carry out impact assessments. The course has been developed as a partnership between the Danish Institute of Human Rights and the Community Insights Group.

**Level:** Intermediate

**Prerequisites:** There is no specific prerequisite; however it is presumed that participants will have a general understanding of impact assessment.

**Language:** English

**Duration:** 2 days (18-19 April)

**Min/Max:** 10-30

**Instructors:** **Nora Gotzmann**, Advisor, Danish Institute for Human Rights (Denmark)

**Ana Gabriela Factor**, Consultant, Community Insights Group (Denmark)

# Training courses

## 3 INTEGRATED ENVIRONMENTAL MANAGEMENT: HOW TO MAKE EA MORE EFFECTIVE

While more and more environmental assessments are being conducted, it is also true to say that there are a plethora of topic-specific Environmental Assessments (EAs) being done as well, such as social impact assessment, health impact assessment, traffic impact assessment, heritage impact assessment, and so on. This fact, together with the direct experience of the trainers and feedback from IAIA participants, indicates that the profession is, perhaps, moving away from an integrated approach to environmental management. There may be many reasons for this, but one could be that there are many practitioners (as well as regulatory authorities) who are uncertain as to how integrated impact assessments can be conducted.

The aims of this 2-day course, therefore, are to assist anyone who manages, writes or contributes to an EA to:

- Understand the concept of Integrated Environmental Management (IEM) and motivate why it is essential to improve the effectiveness of EA and to deliver on sustainable development goals;
- Provide guidance on how to manage the EA process to achieve IEM;
- Provide practical tools to analyse impacts in an holistic manner.

The course will combine lectures delivered by the trainers, general discussions and group work.

The **learning outcomes** will include:

- Participants will be better able to assemble and manage multi-disciplinary teams of specialists to produce a product useful for decision making;
- Participants will have a better appreciation and confidence about how to present information to the client, public and decision-makers so that the direct and indirect implications of a policy, plan or project on the environment can be clearly understood;
- Participants will be provided with tools to conduct integrated analyses;
- Participants will be made aware of common pitfalls and how to deal with them.

**Level:** Anyone who manages, writes or contributes to an EA.

**Prerequisites:** Participants must have some basic knowledge of EIA and SEA processes.

**Language:** English

**Duration:** 2 days (18-19 April)

**Min/Max:** 15-35

**Instructors:** **Charlotte Bingham**, Consultant (USA)

**Bryony Walmsley**, Manager, Southern African Institute for Environmental Assessment (South Africa)

**Special Note:** Laptops would be beneficial but not essential.

## 4 MAKING SOCIAL IMPACT ASSESSMENT COUNT IN THE ESIA PROCESS: EXAMPLES FROM INDIGENOUS COMMUNITIES

Specific course objectives and learning outcomes: The Social Impact Assessment foundation course is designed to provide the basic knowledge, understanding and technical skills to do social impact assessment at the community and project level for a variety of development settings. To achieve this goal the training course will:

1. Define Social Impact Assessment and demonstrate how it is used.
2. Cover the steps in the SIA process as a framework for doing a social impact assessment within the context of the ESIA process for a proposed project or policy change.
3. Learn to implement “screening” and “scoping” as used by government and private sector agencies as well as national and international donor/aid organizations to identify possible social and environmental impacts and plan the SIA process.
4. Explain social profiling and how to define “affected communities.”
5. Show how to locate and gather data for the description and measurement of social impact assessment variables identified during “scoping.”
6. Learn how to identify and use both quantitative and qualitative data to identify and measure significant social impacts, including data from participatory processes.
7. Outline the approaches utilized to enhance and mitigate significant social impacts within a variety of development settings.
8. Outline the components of social impact assessment management plans (SIMPs) including participatory elements.
9. Learn about the use of Impact Benefit Agreements (IBAs) for mitigation of social impacts among indigenous populations.
10. Be able to demonstrate the use of SIA variables for enhancement and mitigation programs.
11. Review the strengths and weaknesses of Impact Benefit Agreements (IBAs) for Indigenous and Aboriginal populations in particular.
12. Discuss IAIA International principles for ethical SIA practice.

