Technical Support to Regional Climate Action Transparency Hub (ReCATH) in Central Africa

CFP-11875-2024-02

TRAINING ASSESSMENT REPORT

Brazzaville, Congo, 27-30 August 2024
Deliverable D1.4

ICAT Initiative for Climate Action Transparency

FOKABS

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DISCLAIMER

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1. INTRODUCTION

This report is based on the training workshop that was organised at the Hotel PEFACO Maya - Maya, Brazzaville, Congo, from 27-30 August 2024. The training is part of the support provided by the Regional Hub (ReCATH) and ICAT-UNOPS. One of the key aspects of the Hub is to build the capacity of Member States of the Economic Community of Central African States (ECCAS) to prepare and submit their Biennial Transparency Reports (BTRs) in a context where each country is required to report on its efforts to meet its commitments under the Paris Agreement, in line with the Enhanced Transparency Framework (ETF).

Although all the Member States have ratified the Paris Agreement, significant challenges remain in terms of transparency, requiring a targeted approach to identify and fill existing gaps. Based on the results of the Hub's December 2022 assessments and the gap analyses conducted across all CEEAC countries, the workshop has been structured to address the specific needs of developing countries in meeting the reporting requirements of the Paris Agreement.

During the four-day training workshop, participants had the opportunity to work on the preparation of BTRs, the monitoring of NDC indicators and greenhouse gas projections. They also explored the types of data and information needed to produce reports that comply with UNFCCC requirements. Fruitful discussions took place on how to overcome the difficulties identified in the MPGs, thereby strengthening the understanding of Common Reporting Tables (CRTs) and Common Table Formats (CTFs).

The Member States also shared their respective progress and experiences in preparing their BTRs and revising their Nationally Determined Contributions (NDCs). This helped to foster an exchange of best practice and effective strategies, highlighting the need for each country to continuously monitor and evaluate the implementation of its NDCs up to the 2025 deadline.

As part of this, in order to ensure that the training workshop ran smoothly and that it met the needs of the participants, it was essential to evaluate the participants' knowledge and technical skills as well as the progress made during the training. This evaluation therefore highlighted areas for improvement and identified additional future support needs for participants which are included in this evaluation report.

2. RESPONDENT PROFILES AND METHODOLOGYE

2.1. Profile of respondents

The number of people who answered the training evaluation questions were 32. Of the 32 respondents, 59% identified themselves as men, while 41% identified themselves as woman (Figure 1).

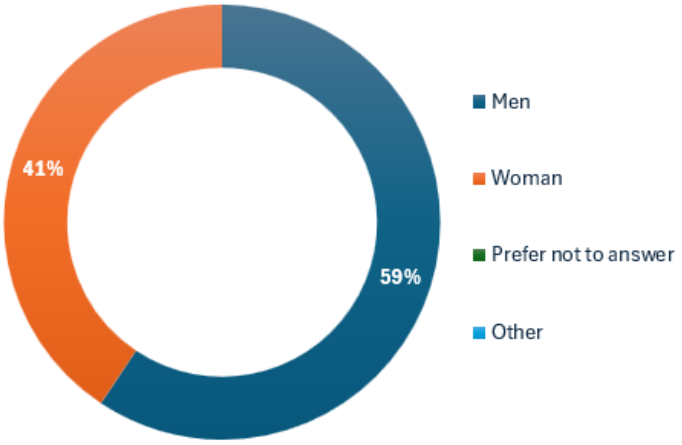

Figure 1: Number of respondents by gender

These people represented the national experts, who included :

- Focal points and their deputies in areas of transparency, loss and damage, mitigation, adaptation, climate change, and GHG inventory;
- National Coordinators of GHG Inventory;
- Researchers at the Ministry of the Environment;
- National climate change team members focusing on GHG and NDCs;
- Other key climate change experts.

Table 1 shows the breakdown of experts who responded to the evaluation questionnaire by position and gender.

