General Trainers' Guide

This Guide is part of Volume 1 of the BPEM Training Kit. Its purpose is to help you, the trainer, to plan and deliver effective training aimed at improving environmental performance in the mining industry. It gives guidance on how to prepare and carry out effective training sessions, and it discusses the issues that need to be considered carefully when delivering adult education programs. This volume also contains a glossary of terms, as well as references and suggestions for further reading on training techniques, general environmental issues and specific technical matters.

Materials for the training program including summary sheets, case studies and worksheets are included for each module in the kit. The Overview module, which should be used as an introduction to any training program, is included in Volume 1. Volume 2 covers the management topics: *Mine Planning for Environment Protection*; *Environmental Management Systems*; *Environmental Risk Management*; and *Environmental Monitoring and Performance*. Volume 3 contains the technical topics: *Water Management*; *Cyanide Management*; *Managing Sulphidic Mine Waste and Acid Drainage*; and *Tailings Containment*.

The kits provide Summary Sheets (hard copy) and case studies, worksheets and handout masters (CD ROM).

Layout of a typical Summary Sheet is shown in Figure 1. Each summary sheet includes a miniature copy of a slide that summarises the key points of the issue being addressed, Trainers' Notes that expand upon the summary in the slide and Tips for the trainer including cross-references to further information. These sheets are targeted at the trainer and are not intended to be handouts for the participants.

Much of the content of this training kit is drawn from the booklet series *Best Practice Environmental Management in Mining* produced by Environment Australia. More detailed information and numerous Australian case studies are available in these booklets. All the booklets can be downloaded from the Environment Australia website located at: http://www.ea.gov.au/industry/sustainable/mining.

Several titles in the BPEM booklet series are relevant to more than one of the topics in the training kit. Table 1 provides a cross-reference between the booklet titles and the topics covered in this training kit. You should also note that the booklet series contains titles not covered by this training kit. These include *Onshore Minerals and Petroleum Exploration*, *Noise Vibration and Airblast Control* and *Contaminated Sites*. If these topics are important to you, you may wish to develop training material from those booklets by following the general approach taken for the other issues in this training kit.

Table 1: Cross-reference between the modules of this training kit and other relevant titles in the BPEM booklet series

Trainers' Guide Topic	Relevant BPEM Series Booklets
Overview Module	Overview of BPEM in Mining Planning a Workforce Environmental Awareness Training Program
Mine Planning for Environment Protection	Mine Planning for Environment Protection; Community Consultation; Environmental Impact Assessment; Rehabilitation and Revegetation; Energy Efficiency
Environmental Management Systems	Environment Management Systems; Environmental Auditing; Cleaner Production
Environmental Monitoring and Performance	Environmental Monitoring and Performance; Environmental Auditing
Environmental Risk Management	Environmental Risk Management; Mine Planning for Environmental Protection
Managing Sulphidic Mine Wastes and Acid Drainage	Managing Sulphidic Mine Wastes and Acid Drainage; Tailings Containment
Cyanide Management	Cyanide Management; Hazardous Material Management, Storage and Disposal; Environmental Risk Management; Water Management
Tailings Containment	Tailings Containment; Landform Design for Rehabilitation; Environmental Risk Management; Dust Control
Water Management	Water Management; Environmental Risk Management

Training Programs

You are probably reading this because you have been asked to run a series of training sessions based on the material provided in this Best Practice Environmental Management in Mining Training Kit. If you are experienced in running training sessions, most of the information in this Guide will be familiar to you. If you are new to training, the suggestions included here should help you to plan and run an effective and enjoyable training program.

This Guide gives overall guidance about effective training strategies. These strategies can be applied to each of the topics covered in the three volumes of training kit. The aim of this Guide is to help people who may be skilled in the mining industry, but not necessarily experienced in training. If you follow the hints in this Guide 0you should be able to present these training sessions effectively.

The material here covers the following topics:
- Planning a Workforce Environmental Awareness Training Program;
- Preparing for the Training Sessions;
- Organisation;
- Principles of Adult Learning;
- Facilitation and Group Training Techniques; and
- Presenting Information.

