

Evaluation report on WGEA “Greening the SAIs” training

Introduction

The present evaluation report is an integral part of project management cycle that specifically provides feedback and assesses the value of the “Greening the SAIs” training. This evaluation report provides an assessment of the effectiveness of the realised training programme related to its preparation and implementation.

In 2016, the INTOSAI WGEA Assembly adopted this training project and we developed and held the training project according to the WGEA strategy. Dilyanka Zhelezarova and Jerneja Vrabic from the European Court of Auditors (ECA) developed the training materials in cooperation with Viire Viss from the National Audit Office (NAO) of Estonia, as defined in the project plan and adopted by the WGEA.

This training provides a conceptual framework for the SAIs based on general greening principles for both, SAI’s green management and SAI’s own green performance. The aim of the training is to promote integration of the environment and sustainability concerns into the SAI’s own internal management and practice, in order to make their workplace more environmentally responsible and resource-efficient. The benefit would be that the trained SAIs participants would take the good habits over to their everyday life, offices and homes, towards a wider society greening influence.

This training toolkit includes one-day interactive training sessions with corresponding materials on greening concepts and measures, such as how to introduce greening changes into an SAI. The training is focused on how to start with greening activities at the office level and what are the easiest and more common greening activities to implement, e.g. in waste and water management, use of consumables and paper, energy savings etc. The training addressed SAI’s own management and performance related measures to reduce the negative impact of their own activities and provides respective good practices and tips. While preparing the training materials we also considered that the tools and methods described need to reflect the differences among SAIs in terms of experience and resources.

1. Objectives of the training

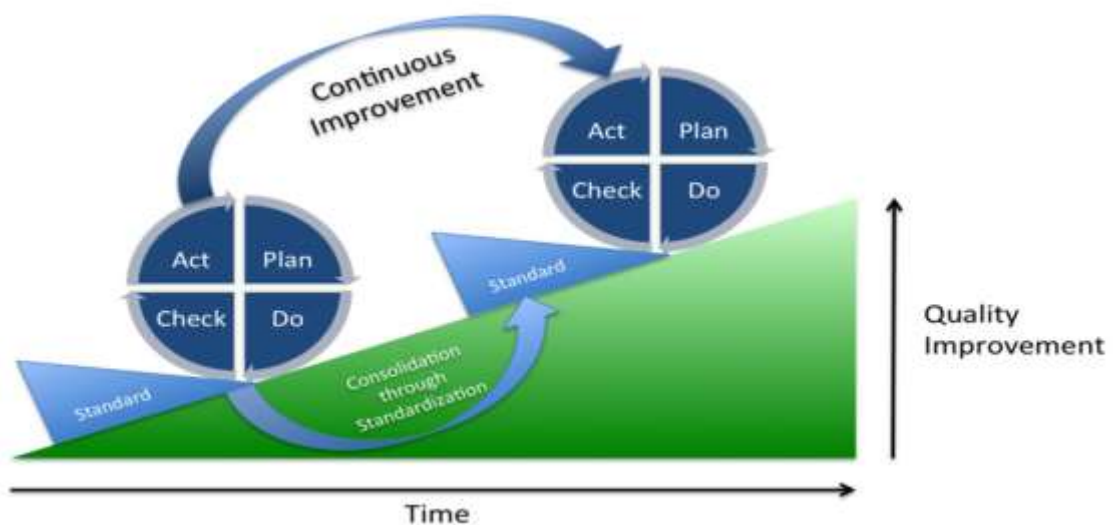
The general concept of the project is to provide a conceptual framework for the SAIs that is based on general greening principles for both, SAI’s green management and SAI’s own green performance. The greening training is a learning activity aimed at acquiring knowledge and skills necessary to successfully performing overall. This includes changes in specific areas of knowledge, abilities, skills, behaviour and even attitude

in order to prepare for better institution performance to increase the capacity and skills of the training participants in the entire field.

2. Training development

The training reflects the continual cycle of planning, implementing, reviewing and improving the processes and actions that an organization undertakes to meet its environmental obligations. We developed our training according to the **Plan-Do-Check-Act** model. It is an iterative process used to achieve continual improvement, while planning refers to establishing environmental objectives and processes necessary to deliver results in accordance with an organisation's environmental policy. The processes should be then implemented as planned, including internal and external communication. Checking activities involve monitoring and measuring processes against the environmental policy, including the commitments, environmental objectives and operating criteria. The results are then reported. The last step of the model is to act, which means to take actions in order to continually improve the performance (Figure 1).

