TRAINING

PARTNERSHIP FOR MARKET READINESS

MRV TRAINING WORKSHOP

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➤ **There is great variation in training design in GHG programs**

➤ **There is no "one-size" approach to training design**

  ▪ **Training is a tool to achieve learning objectives**

➤ **Objectives should be narrow/specific and focus on what learners will be able to do**

➤ **Training should be designed for the program's objectives/design**

  ▪ **And consider stakeholders needs and capabilities**

➤ **Many training delivery options exist**

  ▪ **Medium, frequency, stakeholder motivations**

- ➢ **Identify program roles and stakeholders**

- ➢ **Define stakeholder learning objectives necessary to fill program roles**

- ➢ **Compare learning outcomes to assessment of stakeholder capabilities**

- ➢ **Assess program objectives against desired learning objectives to inform level of integration with program design**

- ➢ **Choose delivery method(s) based on training characteristics and stakeholder population(s)**

➢ **GHG programs are made up of many roles that can be generalized by specific stakeholder groups**

➢ **Roles and their stakeholders will vary by program design**

➢ **Mapping these roles is a critical first step to assessing training needs**

Example of GHG program stakeholders

- ➢ **GHG reporters**

    - ▪ GHG quantification and reporting (e.g., reporting firms, consultants, etc.)

- ➢ **Intended users of GHG data**

    - ▪ Government, program administrator, and registry operator

    - ▪ Investors, intermediaries, and instrument users (in market-based programs)

    - ▪ Public and watchdog organizations

- ➢ **Verifiers**

    - ▪ Accreditation body (organization) and accreditation assessors (individuals)

    - ▪ Verification bodies (firms) and verifiers (individuals)

➢ **Learning objectives are a function of program design**

  ▪ **Which stakeholders in what roles do which functions/tasks?**

➢ **Learning objectives will be program-specific**

  ▪ **Identifying objectives requires task-by-task breakdown of stakeholder roles**

  ▪ **Required competencies/knowledge can be mapped to these roles as learning objectives**

➢ **Effective learning objectives are narrowly defined**

  ▪ **Learning objectives specify what a learner should be able to do after training**

Example: Verifier accreditation tasks

Role	Stakeholder	Function	Tasks
Verifier accreditation	Verifier accreditation assessors	Assess verification body systems and competencies	Desk review of verification body systems and competencies compared against accreditation standard; witnessing of verification body
Verifier accreditation	Verifier accreditation body	Administer verifier accreditation program	Interpret accreditation standard; train/prepare assessors for assessment; collect materials, schedule assessments and review with VBs

➤ **What learning objectives would be appropriate?**

- **Assessors: Needs to intimately understand how to interpret materials and witness against the accreditation standard, how best to conduct review, etc.**

- **Body: Understand elements of program administration and higher level principles of how to interpret and apply the accreditation standard**

Learning objectives aligned with program objectives

- ➢ **Example: Verifier accreditation assessment**

  - ▪ **Verification bodies (VBs) are critical to "confirm the numbers are right"**

  - ▪ **Accreditation standards ensure VBs have the right competencies/systems**

  - ▪ **VB accreditation assessment ("auditing the auditor") is an important check**

    - ➢ **Assessors should be rigorously prepared to undertake these assessments**

- ➢ **Example: Local stakeholder engagement**

  - ▪ **A program with no material impact on local public stakeholders still has a duty to be transparent and inform the public of its operations**

  - ▪ **Outreach activities and public awareness training are important tools**

    - ➢ **Public stakeholders should be empowered to find out about a program;**

    - ➢ **Rigorous training may not be an appropriate way to reach these stakeholders or achieve these outcomes**

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Compare learning objectives and stakeholder capabilities

➤ **Desired learning objectives should be compared to actual stakeholders capabilities (gap assessment)**

➤ **Stakeholder capabilities vary widely; factors may include:**

- **Engagement in program planning process**

- **Type of organization:**

    - **Small domestic enterprise ← → large multinational**

- **Experience:**

    - **No exposure to environmental reporting ← → reported to other GHG/non-GHG schemes**

- **Personnel:**

    - **Largely unskilled staff ←→ technically sophisticated staff of engineers, scientists, etc.**

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➢ **Stakeholder groups may not be uniformly prepared**

    ■ **Expect differences in skills/preparedness within stakeholder groups**

➢ **Example: Why did power companies more actively engage the EU ETS allowance market after program launch?**

    ■ **The energy sector easily reported, complied, and benefited after the launch of the EU ETS**

    ■ **Yet other covered entities (manufacturers, industrials) had trouble reporting and meeting compliance and ultimately missed market opportunities**

    ■ **Why? The energy sector had experience and teams dedicated to very similar roles for electricity trading and environmental regulatory compliance; others did not**

    ■ **Takeaway: Not all stakeholders in a given role are the same, variation should be identified and managed (address gaps)**

