

Training Outline



Valadares, Roberto
Rodrigues, Maria João
Ribeiro, Salomé
Espanhol, Ana

3 june, Lisbon

1. Trainer's professional experience in brief

<p>-Insert your photo here- (optional)</p>	<ul style="list-style-type: none"> - Supervision and participation in inspections to industrial operators under REACH/CLP Regulation, IED and SEVESO Directives and national environmental legislation focus, which includes the enforcement of adequate environmental, safety and chemical risk management measures; - Elaboration of inspection reports (REACH/CLP, environmental, IED and SEVESO inspections);
<p>Name: Valadares, Roberto Current Position & Organization: Head Unit of the team responsible for SEVESO and REACH inspections, IGAMAOT Contact: 00351 213215508</p>	<ul style="list-style-type: none"> - Drafting technical advice; - Elaboration of study reports; - Conducting samples collections. - Development and implementation of a risk assessment for the planning of Seveso inspections using Integrated Risk Assessment Method (IRAM). - Issue of Notice of Violations and technical recommendations in the applicable cases. Environmental Investigation and preparation of the reports for the Public Prosecutor. - Representing the inspection authority in court. - Preparation of internal guidance documentation within the inspectorate
<p>-Insert your photo here- (optional)</p>	<p>Senior technician working in the area of planning, monitoring and studies of environmental and spatial planning. Amongst other subjects works with:</p> <ul style="list-style-type: none"> - incident/accident management - risk analysis systems tools - data report (for instance, related to the assessment of

<p>Name: Rodrigues, Maria João Current Position & Organization: Senior technician, IGAMAOT Contact: 00351 213215578</p>	<p>environmental performance) Also involved with - review of the inspection report templates</p>
<p>-Insert your photo here- (optional)</p>	<p>Senior technician in the area of planning, monitoring and studies of environmental and spatial planning. Amongst other matters, works with:</p> <ul style="list-style-type: none"> - Risk analysis tools (e.g. global environmental risk analysis, SEVESO risk analysis, WEEE - waste of electrical and electronic equipment risk analysis, and urban waste water, WWTP, treatment plants); - report data (e.g., related complaints); - review of the inspection report templates.
<p>Name: Ribeiro, Salomé Current Position & Organization: Senior technician, IGAMAOT Contact: 00351 213215578</p>	
<p>-Insert your photo here- (optional)</p>	<ul style="list-style-type: none"> • Member of the team that developed the TFS analysis tool using Integrated Risk Assessment Method (IRAM). • Handle technical and legal issues related with waste management companies and other competent authorities, including issues related to waste characterisation and classification (according to EWC, UN classification, Basel Convention, OECD). • Participation in the project “Development of the Strategy for dismantling ships”. • Handle cases concerning transfrontier shipments of hazardous waste which implies having an excellent knowledge of the related EU and international legislation (WSR, Basel Convention, OECD Decision). • Developed a UE guideline which provides guidance to the customs, regarding transboundary shipments of waste • Participation in the Working Groups that transposed EU legislation into national law and which developed the corresponding guidelines. • Provided training to police and to customs and promoted cooperation with these authorities. <p>Key Roles:</p> <ul style="list-style-type: none"> • Designated National Focal Point of the Basel Convention for the
<p>Name: Espanhol, Ana Current Position & Organization: Senior technician, IGAMAOT Contact: 00351 213215500</p>	

	<p>years 2008-2014.</p> <ul style="list-style-type: none"> • Member of the EU Waste Shipment Correspondents for the years 2008-2014.
--	---

2. Learning objectives

After completing this session participants will be able to apply the concepts associated with IRAM in the development of a risk assessment.

3. Training session abstract

Description of IRAM methodology, regarding the Impact Criteria (IC) and the Operator Performance Criteria (OPC) associated with SEVESO, IED; global environmental risk analysis, TFS and WWTP analysis tool as well as the EXPECTATIONS associated with the use of this tool in the annual inspection plan.

4. Suggested reading list, sources, useful links

Kramers, R.; Kuitert, H. e Büther, H., 2011, "easyTools - RISK ASSESSMENT GUIDANCE BOOK", European Union Network for the Implementation and Enforcement of Environmental Law (IMPEL), 2012, (http://impel.eu/wp-content/uploads/2012/09/easyTools_Guidance-Book_-2012-06-2.pdf);

DOING THE RIGHT THINGS II" Step-by-step guidance book for planning of environmental inspection, IMPEL, 2008 (<http://impel.eu/wp-content/uploads/2010/02/2007-11-dtrt2-step-by-step-guidance-book-FINAL-REPORT.pdf>);

Risk Criteria for Prioritization of Environmental Inspections, Terms Of Reference, IMPEL (http://impel.eu/wp-content/uploads/2013/01/ToR_IED-IRAM-Inspection-Program_2012-11-11.pdf);

Directive n.º 2010/75/EU of the European Parliament and of the Council, of 24 November 2010;

Directive n.º 2012/18/EU of the European Parliament and of the Council, of 4 July 2012;

Directive n.º 96/82/EC of the Council, of 9 December 1996.