Table 1: Breakdown of experts by position and gender

The experts' position	Men	Woman	Total
Focal points	4	3	7
National Coordinator of GHGI	1	0	1
Researchers at the Ministry of the Environment	3	4	7
Team member (GHGI, NDC etc.)	4	3	7
Ministry for the Environment	4	2	6
Other key experts	3	1	4

Total	**19**	**13**	**32**

Regarding the age range of the participants, out of a total of 32 respondents. There were 10 participants in the 26-35 age group, representing around 31% of the sample. The 36-45 age group was the most represented, with 20 participants, or 62% of respondents. Finally, the over-45s category includes 2 participants, equivalent to 6% of the sample (Figure 2).

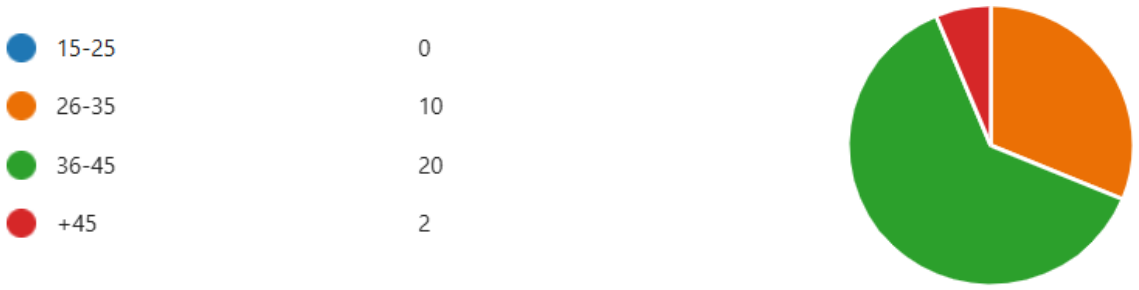

Figure 2: Age range of participants

2.2. Methodological approaches to the evaluation

To assess the impact of the training workshop, a post-training questionnaire was sent to participants. This questionnaire, sent by email, aimed to measure the participants' initial knowledge and technical skills, as well as the progress made following the training. The training workshop used an interactive and participative teaching method, incorporating detailed presentations, practical group exercises and case studies. This method helped to clearly identify areas for improvement, the skills acquired, as well as aspects of the training that could be improved for future trainings.

3. EVALUATION OF TRAINING

3.1. Assessment of knowledge before and after the course

3.1.1. Pre-post training evaluation

Figures 1 and 2 show the results of two questions concerning participants' level of knowledge on a training topic, before and after the training. Before the training, the results show a varied distribution of knowledge levels among participants. Two of the participants (6.25%) rated their knowledge as 'very poor', while 06 (18.75%) rated it as 'poor'. The majority, 17 participants (53.13%), indicated an 'average' level of knowledge, suggesting a relatively low but not non-existent knowledge base. Six participants (18.75%) rated their knowledge as 'satisfactory', and only 01 (3.13%) rated their knowledge as 'very satisfactory' (Figure 3). These results indicate that prior to the workshop, most participants had a low to modest level of knowledge on the subject matter and that there was a clear need for training

.

After the training, the assessment of knowledge changed considerably. No participant reported a "very poor" or "poor" level of knowledge, indicating a significant improvement. Six participants (18.75%) rated their knowledge as "average", while 22 (68.75%) rated their knowledge as "satisfactory". A further four participants (12.5%) rated their knowledge as "very satisfactory". These results illustrate a significant transformation in participants' knowledge level, with the majority of them now feeling competent and confident in what they have learned (Figure 4).

In short, the participants have not only improved their level of knowledge, but have also gained in confidence, which is essential for the future application of the skills they have acquired.