Compare program objectives with learning objectives

➢ **Program objectives are top priority and should guide learning objectives**

  ▪ **Training techniques should be adapted to specifics of program design and stakeholder roles to meet learning objectives**

➢ **A risk-based approach can be used to prioritize training**

  ▪ **Evaluate and prioritize tasks that are critical to a program's function**

  ▪ **Program implementation: Training practitioners to competently fulfill program roles, functions, and tasks**

    ⁻ **e.g., Ensure verification bodies are prepared to conduct high quality verifications**

  ▪ **Stakeholder engagement: Educate stakeholders on how programs work**

    ⁻ **e.g., Ensure policymakers have sufficient understanding of program design to make appropriate policy decisions**

  ▪ **Program implementation and stakeholder engagement training may overlap**

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- ➢ **Different roles → different stakeholders → different objectives → different integration into program**

- ➢ **Awareness ← → Qualification**

  - ▪ **Where should a given training sit on this continuum?**

  - ▪ **Awareness: make stakeholders more comfortable/familiar with program rules**

  - ▪ **Qualification: ensure stakeholders are competent to perform *X* role**

- ➢ **Optional ← → Mandated**

  - ▪ **What are the options for integrating training into a program's design?**

  - ▪ **Optional: available to stakeholders for their information as support**

  - ▪ **Mandated: required for stakeholder participation**

  - ▪ **Methods to mandate: assessed by individual exam; embedded into organizational accreditation; component of holistic individual certification**

➢ **Delivery should reflect stakeholder population**

- ▪ **Culture of learning:**

  - - **Do stakeholders seek out training or respond to employer mandates?**

- ▪ **Logistics:**

  - - **Are stakeholders limited by constraints to attend workshops? e.g, geography , technology, resources**

- ▪ **Ability/willingness to pay:**

  - - **service providers (more)**

  - - **reporters (moderate)**

  - - **public (less)**

Choose a delivery method

➢ **Delivery should be appropriate for subject matter and level of rigor**

- ▪ **Interaction:**

  - - **May be more appropriate to achieve some learning objectives (e.g., practical GHG quantification exercises)**

- ▪ **Level of rigor:**

  - - **A 1hr webinar is a great venue to provide a monthly update on minor program changes**

  - - **A 1hr webinar is an extremely challenging venue to teach stakeholders new to the field how to verify a forest inventory; a several day workshop or online course or series of courses might be more appropriate**

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Delivery method options – Frequency

➤ **Options**

- **Infrequent/"one-off"**

- **Continuous training/updating**

- **Community of practice**

➤ **Frequency should be tied to the characteristics of learning objectives**

- **Does the learning objective require substantial reinforcement to be learned?**

- **Do stakeholders need to address frequent changes in rules or standards of practice?**

- **Is peer learning an important element? And do any existing relevant practitioner communities exist?**

➤ **In-person**

  ▪ **Traditional classroom workshop, hands-on practicum**

➤ **Online**

  ▪ **Interactive: e.g., self-directed or instructed e-learning coursework**

  ▪ **"One-way": e.g., webinar presentation**

➤ **Blended in-person and online training**

➤ **What works best?**

	Scalable	Outcomes	Travel costs	Start up cost
Online	Yes	Consistent	None	Moderate-high
In-person	No	Variable	Variable	Low

➤ **Depends on the rigor of learning objective and target audience**

➢ **There are a number of delivery design elements that may influence or dissuade stakeholders from taking training**

➢ **Tuition**

  ▪ **Fee-based**

  ▪ **Free to attend**

  ▪ **Free to attend + travel expenses (often including per diem) paid for**

➢ **Mandatory training**

  ▪ **Training as a prerequisite to program participation**

➢ **Training as a professional credential**

  ▪ **Training can become part of a professional identity suitable for a CV**

➢ **True or False – Because program design is variable, learning objectives should be broadly defined.**

➢ **True or False – assessing stakeholder capabilities is used to assess performance of the training program.**

➢ **Typical motivations for GHG reporters to take training include:**

   a) **Requirement of the program**

   b) **Makes it easier to participate in the program**

   c) **How much it costs (not including travel)**

   d) **All-expenses paid trip**

   e) **Reputational benefit**

➢ **False. The narrower the learning objective the more specific the training and better results for the learner outcome/capabilities.**

➢ **True. Assessing stakeholder capabilities is used both to design the training program up front and to assess performance of the training program afterwards.**

➢ **Training for GHG reporters is typically optional (not mandatory) and no fee in order to transfer an understanding of the reporting requirements (make it easier to participate). If the training is onsite, the GHG reporter may only send 1-2 staff (to limit costs of travel). Responses b) and c).**

Thank You

FOR MORE INFORMATION ON THE PARTNERSHIP FOR MARKET READINESS (PMR),

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