
Section D

Course design, delivery and evaluation

Introduction

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Sample course programme

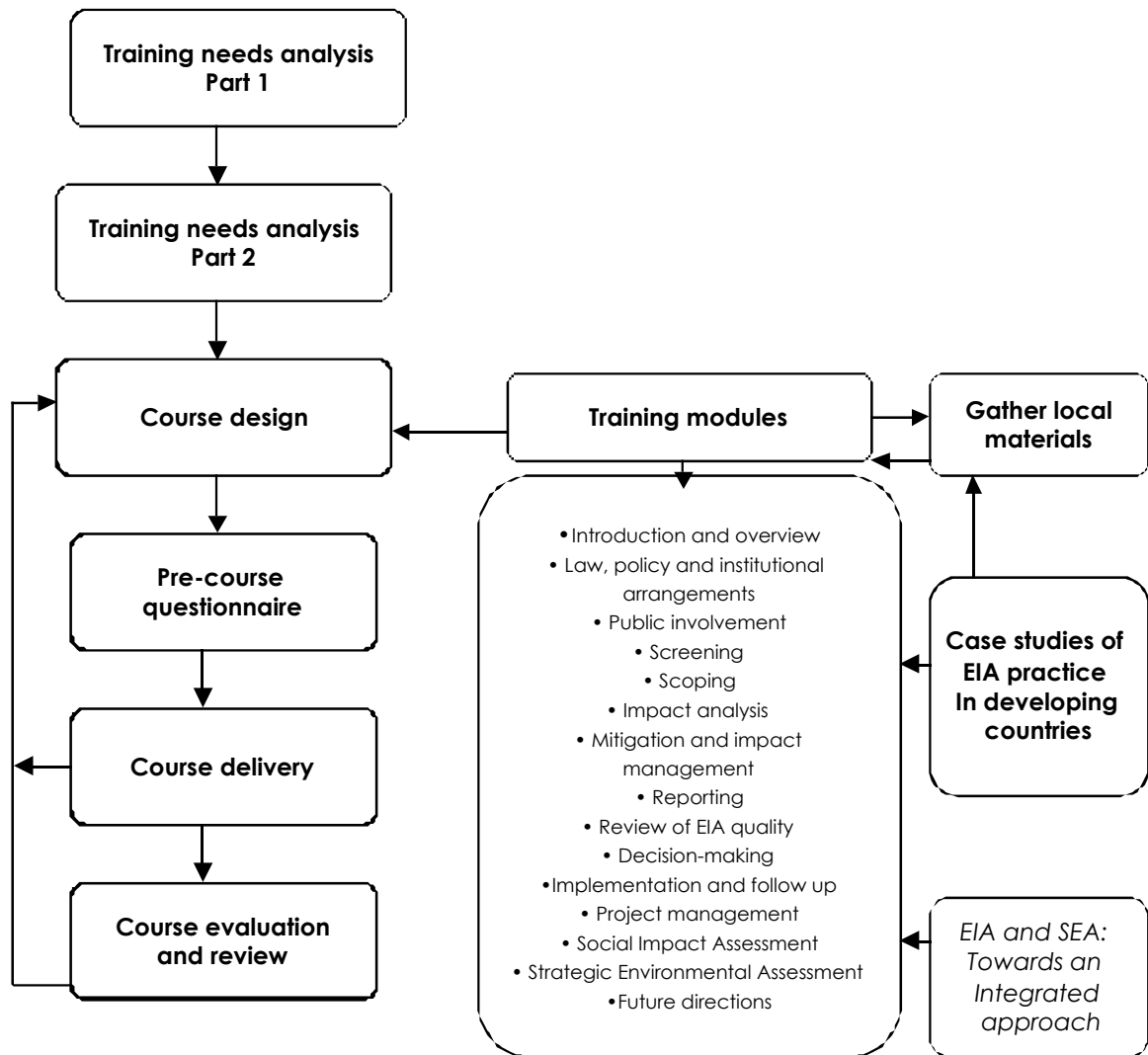
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Evaluating training

Annex: Preparing a case study

Designing and presenting a training course using this manual



Introduction

This section of the Manual provides information and guidance on the design, delivery and evaluation of an EIA training course. Overall responsibility for this phase of planning and implementation should be taken by the lead EIA trainer. Checklists are included to assist in this planning process. It is expected that key tasks and activities will be undertaken on the basis of the results of the Training Needs Analysis described in Section C of the manual.