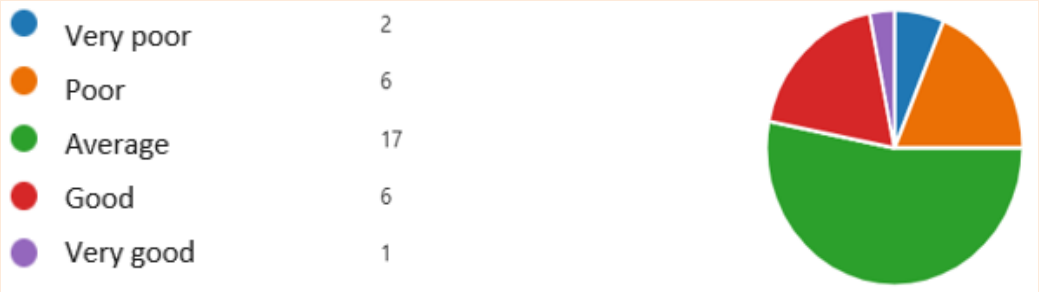

Figure 3: Pre-training knowledge assessment

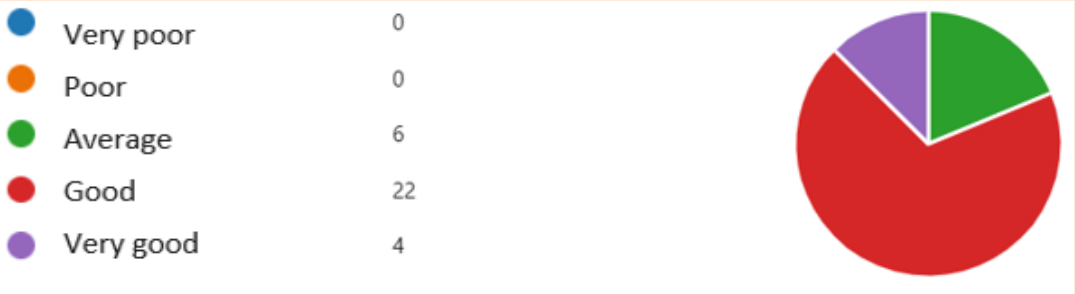

Figure 4:Assessment of knowledge after training

3.1.2. Justifying advances in knowledge

With regard to the rationale for advancing knowledge level, 9 participants (28%) deepened their understanding of the development of BTRs (Figure 5). The other keywords linked to the progress of participants' knowledge reveal recurring themes, such as the flexibility of the BTRs, understanding the common reporting tables and the concepts of climate transparency, including the monitoring of the implementation of NDCs.

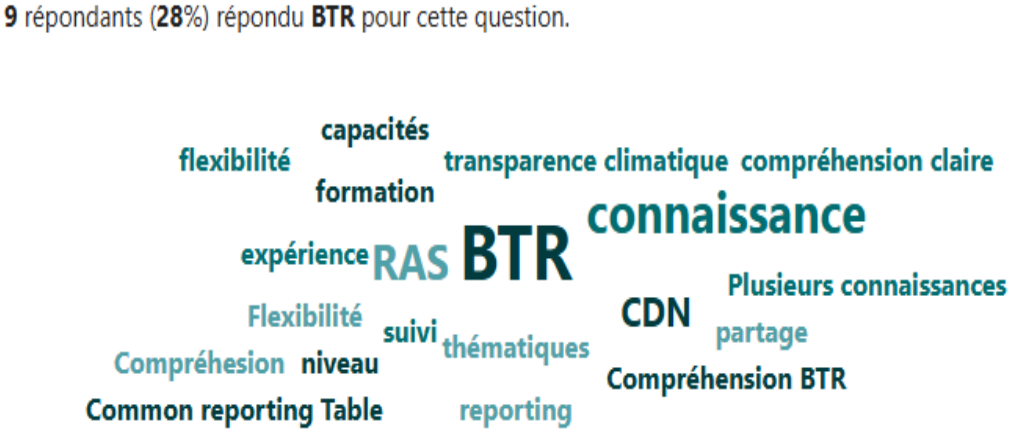

Figure 5: Justification of the level of progression of participants' knowledge

3.2. Main lessons learned from the training

In response to the question about the main lessons learnt from the training course on the transparency of climate action, the participants expressed the lessons learnt on various aspects. In particular, they drew lessons on transparency mechanisms, which include, among other things, the structuring of BTRs with mandatory chapters, how to account for flexibility, the use of common reporting tables, the establishment of monitoring indicators for the implementation of the NDCs, and the analysis of progress made in the area of climate transparency.