**Level:** Foundation. The course is designed for, but not limited to, persons in the public and private sectors who are responsible for commissioning or undertaking assessments of social impacts or who are responsible for managing the development of public sector policies or programs. **While the course will be of interest to anyone wanting to develop basic skills in SIA there will also be content that appeals to those who wish to update their skills, and for practitioners with a particular interest in SIA relating to indigenous peoples and resource development.**

**Prerequisites:** Participants should have a general understanding of the environmental impact assessment process.

**Language:** English

**Duration:** 2 days (18-19 April)

**Min/Max:** 10-28

**Instructors:** **Rabel J. Burdige**, Emeritus Professor, University of Illinois (USA)

**C. Nicholas Taylor**, Ph.D., Principal, Taylor-Baines Associates (New Zealand)

## 5 MULTICRITERIA ANALYSIS FOR IMPACT ASSESSMENT: THEORY AND PRACTICE

Impact assessment processes aim to provide information for decision-making. Therefore, the identification and comparison of alternatives, and the justification of choices, represent essential elements of any impact assessment. Comparing alternatives against multiple objectives and criteria implies balancing different impact types, understanding the merits of each option, and eventually establishing a preference ranking. This calls for a framework to integrate factual information on effects and impacts, with values and preferences of decision-makers and stakeholders. Multicriteria analysis (MCA) offers such a framework.

This intermediate-level course aims at providing theoretical insights and hands-on experience on the application of MCA to impact assessment. More specifically, the course addresses the following topics:

- Basic concepts of decision theory (e.g., decision-making process, actors);
- Problem structuring;
- The philosophy of MCA;
- MCA methodological steps: value functions, weight assessment, aggregation techniques, sensitivity analysis, and results presentation;
- Working with Decision Support Systems (DSS);
- Using GIS and new digital technologies in MCA;
- MCA in the real world: examples in different impact assessment fields.

The teaching method is based on theoretical lectures, group discussions and hands-on exercises using DSS software (freely available). The target audience of this course is represented by practitioners, international agency personnel, public officers, research fellows, PhD and MSc students interested in the comparison of options in impact assessment. No prior experience with DSS or MCA is required, but participants should be familiar with at least one impact assessment field.

The expected learning outcomes include:

- Understanding advantages and limitations of MCA and its main techniques;
- Familiarizing with approaches for weight assessment and sensitivity analysis;
- Skills in using a DSS to conduct MCA;
- Understanding the role played by different actors in MCA-based decision-making;
- Understanding the key principles of GIS-based MCA;
- Gaining first-hand experience by analyzing real-life case studies.

**Level:** Intermediate

**Prerequisites:** No prior experience with decision support systems or multicriteria analysis is required, but participants should be familiar with at least one impact assessment field (e.g., EIA, SEA, HIA, SIA, etc.).

**Language:** English

**Duration:** 2 days (18-19 April)

**Min/Max:** 10-35

**Instructor:** **Davide Geneletti**, Ph.D., Researcher and Lecturer, University of Trento (Italy)

**Special Note:** Participants are required to bring their own laptop for the hands-on sessions (laptops may be shared between two participants).

## 6 SOCIAL IMPACT ASSESSMENT AND MANAGEMENT

This intermediate course provides a current overview of leading industry practice related to social impact assessment and management, and social performance that is consistent with IAIA's International Principles for SIA. We address the current issues relevant to the business of managing the social impacts of planned interventions. The trainers include: a person with considerable industry consulting experience; and a leading academic in SIA. In our course, SIA is regarded as being more than just the ex-ante prediction of social impacts, it should be the process of managing the social issues, and a mechanism to ensure social and economic development.