Figure 1. Plan-Do-Check-Act model



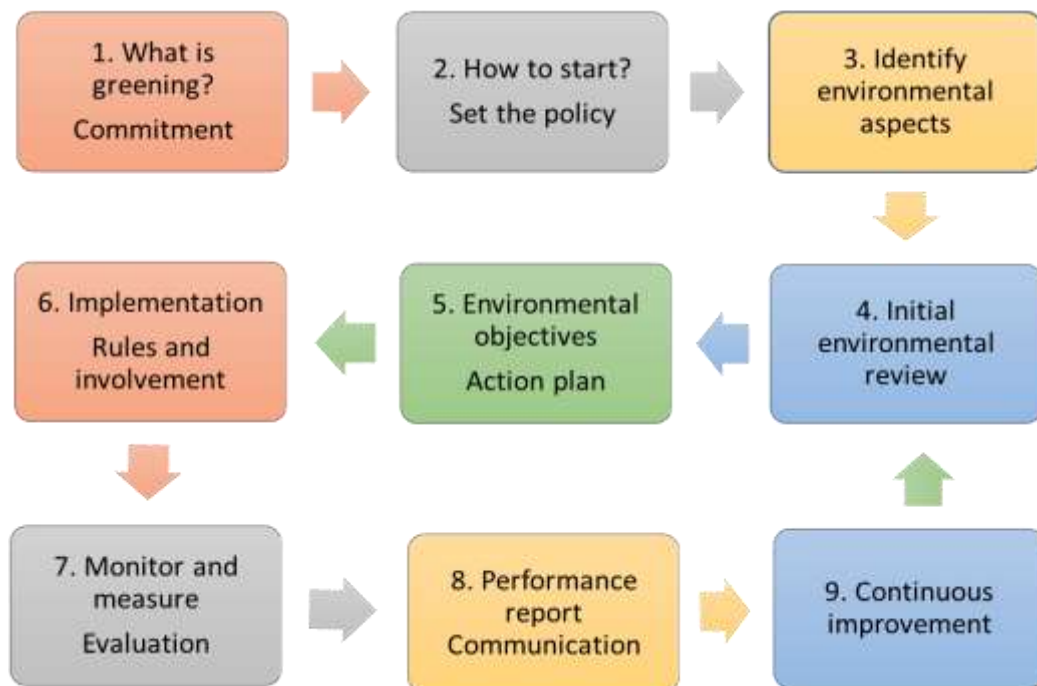
We based our training materials on our own experience in the ECA and the NAO Estonia, as well as other SAIs' experience of implementing green office principles and/or environmental management system. We took in to account the "[Greening SAIs](https://www.environmental-auditing.org/media/5369/wgea-greening-sais_isbn-ok.pdf)" research paper¹, accomplished by the INTOSAI WGEA in 2016 and other relevant

¹ https://www.environmental-auditing.org/media/5369/wgea-greening-sais_isbn-ok.pdf

materials. The partners and the WGEA Steering Committee members reviewed and adopted the training materials. The ECA EMAS project manager and the external environmental management experts from the Stockholm Environment Institute Tallinn Centre training provided valuable suggestions to the final set of materials, which we reflected in the training.

The training is structured through nine sessions, which cover all phases of an environmental management system project cycle (Figure 2). Each session consists of a presentation and corresponding materials. Additionally, the participants attended the exercises and were advised by the trainers during the sessions. Participants’ reactions to the presentations and the practical workshops were extraordinarily appreciated. This is confirmed by the high marks given in the evaluation forms.

Figure 2. Sessions of the training day



We emphasised the elements of the cycle that relate more to its understanding and implementation through workshops and preparation of adequate materials, which provide adoption of practical skills during the training. The training programme (Annex 1) is composed of four interconnected parts: planning, implementation, reporting and continues improvement.

The first part provides for the greening concept understanding that relates to SDGs and INTOSAI strategic objectives. This part is followed by role-play and workshops where participants acquire practical knowledge

about the skills necessary for setting the project team, formulating the environmental policy and principles. This part reflects the planning cycle to mapping the environmental aspects of the office and presenting the criteria for evaluating the state-of-the-art in place. The participants became aware of methodologies and sources for collecting information on possible environmental aspects and impacts in the office, examples of environmental policies from our own experience.