Some of the topics covered during the training, such as the development of Long-Term Strategies for Low-Carbon Development (LT-LEDs), appear however to have generated almost no learning from the participants (Figure 6). This possibly reflects the innovative nature of this concept for the majority of them, which indicates the need to organise, in the future, at least one regional training course specifically dedicated to the development of LT-LEDs.

Figure 6: Main lessons learned from the training course

3.3. Putting knowledge and skills into practice

3.3.1. Putting acquired knowledge and skills into practice

As part of the training evaluation, participants were asked about their perception of their ability to apply the knowledge and skills they had acquired. The results show that (Figure 7):

- The majority of respondents (65,63%), felt confident about their ability to apply the skills on a regular basis. This indicates a strong belief in the integration of learning into their daily work. It also suggest that the identification of the participants during the preparation of the training targeted very well those who have immediate and frequent utilization of the knowledge gained.
- On the other hand, 18.75% of respondents felt that they would be able to apply this knowledge on an occasional basis, suggesting that they envisage limited opportunities for use in their professional context.
- On the daily basis, 12.5% of respondents felt that they would be able to apply these skills every day, which reflects a significant integration of the knowledge into their professional routine
- Not applicable, 3.13% mentioned that the question was not applicable to his situation, which could mean that he does not occupy a role where these skills would be relevant.

Figure 7: Putting knowledge and skills into practice

3.3.2. Examples of applying knowledge and skills

Figure 8 illustrates participants' responses to the question asking them to justify their assessment by providing examples of the application of the knowledge and skills acquired during the training. 38% of responders, mentioned "developing BTRs". The keywords that emerge from this analysis highlight several themes. They include terms such as "preparation", "collection", "monitoring" and "development", which indicate the key stages in the BTR development process. There are also other words such as "GHG" (greenhouse gases), "emissions" and "inventories", which have links with the preparation of BTRs. In addition, the use of terms such as "training", "service" and "activity" also suggests that participants plan to integrate these skills into their daily work and to train the trainers once they return to their respective countries.

Figure 8: Examples of the application of knowledge and skills acquired

3.4. Suggestions for improving future trainings

3.4.1. Perception of training improvements

The figure shows participants' perceptions of the question, which asked whether certain aspects of the training could have been improved. 72%, said that there were indeed aspects of the training that could have been improved. This majority response indicates a general perception that adjustments could enhance the effectiveness of the training and facilitate the application of skills in their professional context.

On the other hand, 19%, answered "no", meaning that they felt the training was adequate and that no improvements were needed. Finally, 9%, indicated "I don't know", which may reflect uncertainty about their assessment of aspects of the training (Figure 9).
These results underline the importance of post-training evaluation. The majority opinion of the participants suggests that it would be beneficial to explore the specific aspects that could be improved to maximise the impact of the training on the practical application of the knowledge acquired.

Figure 9: Perception of training improvements

3.4.2. Suggestions for improving future trainings

Figure 10 shows the suggestions for improving the training. 19%, specifically mentioned the term "GHG" (greenhouse gas) in their answers, indicating a particular concern or interest in GHG inventories and projections. However, terms such as "BTR development" and "LT-LEDS" (Long-Term Strategies for Low-Carbon Development) were mentioned, underlining the importance of climate transparency. Other words such as "logistics", "preparation" and "duration" suggest that participants also gave thought to practical aspects of organising the training. The term "RAS" (Nothing to Report) also appeared, indicating that 3% of the participants felt that the training did not require any significant improvements. This indicates general satisfaction among some of the participants.
Finally, this figure highlights the participants' concerns and suggestions regarding training. The results suggest that it would be beneficial to delve deeper into the topics related to GHGs and the development of BTRs, including LT-LEDS, while taking into account the logistical and organisational aspects to optimise the learning experience.