Making the arrangements for a course

The logistics of organising an EIA course are an important but often overlooked activity. The main tasks to be covered are listed below in the approximate order in which they are undertaken. Typically these arrangements will be made in parallel with course design (which is addressed later in this section).

Choosing a venue

The venue for training should be as functional and comfortable as possible. In many cases there may be financial or other constraints, such that it may not be possible to produce ideal training conditions.

However, course organisers should aim to provide some, or all, of the support facilities for efficient and effective training.

These facilities include:

- ☐ rooms, seating and desks sufficient to accommodate the numbers attending for both large group presentations and small group activities;
- ☐ location away from work places;
- ☐ adequate lighting, heating/cooling, quietness;
- ☐ access to power and power points;

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- ❑ the provision of, or access to, food and refreshments during breaks;
- ❑ communications facilities such as telephone and fax for course leader and participants;
- ❑ blackboards and chalk, white boards and markers, overhead transparency sheets and pens;
- ❑ a table set aside for the display of reference materials;
- ❑ audio-visual equipment (overhead projectors, slide projectors, video players, tape recorders) and any back-up equipment such as bulbs; and
- ❑ office equipment (computers and printers, photocopying etc) and any back-up equipment such as discs or paper.

Depending on the length of the course there may be a need for participant accommodation. This can be important ingredient of course satisfaction and should be of acceptable quality to those attending.

In some cases, the location of the venue may be determined by ease of access for possible site visits.

Course dates and timing

Timing of courses is important at a number of different levels.

- *Time of year* - Courses should be scheduled far enough ahead to accommodate the target groups and to avoid conflicts with holidays, religious festivals, major events, conferences, other training activities or periods when natural events such as floods or rains may make accessibility difficult.
- *Length of course* – This should be appropriate to the objectives and type of training to be provided for the target group. For instance, courses designed for senior decision makers need to be very short and focused on their immediate concerns and interests. Otherwise they will not attract the right people. An EIA administrator or project manager may require a much longer period of in-depth training, which may take place in several time blocks (e.g. a series of one or two week courses). These time blocks may be coordinated with shorter, specialised training for EIA practitioners (e.g. undertaking key steps or activities).
- *Structure of course* – Sufficient breaks should be provided during the presentation of the course. Participants need time off to consolidate their learning, to relax, and most importantly to allow them to get to know each other and establish networks that will benefit them in the future.

The next section on course design provides further information on how to structure the time to achieve a balance of activities together with an example of a training programme for this purpose (page 82).

Recruitment of trainers

Other than for very short courses, lasting for one half-day or less, a roster of trainers who are knowledgeable about the subject matter should be drawn up.

The session outlines for each topic have been designed on the basis that the Lead Trainer will recruit local experts to assist in the development of relevant learning materials and/or undertake training activities. At least some of the trainers should have practical experience in the application of EIA locally. These experts could include:

- EIA practitioners and consultants;
- other professionals involved in the EIA process, such as planners, economists, sociologists etc;
- representatives of non-government organisations, community and professional societies;
- environmental/ development agency staff ;
- academics, and others who are knowledgeable about the EIA system, the legal framework, use of tools of impact analysis, etc.; and
- the course participants.

Course participants may have considerable knowledge and experience of EIA procedure and practice. However, often this is not recognised or goes untapped during the training course. Using the questionnaire in Section C is a good way of finding out about the expertise of course participants. The questionnaire is designed specifically to pre-identify the background, skills and knowledge of course participants, as well as their training needs.

Pre-course information

A course brochure should be sent out to confirmed and interested participants well in advance of the training. This brochure should describe the location, course objectives, the programme of activities, the training faculty, who will or should attend, and how to register or apply. Make sure that other relevant information is provided as well, including:

- contact details for registration and the venue;
- any fees and costs to the participants, with details of how these should be paid; and
- what to bring with them, including any required materials or case work.

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The training needs questionnaire should be distributed at this stage if it has not been completed already.

Wherever possible, a Participant Handbook should be distributed before the course starts. The preparation of a Participant Handbook is discussed later.