The second part is focused on introducing implementing procedures. This includes awareness rising, setting objectives, documenting rules and procedures. These training activities are implemented through exercises and workshops, both designed to follow the project cycle, in particular drafting an action plan with respect to the identified significant aspects and green/sustainable public procurement principles. This was followed by a session on monitoring, tracking and evaluating the progress with selected performance indicators. The last part of the training provides for how to efficiently communicate internally and externally the results, as well as the aspects of continuous improvement. Detailed agenda of the training day is attached in Annex 1.

Initially we intended the training delivery for maximum 25 participants. However, the interest in the training attendance was exceptionally great, so we had to increase the number of participants to 32 participants, representing 19 SAIs across the world. All 32 participants accomplished the training successfully. The Chair of INTOSAI WGEA and chairmen of the Audit Board of Indonesia, Prof. Dr. Moermahadi Soerja Djanegara, CA., C.P.A. provided the participants and the trainers at the WGEA Assembly official ceremony with a certificate of

3. Learning objectives and expected outcome

The learning objectives were determined based on the specific needs of the target groups and complied with the objectives of the training within the project. As a result after completing the course, the participant:

- is familiar with the principles of green office/environmental management systems
- knows the main steps of introducing and implementing systematically greening activities in the office
- knows how to identify and collect information about the environmental aspects of the office
- knows how to draw up green office policy, objectives and action plan
- has an idea how to implement greening measures and actions and involve people in it
- is familiar how to choose performance indicators, monitor and evaluate the progress of greening activities and report on that

The learning objectives are set to continue to the achievement of the training programme objectives, at the same time providing efficient monitoring and evaluation.

4. Training methodology

We based our training approach on principles of adult learning with focus on peer review during all steps of planning, organising and conducting this training/learning event. The course delivery model comprises variety of effective training methodologies, including demonstration/presentations, practice, discussion, brainstorming, case studies, role-play and quizzes. The process of delivery of training included plenary sessions and group discussions.

Taking into account all relevant and available information about the training subject, themes and participants, the trainers decided to use following methodology:

- Teamwork and group work. We choose to guide the participants through the training content and particular themes during the sessions. The participants were provided with the opportunity to discuss their experience and difficulties related to the particular domain of environmental systems.
- Interactivity: This approach might be more suitable for participants that are familiar with the chosen subjects, such as an action plan, rather than for real beginners. However, regardless of any gaps in the knowledge, participants and trainers cooperated in order to achieve the desirable goal.
- Practical work: After presentation and explanation, the participants were provided with an opportunity to do some practical assignments. by writing and presenting joint solutions in order to develop their knowledge, and share experience and practice.
- Transfer of knowledge and previous experience through discussions: sharing experience short sessions were included for better understanding of problems and challenges, thoughts and ideas for proper environmental management system implementation.
- Practical examples: We are exceptionally acquainted with the training themes; we provided our examples from our experience, one of the most desirable way to clear some uncertainties among participants drawing attention to real situations.
- Participant's evaluation: In order to receive participant's feedback, we formulated a comprehensive evaluation questionnaire (see Annex 3) seeking information from the participants on the key subjects, such as training objectives, acquired knowledge, balance between presentations and exercises. Evaluations were voluntary signed in order to be relevant indicator of participant's opinions and impressions.
- Interactive presentations and additional material in the form of handouts were prepared for the implementation of the training project and are available on the WGEA webpage:

<https://wgea.org/news-events/19th-intosai-wgea-assembly-meeting/>.

The materials aimed at providing further support for preparation and implementation of greening measures and activities of the SAls.