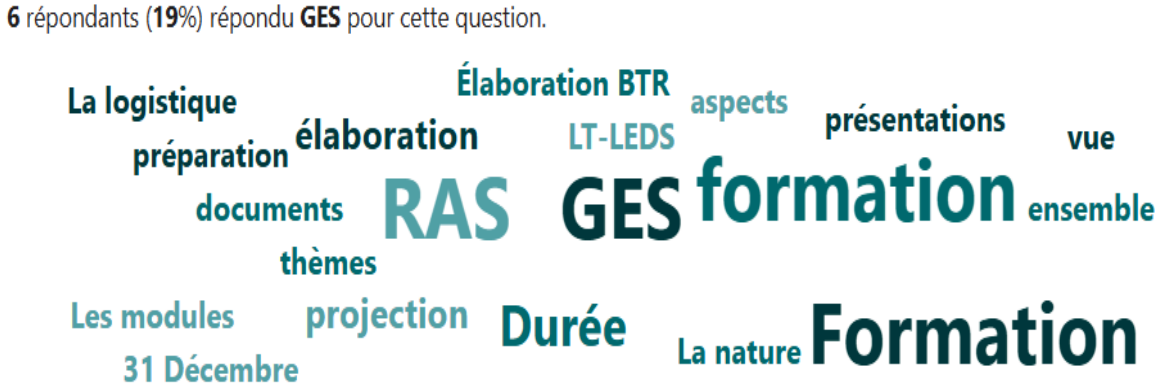

Figure 10: Suggestions for improving training

3.5. General assessment of the course

Figure 11 shows the results of the question which asked participants about their overall assessment of the training. The results show that:

- The majority of participants (66%) rated the training as 'satisfactory'.
- 19% of participants rated the training as 'average'
- 15% gave a "very satisfactory" assessment

- Not a single participant rated the training as "very poor" or "poor", indicating general satisfaction with the quality of the workshop

These results indicate a largely positive perception of the training, with a majority of participants declaring themselves satisfied or very satisfied. This underlines the effectiveness of the workshop and its positive impact on participants. It could also mean that the training met participants' expectations and contributed to their professional development.

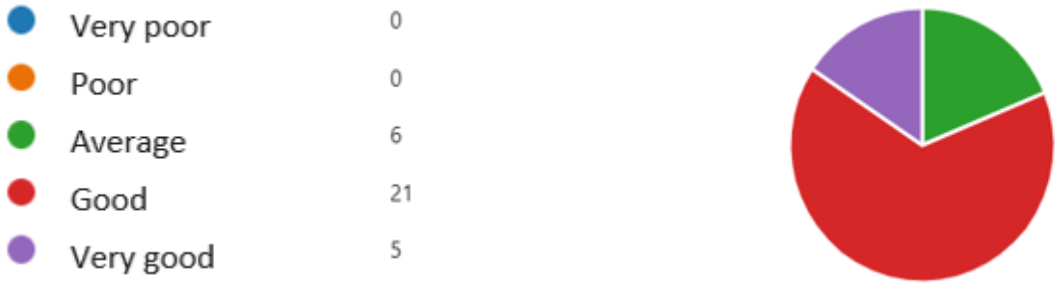

Figure 11: General assessment of training

4. ANALYTICAL FRAMEWORK OF PARTICIPANTS' NEEDS

The member countries of the Economic Community of Central African States (ECCAS) are increasingly committed to the Paris Agreement. However, in order to respond effectively to the reporting requirements of this agreement, they are experiencing significant difficulties that are hampering their ability to account for their climate actions. Most of them lack the human resources and technical expertise needed to report in accordance with the requirements of the Paris Agreement. These shortcomings can lead to inconsistencies in the data collected and analysed.