Designing a training course

Training courses should be based on the results of the training needs analysis (undertaken in Section C) and built up from the materials contained in the modules and topics provided in Section E of this manual. These modules cover the main stages and key elements of the EIA process. Not all modules will need to be used for each training course, nor is it expected that all of the materials relating to a topic will be used.

In some cases, the modules and materials provided may not be appropriate for a particular society or level of EIA process development. Trainers are encouraged to adapt the manual and to develop their own materials in order to meet the specific needs of prospective course participants.

A customised training course can be designed by:

- *establishing objectives that reflect the priorities already established for training (as indicated in the training needs summary tables produced in Section C);*
- *selecting the modules, topic materials and training activities (in Section E) that are appropriate for the target groups;*
- *using the proformas provided at the end of this section to plan and document the course design; and*
- *amending and adding to the materials as necessary to meet the participants' needs.*

Developing a course outline

The training courses can be developed from the completed training needs summaries and feedback sheets produced during the training needs workshop. Taking the information for one target group at a time, the trainer/ course designer can select the appropriate modules, topics and training activities from Section E of the manual. In doing so, keep in mind the specific training needs of the group and the depth of training required. The table on page 80 shows the general relevance of the emphasis of each module in Section E for three typical target groups – practitioners, administrators and decision-makers.

The choice of training activity depends on the time and resources available, as well as the identified training need. For example, the emphasis in specialised training should be on practical activities, case examples and the use of relevant tools. This approach is important especially where the participants are required at the end of the course to demonstrate proficiency

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in undertaking a particular EIA activity. Site visits and excursions should be used to reinforce the materials whenever possible.

A Session Planning Form (Form D1) should also be completed (an example of the completed form can be found on page 81). The cover sheet for each Topic in Section E includes indicative timings for presenting the session materials. It does not include the time required for the training activities, as this will vary depending on the type of activity chosen. Sessions are likely to be longer when the trainer and group members are able to contribute useful examples of EIA practice and experience.

The trainer/course designer should ensure that the course length is approximately the same as the time available, making appropriate adjustments as necessary.

Do not forget the importance of the opening and closing sessions. If possible use an interesting and significant person to formally commence and conclude the proceedings.

Preparing the course programme

The next step is to complete the programme within the course outline. The required sessions, activities and site visits should be fitted into an ordered and logical structure, allowing sufficient time for networking during lunch and tea breaks. Usually the times indicated for topics in the Session Planning Form will require some juggling or adjustment to fit into a suitable schedule. An example of a course programme that has been developed from the course outline shown on page 81 can be found on pages 82 to 88. Such a programme should be included in the course brochure (see previous section). Much more detailed information, including course notes and resource lists, will be necessary for the trainer to present the course.

Preparing the course materials

Once the programme is finalised, the materials on the topics and training activities should be prepared. This can be done by:

- ☐ working through the information checklist for each topic to collect the necessary documents and materials;
- ☐ contacting the speakers etc. required to support each training activity (do not forget to draw on the experience of course participants);
- ☐ adapting the session presentations for each topic to suit the needs of the participants;
- ☐ choosing, revising and/or adding overheads and handouts from the manual;
- ☐ selecting and copying materials to include in the Participant Handbooks;

- ❑ reviewing the companion volumes to identify any relevant case studies and/or lessons of EIA practice; and
- ❑ selecting and copying materials to include in the Participant Handbooks.

When the training is focused on one project, it may be possible to arrange for the course to be held at, or near, the site in question. In this case, the training activities can be focused on practical examples and simulation exercises of applications of the EIA process.

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Table: General topic emphasis for typical target groups

Topic	Practitioners	Administrators	Decision-makers
1	●	●	●
2	X	X	X
3	X	●	X
4	—	●	—
5	X	●	—
6	●	X	—
7	X	●	—
8	●	X	—
9	X	●	—
10	X	X	X
11	X	●	—
12	●	—	—
13	●	●	●
14	●	●	●
15	●	●	●

● contains important information for this group

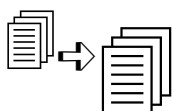
X contains useful information for this group