5. Evaluation results

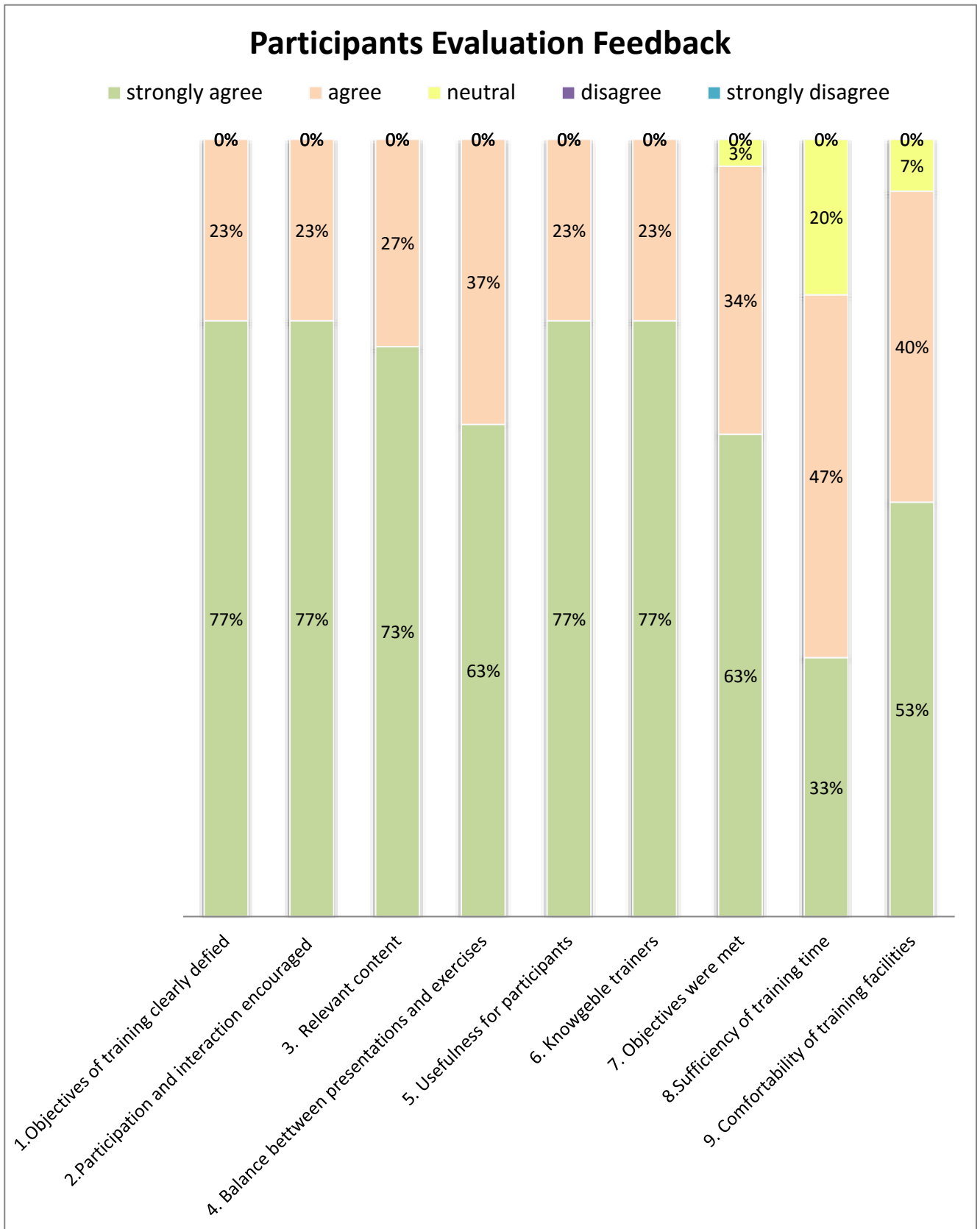
The evaluation of training means measuring the effectiveness of a training programme. We prepared the evaluation forms, which consist of two parts.

The first part of the evaluation form consists of nine questions, assessing the effectiveness of the delivered training e.g. to what extent the participants find the training useful, challenging and well structured. However, we did not examine to what extent they acquired skills apart from the exercises, and their further application in their offices. The evaluation covers questions as follows: the clear definition of the training objectives, relevance of the content of the sessions, usefulness of the training, balance between presentations and exercises, knowledge of the trainers, interaction possibilities, training time sufficiency and comfortability of the training facilities.

The response possibilities on the questions display five options: strongly agree, agree, neutral, disagree and strongly disagree.

The participants' responses (Figure 4) to eight out of nine questions demonstrate their exceptional satisfaction outlining the options "strongly agree" and "agree" as follows, to six questions 100% and to two questions respectively 97% and 93%. Neutral answers are provided by 20% of the participants on the training time sufficiency question (Annex 2), and they indicate a possible e-learning in the second part of the evaluation. There are no answers providing any disagreements of these two categories.