Planning a Workforce Environmental Awareness Training Program

The BPEM booklet *Planning a Workforce Environmental Awareness Training Program* explains the importance of planning a workforce environmental awareness training program to bring about an improved attitude to protecting the environment. It sets out seven principles of effective training for environmental awareness. The principles are described by the word **CULTURE**:

- **C**ommunication
- **Ur**ge
- **L**eadership
- **T**eamwork
- **U**nderstanding
- **R**ecognition
- **E**mpowerment

Communication

There are many ways to give messages about the environment. As well as formal training sessions, there are opportunities to put across messages using strategies such as:
- Workplace committees or small working groups set up to address a particular issue;
- 'Toolbox' meetings at the beginning of shifts; (Tool box meetings are a short, informal meetings between workers and supervisors. They may last only 5 or 10 minutes, and allow the supervisor to introduce or reinforce messages about environmental protection, occupational health and safety or other issues.)
- Induction programs; (Induction programs aim to make sure that new employees are aware of the correct procedures and work instructions for carrying out their duties.)
- Regular publications and leaflets;
- Special promotions e.g. calendars, posters, stickers; and
- Bulletin boards, billboards showing performance. (Displaying policies and messages about goals and achievements can reinforce the messages about environmental protection.)

Urge

Training alone is not enough to change attitudes, particularly if there is no follow-up to ensure that the information provided through training is being properly implemented. Workplace checks, reminders and follow-up programs should reinforce the importance of understanding and implementing good environmental practice. This will demonstrate the resolve of management in ensuring that the workforce is environmentally aware and responsive. Clear and visible commitment and leadership by management will help to change attitudes and make training more effective.

Leadership

The culture of an organisation is set by its leaders. Good environmental leadership can be demonstrated by:
- Senior management who make it clear that environment is a priority;
- Adopting and publicising a strong environmental policy;
- Supervisors who conduct environmental training sessions for the workforce; and
- Including environmental performance in performance reviews.

Department of the Environment and Heritage

Teamwork

A team is a group of people who work together to achieve a common goal. Good teams can improve environmental performance because they can increase morale, motivation and commitment, provide an important informal training function and improve cooperation and communication.

Understanding

Training itself does not guarantee understanding. Effective training will help workers to increase their knowledge and to learn new skills. This can lead to better understanding that will help to deal with new situations. Many employees prefer receiving important information from their supervisors. Training delivered by supervisors or managers may lead to improved understanding. These training kits provide a tool to help in developing an in-house training program.

Recognition

Recognition consists of positive and negative feedback about performance. Rewards for good work by employees can take many forms. These can include informal verbal recognition or formally recorded recognition during performance reviews, as well as merit awards and promotions.

Empowerment

This word means giving power to others. This can require delegation of responsibility to team members to carry out a task. Empowering workers can improve morale, encourage employee initiatives for environmental improvement, decrease staff turnover and increase environmental performance.

Keep the word **CULTURE** and the ideas described above in mind when planning your training program.

Refer to the BPEM booklet *Planning a Workforce Environmental Awareness Training Program* for more details.

Preparing for the Training Sessions

This topic covers planning the training session, getting the organisation right--including booking rooms and equipment, informing participants and planning the sessions.

You can use the materials provided in the modules in this training kit. The modules include summary sheets, suggested exercises and case studies. The slides can be printed to make overhead transparencies.

Remember that the training kit is not designed to contain all the information you may need. You should read the relevant BPEM booklet/s for more information than could be included in the summary sheets. The training modules are written in a generic manner. You must add specific case studies from your own country or your own mining operation. You should also include exercises specific to local operations, and consider field trips to view various operations. These strategies are covered in more detail later. Use the information in this kit as an inspiration, and build a training program that is relevant to your own site, country and region. **Be sure to read the section How to Use This Kit on page v.**

Department of the Environment and Heritage

In any training program based on the information in this kit, you should begin with the *Overview Module.* It describes the scope of the series and introduces a number of concepts essential for understanding the other modules.

The considerations set out below will help you to plan the sessions.