— not usually necessary for this group

Session Planning Form – Sample course outline

Training topic	Specific needs and training comments	Session duration (hours)	Selected training activity	Activity duration (hours)	Total duration (hours)
Topic 1	<i>general coverage</i>	2	discussion theme no. (1-4)	0.5	2.5
Topic 2	<i>general coverage</i>	3	speaker theme no. (2-2)	1.5	4.5
Topic 3	<i>general coverage</i>	2	discussion theme no. (3-7)	0.5	2.5
Topic 4	<i>detailed topic - activity to develop an appropriate screening procedure</i>	2	group activity no. (4-1) –comparison of screening methods.	3	5
Topic 5	<i>detailed topic -activity to provide skills in setting terms of reference</i>	3	group activity no. (5-1) –scoping of proposed development.	3–4	7
Topic 6	<i>general coverage</i>	6	group activity no. (6-1) –using an impact matrix	4	10
Topic 7	<i>detailed topic - activity on preparing impact management plans</i>	2	group activity no. (7-2) –producing an impact management plan from an EIA report	2	4
Topic 8	<i>general coverage</i>	2	speaker theme no. (8-2)	4	6
Topic 9	<i>detailed topic - activity to provide skills in reviewing</i>	3	group activity no. (9-1) –reviewing an EIA report	7	10
Topic 10	<i>briefly run through</i>	1	discussion theme no. (10-1)	1	2
Topic 11	<i>invite speaker who has experience in monitoring of large infrastructure projects</i>	2	speaker theme no. (11-2)	1	3
Topic 12	<i>topic not required</i>	—	—	—	—
Topic 13	<i>general coverage</i>	1	no activity	—	1
Topic 14	<i>topic not required</i>	—	—	—	—
Topic 15	<i>topic not required</i>	—	—	—	—
Site visits and other excursions					10
-visit three proposed development sites adjacent to a Ramsar designated wetland					
- Petrochemical plant					
-Albinger Dam construction site (mitigation and monitoring)					
Approximate total hours					67.5

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EIA for administrators — two week sample course programme

Sunday September 15th

am/pm

- arrival of participants, met by course organisers
- informal briefing, registration, initial orientation, provision of any outstanding course documentation
- balance of day free

Monday September 16th

8.30

- welcome by Chairman of the EIA Agency
- course objectives and arrangements outlined by Lead Trainer

9.30 - 12.00

Session One – Introduction and overview of EIA

- sustainable development
- environmental problems
- EIA history, key steps in the process
- costs and benefits of EIA
- principles and ethics of EIA practice

(Morning tea about 10.30-10.45)

12.00 - 14.00

Lunch

14.00 - 17.00

Session Two – Law, policy and institutional arrangements

- principles of EIA legislation
- procedure for effective EIA
- ☐ emerging issues in EIA process development
- ☐ institutional 'rules' and standards for applying EIA

(Afternoon tea about 15.30-15.45)

Tuesday September 17th

9.00 - 10.30	Session Two continued <ul style="list-style-type: none"> • speaker: 'National experience with the implementation of EIA – areas of success and shortfall'
10.30 - 10.45	Morning tea
10.45 - 12.00	Session Three–Public involvement <ul style="list-style-type: none"> ❑ the role and objectives of public involvement in the EIA process ❑ types and levels of public involvement ❑ consultative techniques and methods • examples of effective public involvement • methods of dispute resolution
12.00 - 14.00	Lunch
14.00 - 15.30	Session Three continued
15.30 - 15.45	Afternoon tea
15.45 - 17.00	Session Four – Screening <ul style="list-style-type: none"> ❑ the purpose of screening ❑ early determination of significance ❑ procedures and methods for the conduct of screening • outcomes from screening
17.00 - 19.00	Evening: Reception at the National Art Gallery

Wednesday September 18th

9.00 - 12.00	Session Four continued <ul style="list-style-type: none"> • group exercise: Comparison of screening procedure and methods. <p>(Morning tea available from 10.30)</p>
12.00 - 14.00	Lunch

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14.00 - 18.00

Site visit

- to three proposed development sites within the vicinity of a RAMSAR designated wetland. Visit led by the Regional Manager, Department of the Environment.

Thursday September 19th

9.00 - 12.00

Session Five – Scoping

- the role and purpose of scoping
- undertaking and managing the scoping process
- identification of alternatives
- preparation of terms of reference

(Morning tea about 10.30 - 10.45)

12.00 - 14.00

Lunch

14.00 - 17.00

Session Five continued

- group exercise: scoping a proposed development.