This course will appeal to early career IA practitioners, people who commission SIAs, people who would like to do them, people who are involved in assessing them, and people with a general interest in the field. Specific course objectives are to:

- Increase awareness of new developments in SIA thinking and practice;
- Create awareness of the benefits to proponents of seeing SIA as an ongoing process of adaptive management and engagement with stakeholders, rather than as a point-in-time assessment;
- Strengthen understandings of the social nature of impacts on communities;
- Build practical knowledge in conducting SIAs;
- Increase ability to critically evaluate SIAs;
- Increase awareness of approaches to ensure SIA commitments are implemented;
- Provide tools to realise the potential of proponents to contribute to sustainability outcomes;
- Increase comprehension of the ethical, human rights and legal issues in SIA practice.

The course provides frameworks and tools to consider issues such as: social impact management plans; sustainable livelihoods; ecosystems services; human rights; gender and vulnerability; free, prior and informed consent; agreement-making with Indigenous peoples; cumulative impacts; social investment partnerships; local content; grievance mechanisms; and other emerging trends.

**Level:** Intermediate. This course will appeal to early career SIA practitioners, people who commission SIAs, people who would like to do them, people who are involved in assessing them, and people with a general interest in the field. It is not intended that people with considerable experience doing SIAs attend this course.

**Prerequisites:** Participants should have a general understanding of the (environmental) impact assessment process.

**Language:** English

**Duration:** 2 days (18-19 April)

**Min/Max:** 10-35

**Instructors:** **Ana Maria Esteves**, Ph.D., Director, Community Insights Group (The Netherlands)

**Frank Vanclay**, Head of Department, Cultural Geography, Faculty of Spatial Sciences, University of Groningen (The Netherlands)

**Special Note:** The participants will be working on an excel based tool in groups of 2 or 3. Participants will be asked to bring a laptop if they have one.

## 7 STRATEGIC THINKING SEA FOR SUSTAINABILITY

The main purpose of this course is to lead participants into strategic thinking in SEA, using flexible and innovative approaches to strategic design for sustainability. The course builds upon the experience with the application of a strategic thinking model and critical decision factors approach developed by Maria Partidario (2007, 2012), and published in Guidance, available in Portuguese, English and Spanish. The emphasis is on transformative processes from routine, traditional SEA into an SEA that changes practices and enables sustainability driven decision-making. The course will address SEA design for sustainability, stakeholders engagement, use of creative and practical tools, understanding the building blocks that map a sustainability focused SEA. Links to internationally recognized approaches developed by Gibson et al (2005: sustainability assessment), the OECD-DAC (2006: approach to development cooperation), The World Bank (2011: Policy and Sector reform SEA), will be addressed. Expected learning outcomes include 1) the added-value of using strategic thinking in SEA; 2) how to consider the environment in SEA as an integral component of sustainability; 3) why a strategic-based approach if different from an impacts-based approach; and 4) how to apply forms of strategic-based SEA such as the critical decision factors approach.

Learning techniques in this course will be based on dialogues, exchange of experiences and case-application, involve short presentations, case examples from different regions in the world, and group exercises. The course will also work with what participants bring to share on their questions, challenges and experiences. The course aims to encourage discussion and debate as a form of building ideas in a collective way. Participants attending this course are required to have some background on SEA or EIA, and also basic knowledge on policy-making or planning to enable advanced workshop discussion. The course is not aimed at delivering recipes, but in stimulating strategic thinking and creativity, which is a distinctive feature of Maria Partidario's training courses on SEA: strategic nature of the methodological approaches, reflection on international perspectives and approaches, and the encouragement to innovative thinking in SEA.

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| <b>Level:</b>         | Advanced  |
| <b>Prerequisites:</b> | Basic knowledge on policy-making, planning and Strategic Environmental Assessment or Environmental Impact Assessment. |
| <b>Language:</b>      | English   |
| <b>Duration:</b>      | 2 days (18-19 April)  |
| <b>Min/Max:</b>       | 10-35   |
| <b>Instructor:</b>    | <b>Maria R Partidario</b> , Ph.D., Associate Professor, Instituto Superior Tecnico (Portugal)                         |
| <b>Special Note:</b>  | Laptops are not required but welcome.   |

## 8 RAISING THE BAR OF BIODIVERSITY IN IMPACT ASSESSMENT FOR PROMOTING INCLUSIVE DEVELOPMENT

Complexities of managing multiple forms of development projects and plans, ascending economic trajectory, climate change issues, and impacts of growing demands from nature for resources and ecosystem benefits make the science and practice of impact assessment most challenging. Therefore, evolving more sophisticated impact assessment approaches to promote inclusive developments is genuinely needed in the digital age.