Choosing the Participants

Consider who should be included in the training sessions. There is no easy answer to this problem. Some issues to consider are:

■ Who are the leaders? Involving the right people early in a program can be crucial to its success.
■ Which workers carry out jobs with potential for serious environmental impacts?
■ How can shift workers be included in the training program?
■ How large should the group be? If the group is too small (less than about 8) there may not be enough range of experience and knowledge for effective discussion. If the group is more that about 20, it is too large for interactive learning. A group of 18 can be very effective. This will allow group work with three groups of six participants.
■ It is better to schedule the session twice (or more) for several smaller groups than to try to run it once for a group that is too large.
■ What is the best makeup of the group? There are benefits in, for example, including all members of a work unit in the same training group, as they will understand that everyone in the work group is responsible for improved environmental management. On the other hand, mixing people between work groups within an organisation, or mixing people from different industry, government, non-government and consulting organisations can stimulate understanding of the 'bigger picture' and demonstrate that all sectors of the community have a role to play in environmental protection.

A clear definition of your reasons for running the training will help to determine who should participate. The requirements for the courses will depend on the target group. Some of the needs of various groups are shown in Table 2.

Table 2: Some requirements of various target groups

Industry wants:	**Regulatory authorities** want:
■ Increased efficiency (more product, reduced costs); ■ Reduced risk; ■ Reduced liability; ■ Improved image; ■ Marketing advantage; ■ Easy access to international know-how, information systems, knowledge about state of the art technology; ■ International exchange of experience; ■ Results that are directly applicable; ■ Planning certainty; ■ No need for revolutionary changes to organisation and production; ■ Short, cheap courses; and ■ Justification: Who should be trained and why.	• Increased competence; • Reduced risk; • Reduced liability; • Better execution of their tasks; ■ Increased political influence; ■ Instruments to handle and improve existing standards, rules and regulations; ■ To fulfil their legal mandate; ■ Access to international information systems and knowledge about state of the art technology; ■ International support for their programs; ■ Increased recognition by their clients; ■ To participate in training courses; and ■ To network with colleagues.
■ **NGO**s want to: ■ Increase their influence; ■ Gain expertise and competence in technical matters; ■ Access international information systems; and ■ Increase the security and effectiveness of their negotiations.	**Consultants** want to: ■ Increase their expertise; ■ Develop their network of contacts; ■ Offer products and services that are saleable; ■ Know what is state-of-the-art in their field; and ■ Access international information systems.

Organisation

Getting the organisational aspects of training right may seem simple. However it is easy to overlook important details that can make or break a training program. This is especially important if you are new to running training sessions. Think about the following tasks when planning your sessions.

Choose and Book the Training Venue

Considerations include:
■ Should the training sessions be held in the work place or at a separate venue? The advantages of holding it in the work place include convenience, cost and familiarity. However there are disadvantages. The main problem is that participants may be tempted to go back to their desks

during breaks. They may then become caught up in day-to-day work and be late returning to the session, or not return at all. Using a venue away from the workplace can help to decrease distractions and increase concentration and productivity.

- The size and arrangement of the room can affect the training outcomes. Try to use a room that is not too big. Lecture-room style seating makes group discussion very difficult. Since most of the modules emphasise group discussion, you should choose a room where you are able to arrange tables and chairs to allow the participants to work in groups.
- Consider the comfort of the participants. A room with a comfortable temperature and good ventilation helps them to concentrate.
- Ensure that you have adequate training aids. **Minimum requirements** are:
  - ▸ White board or chalk board (and markers or chalk);
  - ▸ Overhead projector (If you bring your own projector, it is a good idea to also bring an extension cord. Power points are often not in the most convenient location!);
  - ▸ Projection screen or light coloured wall (You can project onto a white board, but the reflection often makes reading difficult);
  - ▸ Large sheets of paper for recording deliberations of group work (and adhesive tape for displaying the sheets on the walls);
  - ▸ Adequate space to do small group work; and
  - ▸ Chairs and tables.
- Other items that can be useful, but are not essential:
  - ▸ Video player; and
  - ▸ 35 mm projector (Simple videos or slides of sites can be useful aids to prompt discussion).
- Book the room and make sure that you allow time for setting up before (and removing your materials after) the training session.

Plan Catering

Will you provide pre-session coffee and tea? Will you provide refreshments for breaks (such as coffee and tea)? Will you provide lunch for full-day sessions? The discussions that take place during breaks are often very important. They allow participants to exchange experiences and ideas informally and help in the overall transfer of information. If the training group is made up of people from different work situations, this is also the main time when they can form useful contacts and friendships, e.g. between industry staff and regulators.