(Afternoon tea available from 15.30)

Friday September 20th

9.00 - 12.00

Session Six –Impact analysis – identification

- type and characteristics of impacts
- introduction to impact identification methods and their use
- group activity:using an impact matrix

12.00 - 14.00

Lunch

14.00 - 17.00

Session Six continued

- group activity continued

Saturday September 21st

- Free day

Sunday September 22nd

8.00 - 17.30

- Visit to nearby National Park or designated Conservation Zone (lunch provided)

Monday September 23rd

9.00 - 10.30

Session Seven – Impact analysis–prediction

- introduction to predictive methods and their use
- ☐ examples of their application to EIA practice

10.30 - 10.45

Morning tea

10.45 -13.15

Session Seven – Impact analysis–evaluation

- ☐ evaluating the significance of impacts
- ☐ consideration of significance by the decision maker

1.35 - 14.30

Lunch

14.30 - 17.00

Session Eight – Mitigation and impact management

- ☐ methods of impact mitigation
- ☐ identification of mitigation measures
- preparation of impact mitigation/environmental management plans
- ensuring their implementation

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Tuesday September 24th

9.00 - 12.00	Session Eight continued <ul style="list-style-type: none">• group activity: Preparation of a mitigation plan from an EIA report (Morning tea available from 10.30)
12.00 -14.00	Lunch
14.00 - 15.00	Session Eight continued <ul style="list-style-type: none">• group activity continued
15.00 - 15.15	Afternoon tea
15.15 - 17.15	Session Nine – Writing EIA reports <ul style="list-style-type: none">• organisation and content• use of findings in decision making• guidelines for report preparation

Wednesday September 25th

9.00 - 12.00	Site Visit <ul style="list-style-type: none">• oil and gas storage and distribution facility, tour guided by Site Manager of Environment, Health and Safety
12.00 - 13.00	<ul style="list-style-type: none">• address by Director of Environment (lunch provided)
13.00 - 17.30	Site visit <ul style="list-style-type: none">• hydro electric power dam, tour of construction site, inspection of mitigation and monitoring actions led by Project Environmental Supervisor

Thursday September 26th

9.00 - 12.00	Session Ten: Review of EIA report <ul style="list-style-type: none"> • role and purpose of EIA review • review procedures • examples of their use • remedial options when EIA reports are deficient
12.00 - 14.00	Lunch
14.00 - 18.00	Session Ten continued <ul style="list-style-type: none"> • group activity: Review of an EIA report. (Afternoon tea available from 15.30)
19.00 - 21.00	Dinner Royal Botanical Gardens, guest speaker on biodiversity or flora/ fauna conservation

Friday September 27th

9.00 - 12.00	Session Ten continued
12.00 - 13.00	Lunch
13.00 - 17.00	Session Eleven – Monitoring, implementing and auditing <ul style="list-style-type: none"> • planning for systematic EIA follow-up • design and implementation of monitoring programmes • impact management • environmental auditing and review • using the results to set up an environmental management system <ul style="list-style-type: none"> - guest presentation of case study on 'Planning, implementing and reviewing monitoring plans for ports and harbour development'

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17.30 - 19.00

**Closing function at nearby university and
presentation of participation certificates**
by the Dean of Environmental Science and
Management

Saturday September 28th

11.00

- departure of participants by bus to airport.

12.00

- departure of participants leaving on post-
training tour.

Presenting the training course

Course participants will have different learning styles and responses to training activities, as well as different EIA-related needs. When presenting the course, a mix of training methods and aids should be used to accommodate these differences. The materials in this manual cater for such a varied approach. In this section, guidance is offered on how to present the training course.

Getting ready

In most cases, the trainer should visit the training venue and sites well beforehand to note any problems and constraints on course presentation. During this visit, contact should be made with local EIA experts and trainers, and their views and advice sought on presentation and materials. All those who are involved in the provision of the training, site visits, or talks should be fully briefed on their role and its relationship to course objectives, structure etc.