'The purpose of biodiversity conservation is to provide the greatest good to the greatest number of people for the longest time' observed Gifford Pinchot, the eminent conservationist. Impact assessment practice should therefore, project and resolve the conservation issues associated with development plans and proposals. Development of enabling tools for mainstreaming biodiversity and ecosystem benefits in impact assessment has accordingly emerged as a priority for a range of beneficiaries.

Trainers need to enrich the knowledge and improve their competence to advance impact assessment practice. Practitioners have to be on the lookout for robust and recent methodologies for raising the profile of biodiversity to aid good assessments and to fast track the process. Decision-makers need to have better negotiating tools for biodiversity gains from development. Policy makers must encourage best options for achieving the win-wins to resolve the dilemmas of conservation and development. Business groups need to understand why they must pay for biodiversity conservation as a debt for destruction from past actions and as dues for drawing from the nature in future. Donors require greater level of insight and trust for investing in sustainable and responsible development.

Novel ideas, new tools, digital data sources, technological choices and innovative thinking can improve EA practice. This course provides an opportunity to a range of target groups-trainers, practitioners, development planners, business groups, conservation community, decision-makers, donor agencies and economists to take home adequate guidance for steering development towards greater convergence of economic well-being and ecological sustainability goals.

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| <b>Level:</b>         | Intermediate/Advanced. This is a course for EA professionals including trainers, practitioners, development planners, business groups, conservation community, decision-makers, donor agencies and economists. This two-day course aims to improve the scope and practice of impact assessment for raising the profile of biodiversity for ensuring more integrated, impartial and inclusive economic growth. |
| <b>Prerequisites:</b> | Participants offering to take the course are required to have basic understanding of ecological concepts especially those that relate to landscapes, spatial planning and environmental economics.  |
| <b>Language:</b>      | English   |
| <b>Duration:</b>      | 2 days (18-19 April)  |
| <b>Min/Max:</b>       | 10-30   |
| <b>Instructors:</b>   | <b>Asha Rajvanshi</b> , Ph.D., Professor and Head, Wildlife Institute of India (India)<br><b>Vinod.B. Mathur</b> , Ph.D., Director, Wildlife Institute of India (India)   |



## 9 RESETTLEMENT AND LIVELIHOODS

This training course aims to increase participants' understanding of key resettlement, livelihoods and related issues, and increase their capacity to manage and/or engage with resettlement and livelihood projects on-the-ground for the benefit of all stakeholders through interaction between key resettlement players (Government, private sector and civil society) and case examples and studies. A specific module on resettlement related IT, including databases, will highlight the challenges and opportunities with the use of new digital technologies.

The key issues covered during the training course include: What are the Biggest Issues and Challenges for Course Attendees?; Baseline Data Collection, Storage and Analysis, and Impact, Risk and Opportunity Assessment; The Role of IT in Resettlement – Databases and Other IT; Planning Assumptions, Steps and Tools; Engaging with Internal Stakeholders; Engaging with External Shareholders; Resettlement Packages: Land and Livelihoods; Resettlement Packages: Resettlement Sites, Buildings and Infrastructure; Gender, Vulnerable Persons and Human Rights; Cultural Heritage Issues; Construction, Payment and Moves; Post-Move Livelihoods and Other Re-Establishment Measures; Beyond Impact Mitigation: Creating Shared Value/ Benefit Sharing; and Monitoring & Evaluation.

Anticipated learning outcomes include a better understanding and appreciation by participants of each other's concerns, issues, perspectives and experience. Thereby participants will have an improved understanding of key issues and cutting edge thinking on best practice standards, guidelines and tools. The training course will lead to an improved international capacity to engage on, assess, plan, implement, review, monitor, report on and oversee land access, resettlement and livelihoods for the benefit of all stakeholders. Finally, the training course aims to improve how land access and resettlement are undertaken on-the-ground, by sharing lessons learnt (good and bad) and practical and innovative methodologies and tools from across the world including resettlement databases.