Inform Participants

Make sure you send notices to all participants well in advance of the training sessions. Include all relevant information such as:
- The aim of the training course;
- Why they have been nominated;
- The topics to be covered;
- The date and times;
- The location of the session;
- What will be provided;
- Anything they are required to bring with them; and
- Any pre-reading.
- (You may wish to develop a pre-session survey to help you find out the level of knowledge of participants. This will help you to tailor your presentation to the needs of the group.)

Set up the Room on the Day

- Make sure you arrive early. This may require you to check that you can get into the venue early in the morning.
- Set up and test all your equipment before participants arrive.
- Greet participants as they arrive.
- Make sure you have nametags available. This will help you and any participants who are unfamiliar with each other.

Introductions and Housekeeping Announcements

- Introduce yourself to the group.
- You may wish to use an exercise to allow the participants to introduce themselves. One strategy is to divide the participants into pairs. Ask them talk to each other for about five minutes. Then ask each member of the pair to introduce the other. Time spent on such an exercise will be well rewarded by helping to break down barriers.
- Advise the group about breaks, lunch and expected finish time. Other useful information is the location of toilets, telephones and fire escapes.

Principles of Adult Learning

Adult learners bring a range of experiences, knowledge and feelings to a training session. When a training experience has been successful, the participants are likely to make comments such as:

- It was practical;
- The trainer involved me; and
- The training met my needs.

Active learning strategies are most likely to elicit these responses. Remember that group members have a host of experience from life and work to contribute to the learning situation. Active learning strategies such as case studies, group work, site visits and problem solving will ensure that the training program is successful. The suggestions below will help you to use active learning strategies in your training program.

Active Learning

As adults, we all learn best by doing things. There is a saying that is very important when planning training for adults.

Tell me, and I will forget.
Show me, and I may understand.
Involve me, and I will surely learn.

We remember about 20% of what we hear, 40% of what we see, and 80% of what we discover for ourselves. This Guide emphasises ways to achieve active learning.

Many books have been written about adult learning. They often speak of "**principles of adult learning**".

These can be described under the following headings:
- The learning experience is participatory; that is, it is active rather than passive;
- The learning material is meaningful and fills an immediate need;
- The learning experience is self-directed;
- The training experience uses all the senses;
- The trainer allows for reflection with plenty of opportunity for practice and reinforcement;
- The trainer gives adequate feedback;
- The trainer shows respect for the learners; and
- The training occurs in a comfortable environment and a safe atmosphere.

Use the suggestions below to help you to develop an effective adult training environment.

Active Learning

Learners must be actively involved throughout a session. Sitting in a lecture or training room listening to someone talk cannot keep the attention of a group for very long. The average attention span is only about 20 minutes for concentrated attention.

You will need to use exercises that allow the participants to **actively participate**. These include group discussions, brainstorming, using case studies, practical exercises and site visits among others.

Facilitation and Group Training Techniques

This section provides suggestions for structuring the training session and for using group training techniques.

The big picture—Structuring the Training Session

A successful training session is likely to include the following elements:
- Greet participants and, if appropriate, get the participants to introduce themselves. Make any necessary "housekeeping" announcements.
- Setting the scene
  - Explain the aims of the session
    - If the session is part of a series, explain how it relates to previous sessions.
    - Give a preview of the day's activities and an overview of the course.
  - Include content, its relevance to their work and what they can expect to learn. Emphasise how they will be able to apply knowledge and skills gained. The aims given in the slides are necessarily general in nature. Make them relevant to the participants by considering how the skills will be used at their sites. For example, a learning outcome might be: "After successfully completing the module you will be able to begin the development of an Environmental Management System for your organisation."
  - Explain how the session will be delivered - group discussions, case studies, field trips…
  - This information provides a bridge for participants from the known to the unknown. Without this, you may be asking them to go from the unknown to the incomprehensible!

Environment Australia
Department of the Environment and Heritage

- Use the trainers' notes on the Summary Sheets in the kit plus site- and country-specific materials that you have added for the main part of the training session. **Tips** on the Summary Sheets give suggestions for activities and sources of further information. Suggestions for using these techniques are included later in this Guide.