The participants also should be briefed in advance on how to get the most out of the training course. This is particularly important when interactive training methods are to be used. Participants should know the issues to be covered and the work they will be required to do. The style of presentation and activities need to be tailored to the learning needs and style of participants.

Making the presentations relevant and interesting

Trainers should be aware of differences in individual learning styles and, as far as possible, take them into account in presenting the course. Particular attention should be given to any cultural issues that may make course members reluctant to participate within group activities. In some cases, a 'warm up' or getting acquainted exercise can help to overcome initial reservations.

The attention span for listening to a lecture is about ten minutes. If people are going to pay attention for longer than this the style of presentation needs to be varied. Lectures should include opportunities for questioning and discussions among participants. They should also be interspersed with more interactive training methods, which have proven effective in reinforcing learning and skills acquisition.

Interactive training methods that can be used to make courses more interesting and relevant include:

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- exercises, role playing and simulation to mimic aspects of EIA practice and decision making respectively;
- case studies of locally relevant projects and settings;
- 'hands on' demonstration and use of EIA methods and their applications;
- team assignments/project work, for example to review EIA reports, establish institutional arrangements and plan for public involvement; and
- site visits/field excursions, for example to projects subject to EIA or impact management plans.

Employing visual aids and resource materials

The training modules in Section E contain session plans which are supported by a number of overhead transparencies. These are useful aids during session presentation, and also provide resource materials for later study. They should be copied and distributed as part of the Participant Handbook.

Often, it may be necessary for the trainer to make additional overheads. The information presented on each one should be summarised and kept to a minimum. Each overhead should take three to five minutes to present – going any faster may outpace the participants' attention span and they will quickly lose interest. Where an overhead projector is not available, the trainer can write up the materials on a blackboard and supply copies of the information sheets to course participants.

Beginning the training

Before the training course begins, make sure that all facilities and equipment are ready and that the training and resource materials are at hand. Start formal training sessions with an introductory activity to help the participants to get to know each other.

Outline the structure of the course and review the contents of the Participant Handbook so that the participants are aware of what notes have been provided (this will avoid unnecessary note taking and copying of transparencies). Remember to check that participants understand the information being presented.

Managing group training activities

When planning group activities, the first task is to decide how the participants are going to be allocated into small groups. The easiest solution is to allow participants to form their own groups. However, this often means that people who know each other will choose to work together and miss the opportunity of working with new people and being exposed to different

ideas and experiences. Preferably, small groups should be formed by the trainer with the aim of balancing representation of the views and interests.

The groups should be monitored to ensure they are functioning successfully and carrying out the required tasks. A checklist for the purpose is given below. On occasion, there can be personality conflicts within small groups. These can be handled by altering the membership of the groups. However, it should be noted that this type of situation often occurs in real-life EIA processes and may be used to exemplify practical lessons and 'coping' strategies, such as the use of mediation techniques.

Checklist to facilitate group training activities

- ☐ ensure that group members understand the purpose of the activity and their role in it;
- ☐ answer their questions;
- ☐ supply information;
- ☐ facilitate the equitable participation of all of the group members;
- ☐ sort out any conflicts within the group;
- ☐ encourage positive group behaviour;
- ☐ move the group along if it is having difficulties with the proposed task; and
- ☐ ensure that time schedules are kept.

All small group activities should conclude with a general discussion or reporting session, which brings all participants together. The trainer should provide a short debrief of the exercise, drawing out the main lessons.

Use of case studies

Case studies and examples of EIA practice can be an effective training tool. This is most likely when case studies are realistic and relevant to local situations and the experience of course participants. In this context, case studies help the participants understand *why* and *how* certain aspects of EIA work well (and others do not) in particular situations and the effect this had on decision-making and the outcomes of the EIA process.

Where appropriate, the training course can be based on a detailed case study to exemplify the main steps and elements of the EIA process. This practical theme will help to knit together the sessions. Alternatively, specific case studies can be used for a range of purposes; for example, to illustrate the real world constraints imposed on EIA practice by low budgets, limited

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information and lax administration of procedural checks or to show what can be achieved through the use of EIA good practice.