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| <b>Level:</b>         | Intermediate   |
| <b>Prerequisites:</b> | Participants are required to have a basic understanding of resettlement and preferably some practical experience planning, implementing or overseeing land access and resettlement projects. |
| <b>Language:</b>      | English  |
| <b>Duration:</b>      | 2 days (18-19 April)   |
| <b>Min/Max:</b>       | 20-35  |
| <b>Instructors:</b>   | <b>Mike Steyn</b> , Director, Intersocial (Mauritius)<br><b>Eddie Smyth</b> , Director, Intersocial (Mauritius)  |

## 10 CULTURAL HERITAGE COMPONENT OF IMPACT ASSESSMENT: METHODS, ISSUES AND APPLICATION OF NEW TECHNOLOGIES

Cultural heritage is a multifaceted resource which includes material features that reflect the values, customs and practices of a people as they adapt and relate to their natural environment. As such it is recognized as one of the three pillars of Environmental Impact Assessment, along with biophysical and social factors. Cultural heritage has received the least attention in impact assessment, and hence the need for awareness creation and training.

Material cultural heritage may consist of remains from vanished cultures, such as archaeological sites and objects, or of historical buildings, landscapes and cityscapes which are still in use, or features in the natural environment which have been endowed with cultural significance. Technological advances, especially in the past two decades, enable the identification, description and management of cultural heritage with remarkable breadth and precision. These capabilities include GPS, GIS, remote sensing, photogrammetry, and digital documentation, mapping, storage, publication and communication.

This intermediate/advanced level two-day training course focuses on requirements, methods, techniques and tools for treating cultural heritage as an integral component of both EIA and Environmental Management Plans. Participants will have a familiarity with impact assessment and an interest in the cultural heritage component.

The first day, in classroom training, covers requirements and procedures for integrating cultural heritage into impact assessment and project plans, including direct, indirect and cumulative impacts. The presentations and discussion include attention to methods and technological tools that greatly facilitate the identification, documentation and management of cultural heritage in the development context. On the second day, a field trip in the historic centre of Florence provides the opportunity for specific application of the material covered on the previous day. The complexity of a living historical site, with many development issues, is apparent. Participants consider a range of challenges and potential actions to ensure the environmental, social and economic sustainability of historic Florence.

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| <b>Level:</b>         | Intermediate/Advanced. The classroom training and field trip provide instruction appropriate for both intermediate and advanced levels.   |
| <b>Prerequisites:</b> | This course is open to participants from throughout the world who have a general knowledge of impact assessment and an interest in the cultural component of Environmental Impact Assessment (EIA) and Strategic Environmental Assessment (SEA). Participants from cultural heritage institutions are also welcome. |
| <b>Language:</b>      | English. The course is delivered in English. Some of the course materials are available also in Spanish, French, Arabic, Chinese and Portuguese.  |
| <b>Duration:</b>      | 2 days (18-19 April). The course takes place over two days, consisting of a first day of classroom instruction and a second day devoted to case study exercises and a field visit.  |
| <b>Min/Max:</b>       | 10-20   |
| <b>Instructors:</b>   | <b>Arlene K Fleming</b> , Cultural Resource and Development Specialist, Advisor and Trainer on Cultural Impact Assessment, World Bank (USA)<br><b>Ishanlosen Odiaua</b> , Cultural Heritage and Development Specialist, Consultant, World Bank (USA)  |
| <b>Special Note:</b>  | Some form of electronic support would be useful for effective participation but it is not an admission requirement.   |

# Training courses

## 11 CUMULATIVE EFFECTS ASSESSMENT

The two day Cumulative Effects Assessment and Management (CEAM) course aims to teach participants what cumulative effects are, how to identify and predict them, and how to mitigate them. CEA considers effects on receptors rather than the effects of a plan/project, and so requires a different mindset from 'normal' impact assessment. The course discusses how to identify affected receptors, techniques for assessing and evaluating cumulative effects, and what 'other plans and projects' should be considered in CEA. Cumulative effects usually require 'cumulative mitigation', which in turn requires the collaboration of multiple institutions: the course will address some of the issues surrounding this, and how to overcome institutional constraints. It will examine several successful CEA analyses and mitigation measures, and include a range of workshops. Participants are encouraged to bring 'cumulative effect problems' with them, for discussion during the course.