- The relevant BPEM in Mining booklets are included in the kit and can also be downloaded from the Environment Australia website: http://www.ea.gov.au/industry/sustainable/mining/ **Be sure to read these booklets carefully before you start your training session. They contain extra material not included in the Trainers' Guides.**

- Remember to have plenty of breaks. As well as morning tea, afternoon tea and/or lunch, it is essential to have a short break (about 5 minutes) every hour or so. If you watch the participants you will soon see when they start to get restless and lose concentration. A short break will help everyone to get back on track.

- During the session summarise key points.

- At the end of the day, remind participants of what they have learned during the session. Provide an opportunity for participants to provide feedback. A feedback form is provided in this Guide. You may wish to use it as it is or to customise it to meet your needs.

- If the training goes on for more than one day, tell participants what to expect at the following session.

- Thank the group for participating and sharing their ideas and experiences.

Why Should You Use Small Group Techniques?

Small group techniques improve active participation. People may be shy about asking questions or making suggestions in front of a large group of strangers or their peers. Rogers (1989) says that there is a basic law of group life that relate to its size: The larger the group the fewer people will speak and participate. This is summarised in Table 3.

Table 3. Effect of Group Size on Participation (source Rogers, 1989)

Size of group	Participation
3-6 people	Everyone speaks
7-10 people	Almost everyone speaks. Quieter people say less. One or two may not speak at all.
11-18 people	5 or 6 people speak a lot; 3 or 4 others join in occasionally. The rest are quiet.
19-30 people	3 or 4 people dominate.
More than 30 people	Little participation is possible.

If the group has, say 18 participants, you can divide it up into three small groups of six each. This is likely to provide a more comfortable situation where people feel free to ask questions or make comments.

In addition, a person's thinking can be prompted by ideas from others. So when one person makes a suggestion, it can trigger ideas in others in the group. Group work will help to make sure that learning is active rather than passive. This technique enables people to speak more freely about their own experiences.

Using small group techniques helps to ensure an active learning environment. Any group of professionals in the mining industry will have a wealth of experience, skills and knowledge. Using small group work will allow you to call upon this expertise. Some examples of effective strategies are outlined below.

Brainstorming

This technique can be used with the entire group. It can be useful as an icebreaker. Sometimes it is a good strategy to use early in the session. This can help participants to feel confident about contributing their thoughts. It can help you to get as many ideas or solutions as possible.

You should write the question or topic on a white board. Tell the group that you want them to call out their responses. Tell the group that all ideas are welcome, and no one is to criticise another's response. As they respond, write their ideas exactly as the person said them; do not interpret their ideas. Use all ideas, even if they seem very extreme.

Encourage everyone in the group to speak. You may need to develop your own listening skills. This will help you to ensure that you capture everybody's suggestions.

Buzz Groups

The aim of using buzz groups is to encourage everyone to get involved. It allows an opportunity for participants to relate material you have presented to their own experiences. The technique can be used to solve problems.

Divide the class into groups of four to six people. Provide each group with a large sheet of paper (flip chart) and pens. State the question or topic and write it on the board as a reminder. Ask each group to nominate one member to record their outcomes (scribe). Set a time limit. As the groups discuss the question you have set, move around the room. Check to see if they understand the task. If they get off the topic, guide them back to the question that you have set. Call time. Make sure each group has an opportunity to report back on their findings. This could be done by asking for a verbal report from each group and/or by posting the sheets of paper on walls around the room and encouraging discussion of the various outcomes.

Examples of questions that might be used for buzz groups include:
- What are the environmental impacts of your operations?
- How have you attempted to reduce negative impacts of your operations?
- How do you find out information about best practices used in environmental management in the mining and energy industry?

Some of the worksheets included in the kit suggest suitable questions. This technique could be used early in a training session to help develop the confidence of group members.

Case Studies

Using case studies can provide valuable exercises for encouraging active learning. The case studies in these modules give a short description of a problem, issue or strategy encountered by a mining company. You can use them in one of three ways.