Figure 4. Evaluation results



The second part of the evaluation form provides opportunities for comments and suggestions. The participants acknowledge the approach of the training. They consider that the most valuable parts of the course are getting started; setting objectives; action plan and performance report drafting; practical examples and how to increase staff motivation to greening activities. On the question, whether any parts of the training need to be dropped or changed we received negative answers, while practical examples from other SAIs would be appreciated, more examples with respect to the SDGs, as well as to provide the participants with the training presentations. Further, whether they would recommend this course to be delivered in their office/region or other SAIs, as well as an e-learning option, 27 out of 30 participants gave positive responses.

Overall Greening the SAIs training course is very highly evaluated that can be seen on the bar chart (Figure 4). The evaluation results are contained in Annex 2. The evaluation form is provided in Annex 3.

6. Conclusions and recommendations

The “Greening the SAIs” training materials were prepared largely based on the knowledge and experience of the ECA as EMAS and ISO 14001 certified and NAO of Estonia experience in applied green activities. We developed the training programme following the main steps of an environmental management system cycle and based it on the logical approach.

The training toolkit is implemented according to the training programme that includes one-day interactive training sessions with presentations, group discussions and practical exercises, case studies and best practises.

The training is well structured through nine sessions and covered key phases of an effective environmental management system.

Participants’ reactions to the most of the presented themes were extraordinary; they were well motivated and creative. This is confirmed by high marks given in the evaluation forms. The evaluation provides also useful information to multiple actors, i.e. the ECA, NAO of Estonia, the WGEA, the participants and the trainers.

In particular, an organisation can obtain information to improve both the training programme delivery in its own organisation, business performance and continuous improvement.

Two recommendations are outlined by the participants, i.e. possible expand of the one day duration and to explore the e-learning option.

Prepared by: Dilyanka Zhelezarova and Jerneja Vrabic, ECA.

Annex 1. Agenda of the training day

session	time	responsible*		content	method	templates/ extras/ cases
0	9:00	ECA, NAOE		Introduction to the training. Warm up. Introducing participants.	Presenting agenda of the day, Roundtable warmup intro	Agenda List of participants
1	9:20	NAOE	PLAN	What is “greening”? Why SAIs should do that (benefits)? Relation to SDGs and INTOSAI strategic objectives. Main steps of greening the office. Results of mini-survey Management commitment	Presentation; asking participants’ opinion on possible challenges in greening the office Role play (how to convince AG, or your colleague in 1 minute)	Extra paper: process of greening the organisation – PDCA-cycle Extra paper: greening the SAIs and Sustainable Development Goals (SDGs)
2	10:00	ECA		How to start? Setting the project team/ working group (who should be involved) Formulating the environmental policy and principles	Presentation and discussion: who should be invited to the working group? Presentation: formulating the environmental policy of an office	Examples of environmental policies from different SAIs and regional WGEAs around the world (ECA example, Strategy of NAOE, Canadian GAO Sustainable Development Strategy 2017-20 (Approach 4: “ Being models of transparency and accountability in their own operations, including auditing and reporting ”))
break	10:40					
3	11:00	NAOE		Main environmental aspects of the offices (energy, water, waste, transport etc)	Presentation; open discussion with participants on possible environmental aspects and impacts in the office	Examples of data collection sheets/check-list (inputs, outputs, other)

session	time	responsible*		content	method	templates/ extras/ cases
				Mapping the environmental aspects of the office (methodologies and sources for collecting information)	Open discussion on the sources for information (feedback for "homework") Presentation of different methods/templates for collecting information	Example of questionnaire (ENAO) for employees;
4	11:40	NAOE		Initial environmental review	Presentation, incl presenting the criteria for evaluating the state-of-the-art Open discussion on how to collect data EXTRA: Eco-mapping exercise (observation on waste management on site)	Example of the environmental review content (NAOE) "Before" and "after" evaluation check-list (Excel table) Check-list form INTOSAI WGEA paper on Greening the SAIs (pg 27-35)
lunch	12:00					
5	13:00	ECA		Setting objectives. What can be the possible actions? Drafting the action plan (low, medium and high hanging fruits)	Video on what does EMS mean for us? Brainstorming on what can be done to reduce environmental impact in the office Presentation (collected cases) Exercise: draft action plan (low, medium and high hanging fruits), filling in the template	ECA action plan example EMS action plan template for the exercise in the training EMS action plan template (example)