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| <b>Level:</b>         | Intermediate/Advanced   |
| <b>Prerequisites:</b> | Foundation training on EIA (environmental impact assessment), strategic environmental assessment (SEA) or cumulative effects assessment and management (CEAM) (professional-level short course or University-level specific course or program); and/or minimum of 2 years in professional experience in planning and conducting EIA, SEA or CEAM. These prerequisites do not apply to student participants. |
| <b>Language:</b>      | English   |
| <b>Duration:</b>      | 2 days (18-19 April)  |
| <b>Min/Max:</b>       | 15-35   |
| <b>Instructors:</b>   | <b>Riki Therivel</b> , Ph.D., Partner, Levett-Therivel Sustainability Consultants (UK)<br><b>Bill Ross</b> , Ph.D., Professor Emeritus, University of Calgary (Canada)  |
| <b>Special Note:</b>  | Each participant is required to bring a laptop.   |

## 12 TOWARDS MORE SUSTAINABLE OIL AND GAS SECTOR PROJECTS

This two-day program will provide a master class for intermediate-level environmental and social impact assessment (ESIA) practitioners who want to learn more about the oil and gas (O&G) sector, including conventional and unconventional (shale) O&G projects. The training will build on the participants' knowledge of the ESIA process, provide them with a foundation of environmental and social issues specific to O&G projects, and enhance their ability to leverage ESIA's towards more sustainable O&G developments. Goals and learning outcomes include:

- Review the O&G development cycle and likely impacts and mitigation measures for hydrocarbon development projects including conventional and unconventional projects.
- Identify linkages between the O&G development cycle and the ESIA core components – and opportunities for decision making; and
- Increase participants' level of confidence with ESIA's in the O&G sector through case studies and participant questions.

The training will be a participatory venue with a balanced mix of instructor presentations and discussions to leverage the participants' own broad range of experience, promote dialogue, and share best practices. Group exercises and case studies will be an integral part of the course. Participants should be prepared to exchange experiences, challenges and solutions with peers.

The training also assumes participants are familiar with ESIA best practice guidance (e.g. World Bank OP 4.01, IFC Performance Standards, IFC/World Bank General and Oil and Gas Sector Guideline, IAIA, IDB, etc.) and have practical experience in planning and implementing ESIA's in any sector.

Broadly, the workshop is divided into two days: The first day will focus on "the Oil and Gas Sector Project Cycle" and the second on "Core Components of ESIA's" and a case study.

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| <b>Level:</b>         | Intermediate   |
| <b>Prerequisites:</b> | Participants are expected to be familiar with environmental and social impact assessment international policy and practice as applied to the oil and gas sector (e.g. World Bank OP 4.01, IFC Performance Standards, IFC/World Bank General and Oil and Gas Sector Guideline, IAIA and IDB guidance etc.) and have at least two years of practical experience with environmental and social impact assessment in any sector. Participants in public, private, and non-government organizations with an interest in learning about environmental and social impact assessment as applied to onshore and offshore, conventional and unconventional (shale) oil and gas exploration and development projects are welcome. |
| <b>Language:</b>      | English  |
| <b>Duration:</b>      | 2 days (18-19 April)   |
| <b>Min/Max:</b>       | 10-35  |
| <b>Instructors:</b>   | <b>Agnieszka Rawa</b> , Managing Director, Compact Development, Africa Region, Millennium Challenge Corporation (USA)<br><b>Fernando Rodriguez</b> , Managing Director, HSE International, LLC (USA)   |

# Training courses

## 13 ORGANIZED REASONING AND ENVIRONMENTAL IMPACT ASSESSMENT

Environmental impact assessment constantly uses reasoning to reach conclusions. That process is called 'argument'. Not argument meaning 'quarrel', but argument meaning a series of reasons, leading to conclusions, targeted for a specific audience. Most professionals are not formally trained in organized reasoning. Therefore they do not know there are many techniques of argument that organize ideas to help an audience better understand the reasoning in written presentations. Assessments are complex documents. Using the tools of argument can make them easier for audiences to understand. And easier for authors to write!