- Ask the group to read the case study and then discuss it in light of their own experience. After small group discussion, you may ask each group to report back on what they learned from the case study.
- Pose questions based on the case studies. Some generic questions are provided with the case studies. You can use these or develop questions of your own that are relevant to issues at your operation. A number of work sheets are provided to help guide discussion.
- You can use the case study to identify a similar problem or situation at your own site. You can then develop a new case study appropriate to your operations, and use that case study to develop solutions.

Remember that you should be able to develop your own case studies based on conditions specific to your operations or your area. Use the case studies provided as examples and inspiration. Locally based case studies can be very powerful tools for encouraging active participation.

Many other sources of case studies are available on the Internet. See the Websites listed in the References and Further Reading Section.

Site Visits

Visits to various mine sites can provide a valuable learning experience. However it is necessary to plan the visit carefully. It is not enough to merely walk around the mine site without a specific purpose in mind. Ask yourself these questions when planning a site visit:

- How will the visit contribute to the learning outcomes of the module?
- What techniques will be demonstrated?
- How will you focus the participants on the key features you want them to see and understand?
- Are expert staff available to act as guides and answer questions?

It may be useful to develop a question sheet to be completed during the site visit. For example, some questions that might be asked for a visit to a tailings dam include:
- What type of dam construction is used?
- What issues were considered when choosing this type of construction?
- Is the dam appropriate for its location and contents?
- What method is used for depositing tailings in the dam?
- What water management strategies are used?
- Were closure and reclamation requirements considered during the planning of the tailings storage facility?

You will need to develop your own question sheet for each site visit, since it must be specific to your location and operation. Schedule a group discussion session after the site visit to compare answers, and to clarify any issues that have been raised at the site.

Department of the Environment and Heritage

Remember that you may be able to duplicate many of the advantages of site visits using 35 mm slides or simple videos. In addition you might use these tools to brief participants prior to an actual site visit.

Presenting Information

Whiteboards (or chalkboards) are very flexible tools. They are usually freely available, require no electricity or technical expertise and can display a large number of colours. With a little care they can be very useful. A few tips for effective use are listed below.

- Print all information and use large lettering. Check that it is legible from all parts of the room.
- Some coloured white-board pens are difficult to read. Black and blue are most legible. Check for legibility, if you want to use other colours.
- Don't try to write and talk at the same time. Your back is to the participants, and they won't be able to hear you.
- Remember to stand aside so that you don't obstruct the view of the board.

Overhead projectors can be an effective teaching aid. The slides in the training kit are designed to be photocopied on to overhead transparencies. These provide an "organiser" and prompt sheet for the trainer and clarify the material for the participants. The transparencies are reusable and can be kept for later presentations.

A few tips will help you to use the overhead projector efficiently.

- Find out how to change the projector lamp and make sure you have a spare lamp available. Projectors are often designed to have a spare lamp hidden inside. This is usually not there because someone else has used it and not replaced it. A blown projector lamp with no replacement available can dampen any trainer's day!
- Turn the projector off when you are not using it, and turn it off when changing transparencies. The bright light left on when not necessary can be very distracting.
- Face the group. If you want to point to an item, do it with a pen laid on the transparency. Don't turn around and wave at the screen!
- You can write on the permanent (photocopied) transparencies with a washable transparency pen if you want to add material or emphasis during a presentation. This will wash off easily with water. (Red is easier to wash off than blue, and it's best if you wash it off the same day.)
- Make sure the projector doesn't block the view for participants. This can be achieved by using a low table for the projector.
- Stand to one side to make sure you don't block the view.

Worksheets have been included in some of the modules. Use these to direct discussion of case studies or other exercises. You may wish to use the work sheets provided as a model for developing other material that you add to the training kits.

Large sheets of paper (and large marking pens) can be used for group work. Ask the group to appoint a recorder who records the group's responses to the question or case study. These sheets can be posted around the walls of the room with adhesive tape and used to share the information generated by the different groups.

Slides or **video** can provide useful illustrations especially for case studies that you devise yourself. A camera and 35 mm slide film are necessary to produce coloured slides. A possible use could be illustrations of landforms before mining, during mining and after rehabilitation. Many companies will have slide collections. These may date back to an original environmental impact assessment. Such a collection could provide very useful visual aids for your training session.