5. Glossary (List of key concepts)

Impact Criteria (IC) – Assesses the effect associated with the concept of risk. The severity of the consequence and the vulnerability of the receptor are taken into account in the determination of the IC.

Operator Performance criteria (OPC) – Assesses the probability associated with the concept of risk, and is considered to be influenced by the quality of management, the level of compliance with laws, regulations, permits, the attitude of the operator, the age of the installation. This criteria intends to account the influence of operator performance in risk management of the

Weighting Term (WT)- Adjusts the risk assessment of each IC by an additive factor;

Weighting Factor (WF) - Adjusts the risk assessment of each OPC, by a multiplicative factor.

Guidelines for Trainers

Thank you for agreeing to be part of the Themis trainings. This document provides you with basic guidance to develop your training session plan and corresponding materials. Please refer to the Themis Secretariat if you have any specific questions.

1. Important notice and geographical focus

The materials you produce will be archived online in the Themis website. They will function as a repository of knowledge to be used by the workshop participants. Moreover, they should be free from copyright in order for the participants to be able to train their colleagues using your materials. Please keep in mind that **Themis is a regional Network operating in the South East European region** (Albania, Bosnia and Herzegovina, Kosovo, Macedonia, Montenegro and Serbia) and Moldova. It is very important that you **tailor your lecture and materials to suit and be relevant to the region**.

2. Materials

Each trainer is requested to provide a Word document that should have the essential information about the content of the session, key concepts and ideas, and that can be used as a reference by the trainees at a later date. The template above gives the points that are necessary. The participants will receive this document prior to the workshop. The document should be no longer than 15 pages. **An approximate ideal length is 5 to 10 pages¹.**

Other support materials

To enhance the text, provide relevant publications, reports, pictures, graphs, charts, sound and video clips or anything else to improve the visual understanding for the participant. In order to provide the logistic arrangement, in case you will use sound and video clip please inform the staff about in advance. Please include all the sources used (including the URL) in the Word document.

3. Delivering the training session

Lectures should be designed to engage the trainees. They need to become involved and motivated by the materials and to take ownership of the skills and knowledge that they acquire. The main goal is to convey the message using fun, innovative and effective ways of teaching and discussing.

Consider incorporating the following set of principles in your design:

- **interaction** – whereby communication is non-hierarchical and everyone is able to contribute to the learning process;
- **mutuality** – whereby everyone's knowledge, experience and analysis is valued, shared and made use of;
- **adaptation** - the process allows for adjustments and changes to accommodate different needs; and
- **practicality** – participants should work on actual issues and tasks that are part of their real life work.

In addition use the **sandwich method** to structure your session:

1. Always tell your trainees what you are going to talk about,
2. Then talk about it, and, finally,
3. Summarize what you just talked about!

In general, the sessions should make use of the following techniques:

- Instead of just presenting a topic, the trainer can use workshops and, especially, case studies as a departing point to explain and drive home the theoretical message.

¹ Powerpoints are just an aid for the lecturer and cannot be used as a replacement for the Word document that will contain all the necessary information and will be part of the course reader.

- Intersperse activities like group work, games, exercises, etc, with the significant part of your message. This will break the monotony and increase participants' attention and help to explain complicated abstract points.
- Use relevant examples and case studies wherever possible
- Use most current data (and always reference the source)
- Leave time for questions and discussion both during the session and after
- Repeat concepts, ideas and theories several times (the sandwich method!) if possible and sum up the main ones at the end of the lecture and provide definitions for any new words or terminology used
- The trainers or facilitators can decide at any moment to have a 5 to 10 minutes break in order to refresh the audience.

4. Preparation checklist for trainers

- The Word document supporting the training session - to be submitted before the training!
- Power point presentation or other visual aids (optional)
- Preparing games, exercises, group work, and other proactive learning methods
- Useful case studies and examples to the topic
- Pictures, graphs, sound, videos, etc. (with sources)
- Important references for future use (publications, reports, tools, etc)