A volume of case studies of EIA practice in developing countries is available for use and reference with this manual. However, the cases and examples should be reviewed carefully and, if appropriate, adapted to the context and purpose of the training. Often, trainers find it difficult to obtain specific local case studies or materials. Yet training cases do not necessarily have to be long or detailed to be effective. Short, focused local studies can have practical value and immediate relevance, compared to a more extensive case study of a setting that is unfamiliar to the course participants. Useful examples of EIA practice can be sought by contacting those who are involved or active locally in EIA.

Further information on preparing case studies of EIA practice for both comparative and training purposes can be found at the end of this section. General principles to be followed in preparing an EIA training case are developed in Box 1 below. Annex 1 provides guidelines for preparing a case study of EIA practice, which were used in the International Study of EA Effectiveness and by the contributors to the companion volume described above.

Box 1: Principles for preparing training case studies on environmental impact assessment

The general principles to be followed in the preparation of a case study for use in EIA training include:

- choose an interesting and appropriate subject
- define clear training objectives
- provide an overview for other trainers using the case study
- prepare case study information for trainee use
- establish a realistic timetable for carrying out the case study
- select appropriate group sizes
- provide clear instructions to trainers
- set clear tasks for trainees
- place the case study in context
- organise the written presentation of the case study
- test the case study before it is finalised

(Adapted from Leaflet 9 of the EIA Centre Manchester, Leaflet Series)

Preparing participant handbooks

A participant handbook should be prepared for each training course. The handbook provides information and guidance on course presentation and can be kept as a resource for future use. Preferably, participant handbooks should be distributed in advance of the course so that some preliminary reading can be done. Handbooks can be prepared in loose-leaf form (in a binder), as a booklet or even as stapled sheets. Regardless of how the material is presented it needs to be consistent in format.

The contents of the handbook might include:

- ☐ a list and contact details of all course participants, training faculty, course administrators, guest speakers, and site/topic leaders;
 - ☐ the final training programme including a timetable, logistical arrangements for breaks, excursions etc;
 - ☐ copies of the reading materials provided for each topic together with any background information;
 - ☐ a list of key references for each topic and EIA in general;
 - ☐ copies of all overheads, handouts, case studies and other resource materials;
 - ☐ copies of instructions for group training activities and work assignments with space for making notes; and
 - ☐ an evaluation sheet to be completed and returned at the end of the course.
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Evaluating the training

Informal evaluation should be undertaken on an ongoing basis during the presentation of the course. Participant feedback can be used to modify and improve the delivery, content and structure of courses.

On completion of the course or programme, an overall evaluation of the training should be undertaken at the following levels: activity, topic, course and, where appropriate, overall programme. Form D-2 can be used for this purpose. It is designed to evaluate the success of a course in meeting the needs of the participants and can be adapted and applied to specific sessions. Ideally, participants also should be followed up after 6 to 12 months to assess the long-term benefits of the course.

Where the course is part of a larger training programme, the evaluation should be carried out to identify the specific role and contribution of the course in capacity building.

Annex 1: Preparing a case study

The following instructions for preparing EIA case studies have been taken from Guidelines for the Preparation of 'Case Studies of Good Practice in Environmental Impact Assessment (EA)' produced as part of the international study of the effectiveness of EIA prepared by Barry Sadler, Paddy Gresham, Bronwyn Ridgway 1996.

Format and presentation

Case studies should follow the format given here. They should be written in a simple, straightforward style. The typographical format should be simple – bold headings, plain text – as the World Wide Web does not support complex formatting.

Content

The case studies should be prepared under the major headings and sub headings that follow. Within each section there are suggested points which may help you to focus your discussion. As far as possible, follow the orientation and format outlined. The approach recommended here still has room for contributors to exercise judgement and discretion in capturing the important aspects of case experience.

Case study details

Section 1 – Description of proposal

Provide short descriptions of the proposal and case study setting using the following sub-headings and questions. Focus on the type of information that others might find useful as background information when they are reading your case study.

(1) Introduction

Suggested length: 1/2 page, about 150 words

Briefly describe the:

- the nature of the proposal (emphasise the type of project);
- the social and environmental setting for the assessment;
- the role of the environmental assessment; and
- the focus of the case study (identify several key words such as public involvement, scoping etc).

(2) Nature and scope of Issues

Suggested length: one page, about 300 words

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Describe:

- the major issues occurring during the EIA process and how they were/were not resolved;
- who was involved; what were the roles, interests and objectives of the main players.