This one day workshop will share guidelines for organized reasoning. These guidelines apply to all professional technical writing, but this workshop is targeted specifically to environmental assessment. This is an intermediate level workshop. Participants should have experience researching and contributing to the writing of one or more assessments. They should have some experience with the difficulties of preparing an assessment and some of the challenges that come from the reactions of different audiences to assessment documents.

The workshop will analyze some written EIA documents and show how they contain common errors in their arguments. We will distinguish three different kinds of argument that technical writing and EIAs contain. Participants practice assembling evidence and reasons for each kind of argument. We will show several steps, and introduce some computer-based tools, that will bring better argument into technical report writing. Although not required, if participants bring a laptop it will be helpful for one of the exercises. At the end, participants will have a new perspective on how to write technical reports and EIAs, and several new techniques they can use on the job.

The workshop includes discussion and practice in small groups, lunch and breaks for refreshment. A summary document is provided.

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| <b>Level:</b>         | Intermediate   |
| <b>Prerequisites:</b> | Previous participation in researching and writing IA documents.      |
| <b>Language:</b>      | English  |
| <b>Duration:</b>      | 1 day (19 April)   |
| <b>Min/Max:</b>       | 10-24  |
| <b>Instructor:</b>    | <b>Glenn Brown</b> Ph.D., Professor, Royal Roads University (Canada) |
| <b>Special Note:</b>  | Laptops are not required but useful for one of the exercises.        |

## 14 DECISION MAKERS COURSE IN EFFECTIVE ONLINE PUBLIC PARTICIPATION

IAP2's Public Participation for Decision Makers course helps practitioners and decision makers get the best value from a public process. This course looks at effective foundations in public participation and how these can be integrated into the overall project plan. It builds on the differences between 'on' and 'offline' tools and techniques and stakeholder 'reach'. It examines the costs and benefits of both formats, discusses when and why to involve the public in an organizational decision, and emphasizes the importance of both the decision being made and the promise to the public about their involvement in that decision process. In conclusion, the course will provide an overview of what decision makers should know about the public participation practitioner's role.

To respond directly to the IAIA15 conference theme, we will explore opportunities and benefits of online and social media in impact assessment. The course will draw on case studies developed by the Trainer, based on experience in impact assessment in various sectors.

Uniquely, participants will be asked prior to the training to submit ideas for case studies - successful and ineffective examples. The course will draw out lessons learned from all case studies.

At the conclusion of this course, participants will have learned:

- methods for ensuring effective and well planned and resourced online engagement, reflecting the principles of good practice public participation
- how public participation ties into their decision-making processes
- when and why to have the public participate in their decisions
- the decision maker's unique role and commitment
- key concepts that must be considered to be effective when involving others, particularly for online engagement and in the use of social media

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| <b>Level:</b>         | Intermediate/Advanced. Students and graduates can also learn from this course. This course is tailored at those who have existing experience in the field and want to focus on new skills regarding effective online public participation. |
| <b>Prerequisites:</b> | An understanding of what makes for good practice public participation and a willingness to apply this to online techniques and social media.   |
| <b>Language:</b>      | English. IAP2 does have Italian-speaking resources in Italy who may be available to assist with Italian translation.   |
| <b>Duration:</b>      | 1 day (19 April)   |
| <b>Min/Max:</b>       | 10-25  |
| <b>Instructor:</b>    | <b>Tanya Burdett</b> , Director, Essential Planning Limited (UK)   |