Although ECCAS member countries have benefited from technical support in the context of enhanced transparency, in particular the Brazzaville training held on 26-30 August 2024, they have identified a number of needs whose implementation may require further training at regional and national level. These include :

- Support for the preparation of Biennial Transparency Reports for countries that are unable to submit their BTR by 31 December 2024;
- Support for the development of the Long-Term Low Emission Development Strategy (LT-LEDS);
- Support in preparing and drawing up the Nationally Determined Contributions (NDCs) version 3.0;
- Support to build capacity for the new version of the 2006 IPCC 2.93 software, to be launched in August 2024.

APPENDICES

Appendix 1: Evaluation questionnaire

ICAT - Hub ReCATH pour l'Afrique centrale, 27-30 août 2024

Atelier régional de formation sur le suivi de la CDN et la projection des émissions de gaz à effet de serre et le soutien à la préparation du BTR

Chères collègues, chers collègues, nous vous remercions d'avoir participé à la formation sur le Atelier technique regional. Cette enquête vise à aider l'ICAT à surveiller et à évaluer l'efficacité de sa stratégie de formation pour différents projets et contextes.

Nous vous serions très reconnaissants de bien vouloir y répondre afin que l'ICAT puisse revoir et améliorer son offre de formation. Cette enquête ne devrait pas vous prendre plus de 10 minutes. Toutes les réponses seront traitées de manière anonyme.

* Obligatoire

La formation

Veuillez réfléchir à cette formation avant de répondre aux questions suivantes.

1. Q1: Évaluez le niveau de connaissance que vous aviez sur le thème de la formation avant la formation. *

- ◯ Très mauvais
- ◯ Mauvais
- ◯ Moyen
- ◯ Satisfaisant
- ◯ Très satisfaisant

2. Q2: Évaluez le niveau de connaissance que vous avez sur le thème de la formation après la formation ? *

- ◯ Très mauvais
- ◯ Mauvais
- ◯ Moyen
- ◯ Satisfaisant
- ◯ Très satisfaisant

3. Q2.1: Justifiez votre réponse : *

4. Q3: Quels principaux enseignements avez-vous tirés de la formation au sujet de la transparence de l'action climatique ? *

5. Q4: Dans quelle mesure pensez-vous pouvoir mettre en pratique les connaissances et compétences acquises durant la formation ? *

- ◯ Jamais
- ◯ Occasionnellement
- ◯ Régulièrement
- ◯ Tous les jours
- ◯ Non applicable

6. Q4.1: Justifiez votre réponse en donnant, le cas échéant, des exemples d'application des connaissances et des compétences acquises durant la formation. *

7. Q5: Y a-t-il des aspects de la formation qui, selon vous, auraient pu être améliorés pour vous permettre de mieux mettre en pratique les connaissances et les compétences acquises? *

- ◯ Oui
- ◯ Non
- ◯ Je ne sais pas

8. Q5.1: Justifiez votre réponse : *

9. Q6: Dans l'ensemble, comment évalueriez-vous la formation? *

- ◯ Très mauvaise
- ◯ Mauvaise
- ◯ Moyenne
- ◯ Satisfaisante
- ◯ Très satisfaisante

Informations générales

10. Q7: Indiquez votre genre : *

- ◯ Femme
- ◯ Homme
- ◯ Autre
- ◯ Préfère ne pas répondre

11. Q8: Indiquez l'intitulé de votre poste :

12. Q9: Veuillez sélectionner votre catégorie d'âge :

- ◯ 15-25
- ◯ 26-35
- ◯ 36-45
- ◯ +45