# Call for Training Course Proposals

## IAIA23 – RESILIENCE THROUGH IMPACT ASSESSMENT AND LEADERSHIP
### KUCHING, MALAYSIA | 8-11 MAY 2023

**Proposals due 22 June 2022**

The International Association for Impact Assessment (IAIA) is organizing high quality training courses in association with its annual conference in 2023. The Board of Directors and the Training and Professional Development Committee (TPDC) are inviting proposals for training courses to be delivered at its 42nd annual conference, which will be held in Kuching, Malaysia, 8-11 May 2023. **It is anticipated that training courses will be offered as part of the pre-conference program, which will occur on 6 and 7 May.** IAIA courses run from 9:00 a.m. to 5:00 p.m.

Training courses may cover any aspect of impact assessment; however, topics directly related to the local region of the conference and/or to the conference theme are encouraged. Some recommended topics are listed in Annex 1 (see page 5). Our audience is varied and there is active interest in courses that are introductory in nature as well as for courses at intermediate and advanced levels. We encourage trainers to target whatever level best suits their material.

Please note that innovation is welcomed, such as covering emerging topics, issues and challenges in IA, and evolving tools and techniques. **While the normal language of training courses is English, we welcome proposals for training courses to be given in languages other than English. All proposals must be submitted for review in English. All proposals will be judged by the same criteria.**

Course instructors who have previously taught courses at IAIA conferences are expected to update 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 as appropriate, and use local examples and case studies if applicable.  Note that the proposal information has changed in terms of both numbers and sequence, so copying/pasting from a previous year's proposal is not possible.

Potential trainers are advised that some suggestions have been assembled to help writers of proposals. They can be found at https://conferences.iaia.org/2023/training.php.

**Proposals must be submitted to IAIA Headquarters (loreley@iaia.org) by 22 June 2022** 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. One proposal per instructor will be accepted.

Course trainers will be notified of the outcome of their application by 2 September 2022.

### IAIA's Commitment to Quality Training

IAIA emphasizes the credentials of the proposed trainers is a key selection criterion, 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 IAIA23 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 Malaysia must submit proof of visa application by 5 April 2023.*

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.

Please structure your proposal using the Section numbers and letters of the specific questions below, to support the ease of review.

**Section 1 – Basic information**

(a) Course title.

(b) Level: foundation, intermediate or advanced.

(c) Are there prerequisites for participants? (All proposals for courses at the intermediate and advanced courses must list necessary prerequisites.) If not, say so.

(d) Language of delivery.

(e) Duration (1 or 2 days).

(f) What is the trainer's target minimum and maximum number of participants? Note that the maximum participants should include the free students as per 4(e) below. (A minimum of 10 students must be both pre-registered and pre-paid by 13 March 2023 for the course to move forward.)

(g) Is each participant required to bring his/her own laptop?

(h) IAIA will provide standard support materials such as a projector, screen, and laptop. Do you require any other support materials or technology? We cannot guarantee that it will be available at the site, and – if it is – there may be an additional fee.

(i) **Internet connectivity cannot be guaranteed.** Does this course require an internet connection?

**Section 2 – Course description**

(a) Course Summary: 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 IAIA23 website.

(b) Who is the target audience for this course?  In addition, are there any potential target audiences who are not in the circle of the usual IA practitioners (e.g., other professional associations, companies, enterprises, etc.) that the IAIA marketing staff could promote to? (Note that the intention is to consider those outside the IA field who are local and may consider attending the course, even if they wouldn't attend an entire IA conference. For

example, should we promote a cultural heritage course to a local/national association of architects?)

(c) Goals and Outcomes: What are the general goals and specific learning outcomes intended for this course?

(d) Methods: Detailed description of the course structure and content, including an outline of participatory and/or case study-based exercises (2-4 pages potentially including tables or other summary materials, if applicable) A lecture-only approach is not acceptable; various forms of interactive approaches to courses are strongly encouraged and should be included in this section.

(e) Handout Materials. Description of the materials participants will receive prior to or during the course; explain when they will be disseminated.

(f) History of the course: title(s), number of times, where and to whom it has previously been delivered, number of attendees, evidence of its success.

(g) If the course is new, give history of a comparable course, with the same information as in 2f, or otherwise indicate why this course will be successful.

(h) 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)

For each trainer, provide the following content:

(a) Name, title, organization/company and contact details of each trainer including country, telephone, email address.

(b) Identify if the trainer is an IAIA member and has signed IAIA's Code of Conduct, or that the trainer intends to do so before the conference begins.

(c) Summary statements of the trainer's curriculum vitae (maximum 300 words). An edited version of this text will be published on the IAIA23 website.

(d) An abridged curriculum vita (maximum 1 page) that explicitly identifies both technical and training expertise and experience.

## Section 4 – Commitment of the trainer(s)

(a) Identify how many times any of the trainers have offered an IAIA pre-conference course. If applicable, explain the reasons why a course offering has been cancelled or instructors have changed.

(b) Similarly, identify earlier IAIA-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 IAIA23 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 present to offer the course.

(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

Base fees for IAIA23 training courses are US$275 per participant for a one-day course and US$475 per participant for two-day programs.

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; all applications are sent to the instructor(s) to maintain their involvement 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 (loreley@iaia.org).

# ANNEX 1:
# Potential IAIA Training Course Topic Areas

The topics are listed in no particular order.

## Types of IA – General and Specialized

- Foundation (entry-level) Impact Assessment (EIA, EA, EIS etc.)
- Sustainability Assessment
- Social Impact Assessment
- Economic Impact Assessment
- Cultural Heritage Impact Assessment
- Sector-specific IA (e.g., mining, oil and gas, water, renewable energy)
- Strategic Environmental Assessment (SEA)
- 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
- IA in developing countries / IA in specific regional/local context
- Other types of IA or approaches to IA

## Specialized Topics in IA

- ESG (Environmental, social, and governance)
- 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
- Technical matters relevant to the assessment and/or management of preventing pollution of the physical environment. This includes, but is not limited to, one or more of the following: air quality, noise, water quality, soil quality and waste management

## 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** | **The Instructor(s)** | | | |
| 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** | **The Course** | | | |
| 2.2.1 | **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: <br> - *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.* <br> - *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).* <br> - *The new or emerging issues in Impact Assessment, based on the practical experience of the instructor(s) or theoretical advances.* | | 2 | |
| 2.2.2 | **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. | | 3 | |
| 2.2.3 | **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. | | 3 | |
| **2.3** | **Communication and support** | | | |
| 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. |  |  |