If you have access to a video camera, short homemade videos can be especially useful to illustrate activities on a mine site. These activities could include depositing tailings into dams using spigots or cyclones, building bund walls for a tailings dam or sample collection for monitoring.

Trainers' Evaluation Questionnaire

Environment Australia and the United Nations Environment Programme (UNEP) would like to assess the usefulness and effectiveness of this training kit. We would appreciate your co-operation in completing the following questionnaire.

Return completed questionnaire to: Sustainable Minerals Program, Sustainable Development Branch, Environment Australia, PO Box 787, Canberra ACT 2601, Australia.

Module name _____

Please tick one box to indicate you opinion of each point.

1.   **Quality:**

   Please rate the following quality aspects of the manual by ticking the appropriate response:

	Very Good	**Adequate**	**Poor**
Subject Coverage			
Up-to-Date			
Readability			
Structure			
Presentation			
"User-friendliness"			
Objectivity			

2.   **Usefulness:**

   In general, how much of the manual is:

	Most	**About Half**	**Little**
Of technical/substantive value to you?			
Relevant to you?			
Will be used by you?			
New to you?			

Please describe any changes that would improve the manual:

   _____

   _____

Is there certain information lacking in the manual that could be added? Please describe.

   _____

   _____

Environment Australia
Department of the Environment and Heritage

Would it be useful if the manual were translated into your language? If so, which language?

_____

3.   Effectiveness: Trainers

This manual was designed as a resource document to provide trainers with the tools necessary to conduct training courses on best practice environmental management. In your opinion, to what extent will the manual contribute to the achievement of this objective?

Please tick one box ☐ Fully ☐ Adequately ☐ Poorly

Pleas state reasons for your answer:

_____

_____

How many programs have you organized using the manual? _____

Who were the trainers?   _____

_____

On average, how many days are the programs?   _____

How many participants have been trained using the kit? _____

4.   Effectiveness: Participants

What have been the responses of participants who took part in the training:

a.   Has the feedback generally been positive or negative?   _____

b.   Do any ask for further guidance/information? _____

5.   Distribution

Will others use your copy? ☐ Yes ☐ No ☐ Unknown
If 'Yes', how many?

Did you receive this manual directly from UNEP? ☐ Yes ☐ No
If 'No', who forwarded it to you?   _____

Environment Australia
Department of the Environment and Heritage

Participant's Evaluation Questionnaire

Please complete the following questionnaire. This will assist the course presenter to evaluate its effectiveness and to improve subsequent presentations.

Module name _____

Please tick one box to indicate you opinion of each point.

	Strongly Agree	Moderately Agree	Disagree	Not at all
1. I was given plenty of notice and information to prepare for the training session.				
2. Program structure was easy to follow.				
3. Content of the program was relevant to my needs.				
4. Use of visual aids (overhead transparencies, slides, whiteboard) was suitable.				
5. Field trips and site visits contributed to the learning experience.				
6. Use of group activities and discussions was beneficial and appropriate.				
7. Appropriate and relevant examples were used.				
8. Clarification of concepts and key points was appropriate.				
9. Level of practical learning and application was sufficient.				
10. The technical materials used were of high quality.				
11. Level of group involvement encouraged by the trainer was appropriate.				
12. The presenter/s was/were able to communicate a high level of technical knowledge.				
13. Level of commitment and enthusiasm from the trainer was appropriate.				
14. The training room was comfortable and contributed positively to the learning experience.				

Environment Australia
Department of the Environment and Heritage

15. These modules are designed to stimulate discussion and learning in a workshop format in order to promote the adoption of best practice environmental management in mining. Please rate how the modules you have completed contribute to achieving this objective.

	Very Much	Some	Little	Not at All
Overview				
Mine Planning				
Environmental Management Systems				
Environmental Risk Management				
Environmental Monitoring and Performance				
Water Management				
Cyanide Management				
Managing Sulphidic Mine Wastes				
Tailings Containment				

Please comment on your reasons for these ratings.

_____

_____

16. Please use the space below to describe any actions or activities that you plan as a result of undertaking this training course.

_____

_____

17. How do you rate the organisation of this course?

	Excellent	Good	Adequate	Poor
Course organisation				
Course presentation				

18. Name 3 things you would change to improve this course for you.

1. _____

2. _____

3. _____