session	time	responsible*		content	method	templates/ extras/ cases
6	14:00	ECA, NAOE	DO	<p>Implementation</p> <p>Involvement of colleagues/partners, awareness rising, training</p> <p>Setting rules and procedures</p> <p>Documentation</p> <p>Green/sustainable public procurement</p>	<p>Presentation</p> <p>A quiz game to raise participants' awareness of possible environmental impacts</p> <p>Green/sustainable public procurement</p> <p>Possible exercise on green/sustainable public procurement (GPP/SPP): life cycle costing calculation of a product/service)</p>	<p>Ten principles for the SAI Green Office (NAOE example)</p> <p>Setting EMS procedure (example)</p> <p>ENAO internal rules example</p> <p>ENAO green office rules (example)</p> <p>ECA awareness-raising initiatives example</p> <p>ECA green procurement examples (3)</p> <p>Extra paper: sustainable/green public procurement</p>
7	14:40	ECA	CHECK	<p>Performance indicators. Monitoring and tracking the progress. Evaluation of the progress.</p>	<p>Presentation and open discussion on what need to be monitored and measured; select performance indicators, track the progress of environmental activities in the office</p>	<p>Examples of performance indicators (ECA and additional)</p> <p>ECA examples of variables to calculate performance indicators</p> <p>Performance indicators to fill in template</p> <p>Example of evaluating performance in the SAIs Netherlands</p> <p>"Before" and "after" evaluation checklist</p> <p>ECA carbon footprint reports</p> <p>ECA Environmental Statement (2017)</p>
break	15:10					

session	time	responsible*		content	method	templates/ extras/ cases
8	15:30	ECA	ACT	Performance report (annual) Presenting the results. Tips for attractive report External, internal communication	Presentation Exercise: performance report in 2 pages; dash-board (visualisation) Discussion: how to best present the annual report results	ECA Environmental Statement (2018)
9	16:00	NAOE		Continuous improvement. How to keep “greening” going on? Open discussion – how to go on? Presentation (recommendations)		
10	16:30-17:00	ECA, NAOE		Conclusions**	Repeating the main steps for greening. What will you do in your office to green it? What will you do first? Feedback from participants	Feedback sheet for participants

* ECA – European Court of Auditors, NAOE – National Audit Office of Estonia

** We suggest that the participants are contacted around 6-8 months after the training course and asked whether they have made any progress in greening their offices. And/or to discuss with the secretariat and the Steering Committee members to suggest the WGEA members to provide information on their SAIs’ green office achievements at the next year WGEA meeting.

Annex 2. Evaluation results per question

evaluation					
A	strongly agree	agree	neutral	disagree	strongly disagree
1. The objectives of the training were clearly defined	77%	23%	0%	0	0
2. Participation and interaction were encouraged	77%	23%	0%	0	0
3. The content was relevant and easy to follow	73%	27%	0%	0	0
4. The balance between presentations and exercises/group work was good	63%	37%	0%	0	0
5. The training will be useful for me	77%	23%	0%	0	0
6. The trainers were knowledgeable	77%	23%	0%	0	0
7. The training objectives were met (out of 29)	63%	34%	3%	0	0
8. The time allocated for the sessions was sufficient	33%	47%	20%	0	0
9. The meeting room and facilities were adequate and comfortable	53%	40%	7%	0	0

Annex 3. Greening the SAIs training 5 August 2019, Bangkok

Evaluation Form

Please take the time to complete this questionnaire and feel free to give your comments.

a) Please mark with an X the option that best reflects your opinion:

		strongly agree	agree	neutral	disagree	strongly disagree
1.	The objectives of the training were clearly defined					
2.	Participation and interaction were encouraged					
3.	The content was relevant and easy to follow					
4.	The balance between presentations and exercises/ group works was good					
5.	This training will be useful for me					
6.	The trainers were knowledgeable					
7.	The training objectives were met					
8.	The time allotted for the sessions was sufficient					
9.	The meeting room and facilities were adequate and comfortable					

B) WHAT WAS THE MOST VALUABLE PART OF THE COURSE? WHY?

C) SHOULD ANY PARTS OF THE COURSE BE DROPPED OR RADICALLY CHANGED? WHY?

D) SUGGESTIONS FOR IMPROVING THE COURSE CONTENT AND ORGANISATION

E) WOULD YOU RECOMMEND THAT THIS COURSE BE DELIVERED IN YOUR OFFICE/ REGION OR OTHER SAIS?

Yes No Maybe

f) Would it be useful to have an e-learning option for that training?

Yes No Maybe

g) Any other comments about the course:

Thank you! Your comments and suggestions are greatly appreciated.

Name /SAI (optional): _____