Suggested length: two pages, about 600 words

Outline:

- the IA system under which the project took place
- significant features of the decision-making process in which the EIA took place (refer to Attachment 1 for some of the types of information that you might include).

Section 2 – Case analysis

The analysis should focus on the features that made the EIA process, or component of the process, effective. This also includes any specialised studies that were undertaken. Suggested total length for this section: seven pages, about 2000 words

(3) Approaches taken

Identify the effective component/approach taken.

Discuss why this component was successful.

- Outline the role and contribution of the various actors involved with the effective component.
- Describe strategies that were employed or the methods, procedures and instruments which contributed to effectiveness, including any specialist studies.
- Identify any particular features of the EIA system or related processes that supported effectiveness.

(4) Results and implications

Describe what happened (e.g. outcomes achieved, decisions taken).

Identify which components or strategies influenced successful outcomes, contributed to decisions, and indicate why.

(5) Lessons learned

Describe the broader conclusions for EA practice (wherever possible frame these as principles, guidelines of good practice or advisories).

Section 3 – References

(6) Key references and information sources

List the stages of the process that are the focus of the effective practice. List all of those that you feel are relevant.

- Provide the details of the project and of the person preparing the case study.
- Append any diagrams which may be helpful.
- If available, list up to five relevant published papers or other easily accessible source material and from where it may be obtained.

Attachment 1 – Features of the decision-making process

The following types of information could be included in your discussions of the significant features of the decision-making process in which the EIA took place:

- the government departments/agencies that were responsible for *administering* the EIA legislation/regulation;
- the government departments/agencies that were responsible for *reviewing* the EIA report;
- the government departments/agencies that were responsible for *the approval* of the proposal;
- the guidelines/legislation under which the EIA was carried out;
- whether the EIA is advisory or required for approvals (decision-making);
- whether the approvals/consents/permits were explicitly tied to the EIA or required for ultimate approval of the proposal;
- the types of approvals/consents/permits required (eg land use planning; pollution control permit/consent; waste treatment; contaminated site; flora/fauna disturbance permit; building permit; occupational health and safety; risk; archaeological/heritage; protection of critical geographical features); and
- whether this was the first attempt at gaining approval for the project.

Section D

Course
design
delivery and
evaluation

Session planning Form

Training topic	Specific needs and training comments	Session duration (hours)	Selected training activity	Activity duration (hours)	Total duration (hours)
Topic 1					
Topic 2					
Topic 3					
Topic 4					
Topic 5					
Topic 6					
Topic 7					
Topic 8					
Topic 9					
Topic 10					
Topic 11					
Topic 12					
Topic 13					
Topic 14					
Topic 15					
Site visits and other excursions					
Approximate total					

Training course evaluation Form

Name of training course:

Dates of training course:

Name of trainer:

Presentation of individual topics

Which topics were the most interesting or useful and which were the least? Could you please make a brief comment explaining your reason.

most interesting	least interesting

Comments:

Are there any topics that you think could be added to, or deleted from, the course?

Impressions of training course as a whole

Tick the circle that best describes your feelings about the training course

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
poor coverage of subjects				good coverage of subjects
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hard to understand				easy to understand
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
too general				too specific
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
boring				interesting
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
insufficient background information				too much background information
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
not informative				informative
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
not relevant to my needs				very relevant to my needs

Training course evaluation Form

○ — ○ — ○ — ○ — ○

participant handbook inadequate participant handbook very adequate

○ — ○ — ○ — ○ — ○

training not well organised training well organised

○ — ○ — ○ — ○ — ○

trainer had insufficient knowledge of subject trainer had very good knowledge of subject

Comments:

How could the training course be improved?

Will the participant handbook be useful to you in the future?

What follow up activities or materials would you like to see?

Course administration and facilities

Tick the circle that best describes your feelings about the course administration and facilities.

○ — ○ — ○ — ○ — ○

poor course administration good course administration

○ — ○ — ○ — ○ — ○

poor course facilities good course facilities

○ — ○ — ○ — ○ — ○

poor accommodation good accommodation

○ — ○ — ○ — ○ — ○

poor meals and refreshments good meals and refreshments

Comments:

Your professional background:

Your organisation/agency/institution:

Your position/function:

Your first language is: