UNIVERSITY OF TWENTE.

UNEP RISØ CENTRE ENERGY, CLIMATE AND SUSTAINABLE DEVELOPMENT

International Short course:

Formulating Project Proposals for Climate Change Mitigation and Clean Energy

30 years contributing to sustainable development

Assessment report 2005 – 2012

Participants and staff 2012

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Formulating Project Proposals for Climate Change Mitigation and Clean Energy

1. Introduction[1]

The International Course in Rural Energy Planning (ICREP) was established in 1983[2]. It has been held annually ever since. A second course, Energy Management in Small and Medium Scale Industries (EMSI) was set up in 1987. The University of Twente[3] has an international reputation for its capacity building courses in the energy sector. It has designed and delivered a number of short courses for third parties, such as ESCAP, African Development Bank and SADC TAU.

The focus of ICREP has changed to reflect new concerns in energy and development. (Despite the changes in focus the course is still known by its acronym.) More than 635 energy professionals from public and private sectors as well as civil society have been trained since the first ICREP course in 1983. A number of past participants now hold senior positions in the energy and climate sectors at national level as well as in multilateral organizations.

Since 2005, the course focus has been on proposal writing and financing schemes for projects related to energy, environment and climate change mitigation. This change in focus led to a new partnership with the UNEP Risø Centre on Energy, Climate and Sustainable Development (URC) in the delivery of the programme. At the same time the ICREP became part of the Masters in Environmental and Energy Management.

The aim of the course is to develop participants' skills in writing viable and fundable proposals in the fields of clean energy access and climate change mitigation.

ICREP Participants have been funded in the past by NUFFIC, World Bank, E8, UNEP and other international agencies.

Participants and staff 2011

[1] The present document summarizes the main achievements of the ICREP during the period 2005 – 2012 in which the title of the course was "Formulating proposals for CDM projects". The brochure for the ICREP 2013 version can be accessed at http://www.utwente.nl/mb/cstm/education/short_courses/icrep.doc/

[2] The course was set up initially with ITC, Enschede. This collaboration continued until 2007.

[3] The courses were originally delivered by the Technology and Development Group (TDG) which was merged with the Centre for Studies in Technology and Sustainable Development (CSTM) in 2005.

2. How it is the course organized?

The course is based on lectures, including guest lectures from leading specialists from public and private sector (Annex 1 gives a list of the lecturers who contributed to ICREP 2012). It also includes assignments, case studies, discussions, demonstrations and site visits. Course material is available electronically.

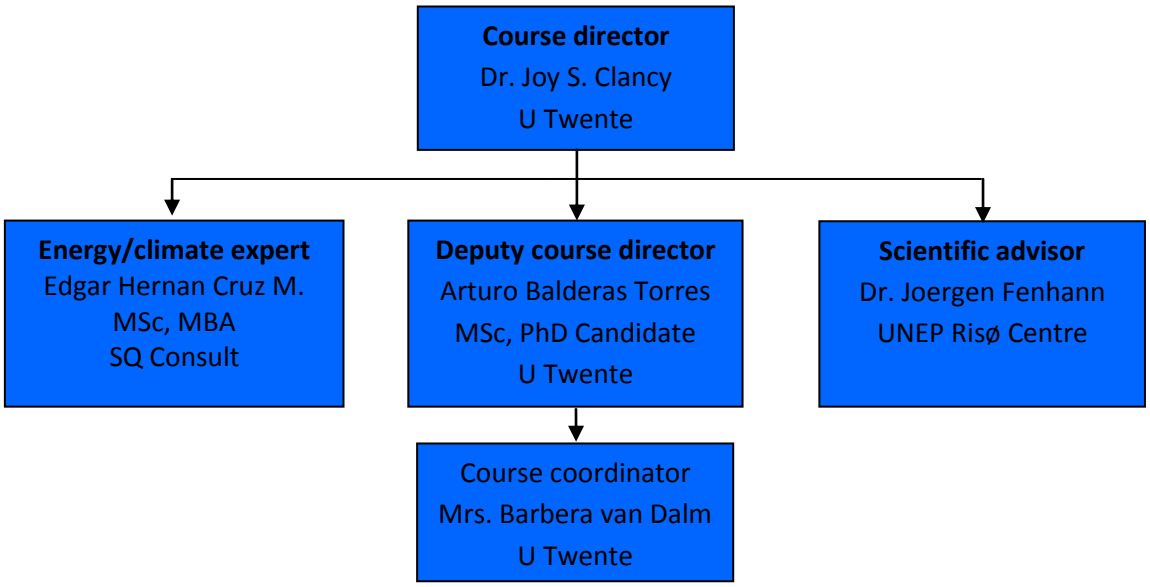
A strong point of the course is the interactive approach between participants and staff. Guest lecturers are selected for their experience in energy and climate change particularly in the context of developing countries. The course also arranges a wide range of social events, such as bowling, cinema, visit to Amsterdam, in order to strengthen the relation between participants[4].

As part of preparation for participation in the course, all participants are required to complete, before the course begins, a short on-line course on the causes and effects of climate change.

During the course participants have to work on an assignment which involves developing a project proposal which is written in a format suitable for submission to funding sources for climate change and/or clean energy access. Once completed, participants present their proposal and they receive feedback from course staff and fellow participants on possible areas for improvement.

The working language of the course is English.

3. How is the course managed?



Organizational chart of the ICREP course

[4] Participants can maintain contact with each other through the course Facebook page. We have anecdotal evidence that participants do keep in touch with each other.

The ICREP course management consists of an international team under the leadership of Dr. Joy Clancy who has been the course director for almost 25 years.

- Dr. Joy Clancy. Course Director, Dr. Clancy has specialized, for the last 25 years, in socio-economic aspects of energy systems for rural development planning. She oversees the course planning and in addition has extensive experience in developing and delivering short courses for third parties, eg UN-ESCAP; ENERGIA; AfDB.
- Mr. Arturo Balderas Torres (Deputy Course Director). Mr Balderas joined the CSTM in September 2008 to pursue a Ph.D. degree and continue his research in Valuation of Environmental Services and Rural Development. Mr Balderas coordinates the project proposal.
- Mr. Edgar Hernan Cruz M (ICREP participant 2007 and Consultant on climate and energy policies at SQ Consult). Mr. Cruz supports the development of the course curriculum and day to day delivery of the course including coaching participants in completing their final projects.
- Dr. Joergen Fenhann (Scientific advisor) from UNEP Risø. Dr. Fenhann is involved in the curriculum development as well as contributing to the course delivery.
- Barbera van Dalm Course (Course coordinator): Ms van Dalm has all the administrative aspects of the course under her responsibility.

Besides the current management team, professors Margaret Skutsch who is an international expert in REDD, Mike McCall, Jon Lovett, Irna van der Molen, Giles Stacey, Magi Matinga, Karen Olsen (UNEP Risoe), Todd Ngara (UNEP Risoe), Miriam Hinostroza (UNEP Risoe) and consultant Joop Neinders have been important contributors to the course in the latest years.

4. How much does the enrolment in the course cost?

Based on the amounts approved for the scholarships provided by the Netherlands Organisation for International Cooperation in Higher Education (NUFFIC), the average costs per participants in order to secure their full enrolment, traveling and living costs are €9,125 for a five weeks period (Travel costs can change depending on the country of origin of the participant).

Item	Approximate Cost as of 2012[5]	Note
Tuition fee	€5,000.00	The fee includes resource material, site visits and social events.
Living expenses	€2,875.00	Participants usually stay in The Netherlands for a period of 36 days (although they can extend the stay at their own expense). For the period of the course the living expenses cover accommodation (hotel of € 42,50 per night), food, pocket money (€ 17,00 per day) and medical and third liability insurance (which is a legal requirement)[6].
Travel costs	€1,250.00	The costs include international travel, that is, travel from the international airport nearest to the participant's place of residence to the international airport nearest to the location of the course and back. The course organizers will arrange the return flight ticket (economy class). Any change of return date is at the participant's own cost.
Total	€9,125.00	

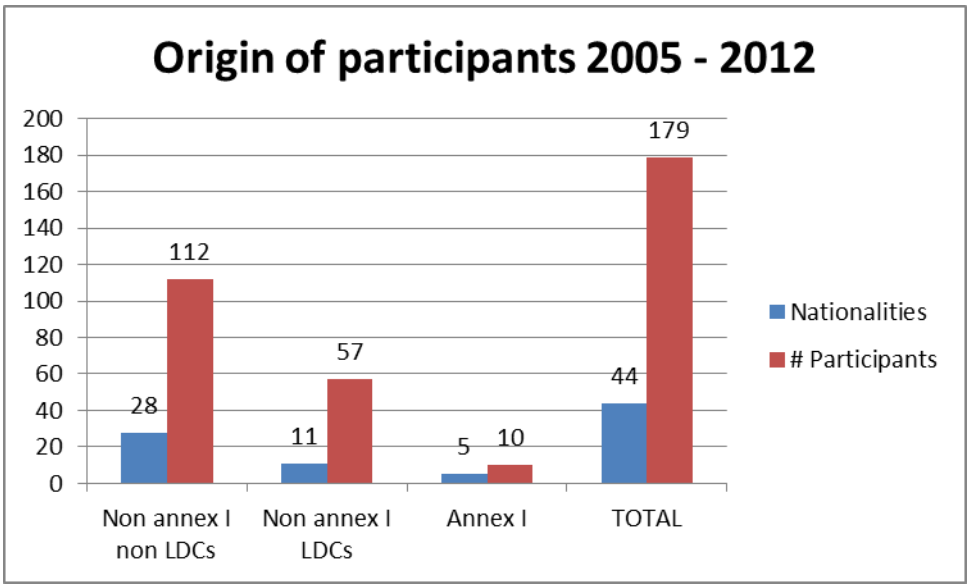
Enrolment costs

[5] These costs should be taken as indicative for the future since prices rise and the course organisers have to reflect these changes, although we do our best to keep any rises to a minimum.

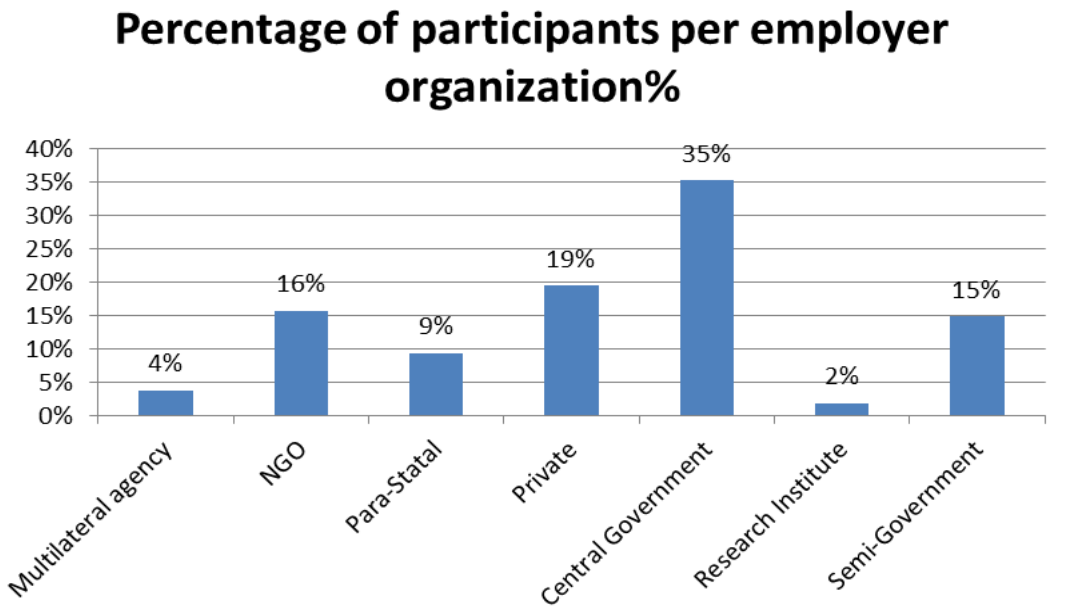
[6] Participants who extend their stay may have to pay more when the accommodation used by the course is not available beyond the end of the course.

5. Who are our alumni and what have they achieved based on ICREP?

One of the significant achievements of the course is its truly international profile; proof of this is that in the period 2005 – 2012, 179 participants from 44 countries were enrolled in the course with most of them coming from developing countries. In addition it can be highlighted that 11 (32%) of whom came from the Least Developed Countries which are among the countries most vulnerable to the impacts of climate change. (Detailed list of participants' countries of origin can be found in annex 2).



In respect of the participants' type of employment, a significant share of the participants (35%) are public government staff (e.g. energy and environmental ministry officials, project officers). Private sector participants (project developers, consultancy firms and industry) and NGOs, represented together 35% of the participants.



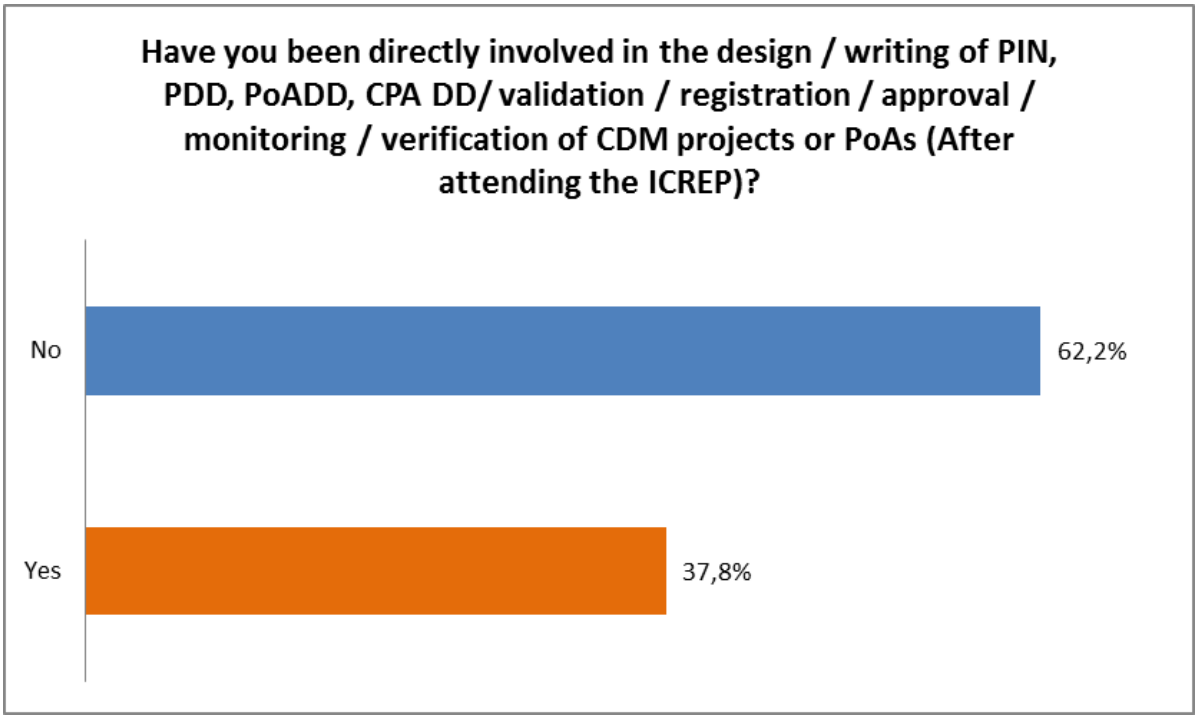
Para-statal: Public Energy owned companies, Semi-Government: Universities, energy agencies.

In addition, the course organizers aim for gender balance and we consider that we have a good track record since 45% of the participants in the period 2005 – 2012 were women.

Gender	Number of participants	%
Women	81	45%
Men	98	55%
Total	**179**	**100%**

Participants' Gender

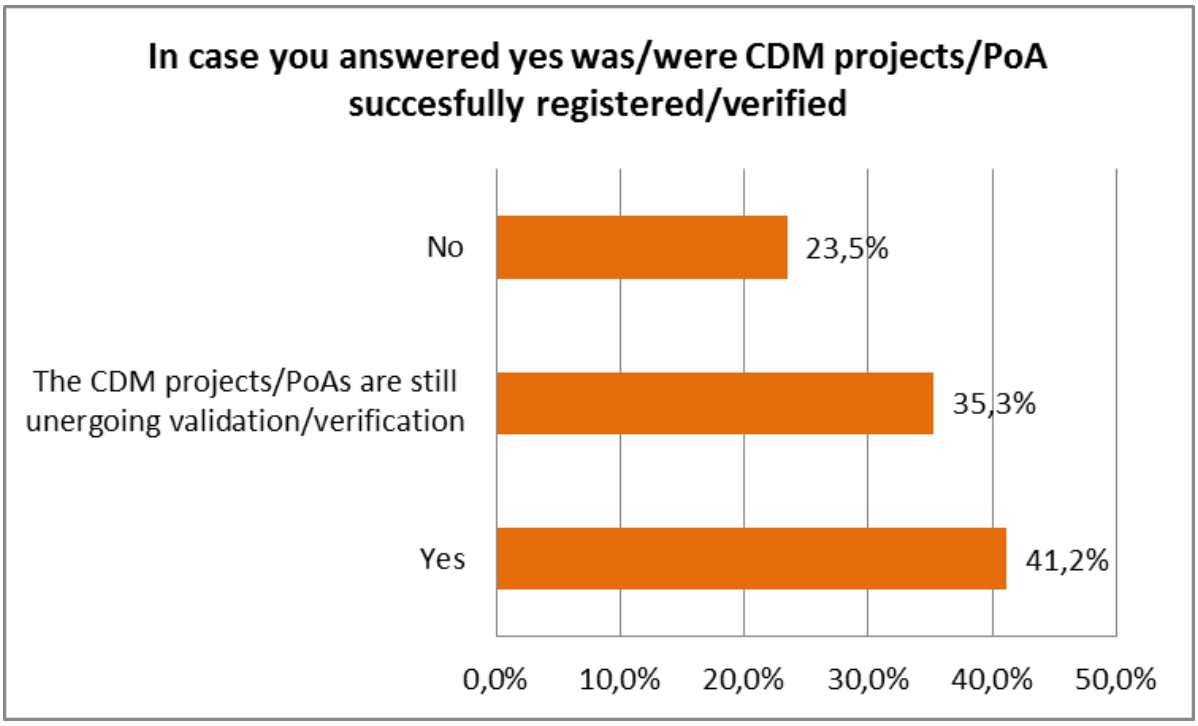
Regarding the relevance of the course, the results of a survey of ICREP alumni conducted in early July 2012 and answered by 40 people (answers submitted by participants with valid email), shows that around 40% of them have been directly involved in the development of CDM projects.



Participant's involvement in CDM projects and PoAs

The participants not involved in CDM projects express that they work in other energy and climate related areas, because they decided to pursue further studies and also because of the carbon market uncertainty.

As an interesting outcome of the course and among the participants that have been involved in CDM activities, 40% were able to achieve project registration while 35% are still working on validation and/or verification stages of CDM projects and programs.



Status of CDM projects and programs in which alumni have been involved.

ICREP alumni also indicated their involvement in successfully registered CDM programs and projects in areas like cook stoves, waste, hydro, biomass, methane recovery and forestry.

	Name	Host country	Registration number	Type
1	Improved Cook stoves for Nigeria	Nigeria	5067	PoA
2	Uganda Municipal Waste Compost Programme	Uganda	2956	PoA
3	Masca Small Hydro Programme	Honduras	3562	PoA
4	Zoomlion Ghana Waste in Accra	Ghana	5381	CDM project
5	PAN OCEAN CDM	Nigeria	2029	CDM project
6	Efficient Fuel Wood Cooking Stoves Project in Foothills and Plains of Central Region of Nepal	Nepal	4530	CDM project
7	Energia Limpia Jaremar renewable thermal generation from biomass (EFB)	Honduras	2826	CDM project
8	Eecopalsa Biogas Expansion	Honduras	5101	CDM project
9	Guangzhou Zhujiang beer methane recovery and utilization project	China	2946	CDM project
10	5 MW Small Hydro Project in Himachal Pradesh	India	5367	CDM project
11	10 MW Tangka/Manipi Hydro Electric Power Plant	Indonesia	4021	CDM project
12	Small Scale Afforestation CDM Pilot Project	India	2345	CDM A/R
13	Tamil Nadu Bio diversity and Greening Project	India	NA	Voluntary carbon market / ODA

Registered CDM projects and programs with alumni involvement.

Participants also provided information about the names of CDM project and programs that are currently in the process of design, validation or verification.

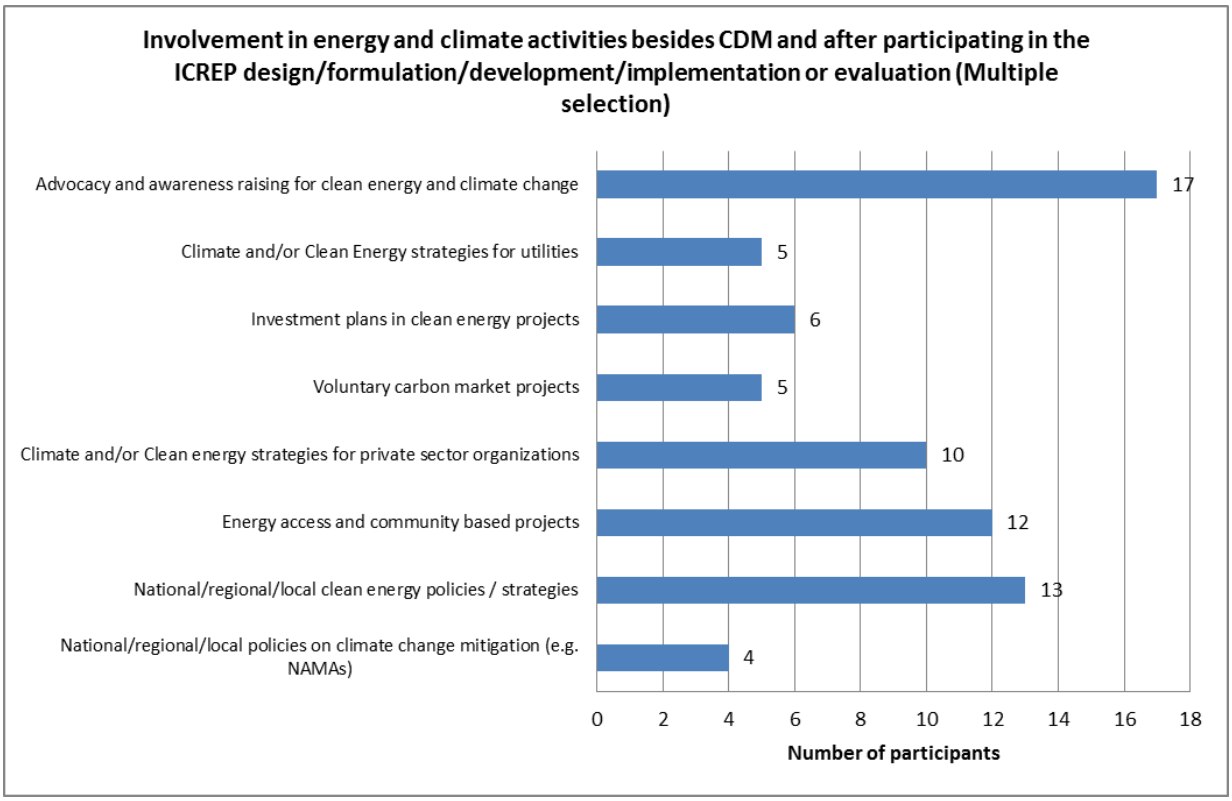
	Name	Host country	Status	Type
1	Efficient Fuel Wood Cooking Stoves Project in Foothills and Plains of Central development Region of Nepal	Nepal	Validation	PoA
2	Philippine Electric Vehicle Project	Philippines	Validation	PoA
3	Kirne Hydroelectric Project	Nepal	Draft PDD	CDM
4	3rd periodic verification. Energeticos Jaremar – Biogas recovery from Palm Oil Mill Effluent (POME) ponds, and heat & electricity generation, Honduras.	Honduras	Verification in process	CDM
5	Biofuel production for transportation in Tanzania	Tanzania	Feasibility	CDM
6	Production of 200kW Hydro electricity for Kibwareng and Kapkolei Locations in Kenya	Kenya	PIN, letter no objection	CDM
7	Mwenga Hydro Project - (mini-hydro project),	Tanzania	Validation	CDM
8	Mbeya Cement - (fuel switching)	Tanzania	PDD stage	CDM
9	Large scale oilseed crop cultivation at Yeji in the Pru district, Ghana	Ghana	Validation terminated	CDM
10	Biogas Project in Jimma Region	Ethiopia	Feasibility	CDM
11	Validation ERH – Biogas recovery, heat and electricity generation from effluents ponds in Honduras	Honduras	Validation	CDM

CDM projects and programs still under development with alumni involvement.

Finally, the course participants have prepared around 80 draft PDDs and 80 draft PINs and as part of their final course assignment in a range of CDM categories including wind, solar, efficient stoves, geothermal, biomass, tidal energy, small hydro, energy efficiency (lighting, refrigerators), landfills, biogas methane, cogeneration, oil field flaring reduction, and reforestation/afforestation.

It is also important to highlight that beyond the CDM, the ICREP course enhances participant skills in the formulation of policies, business plans and communication for sustainable energy and climate related areas, for example around 40% of respondents claimed to be working in awareness raising and advocacy for clean energy.

"From February to July 2009 I worked in UNFCCC Secretariat in Bonn Germany as a CDM PoA researcher. Especially I supported secretariat in drafting procedure and guidelines for CDM PoA, which were approved by CDM Executive Board and one PoA already registered." (Raju Laudari, ICREP participant Nepal 2008).



Involvement of participants in other energy and climate activities

Course alumni also mentioned that they are involved other energy project areas, such as Carbon Footprint & Inventory (PAS2050 and ISO 140641), adaptation to climate change, and Energy and Microfinance, which benefitted from their involvement in ICREP.

6. How do our alumni think their participation in ICREP has helped them?

ICREP alumni have also provided feedback on the impact of the course on their professional careers and a sample of selected answers is presented below. The answers show how the course has had a positive impact even in the cases when participants had previous experience dealing with the CDM.

6.1 What has been the impact of the course according to participants?

- **"After returning back, I established Carbon Finance Unit in my NGO** - Centre for Rural Technology, Nepal. Now I have a team of 5 staff under it. We have initiated the above mentioned CDM project. We successfully completed a pilot carbon offset project in voluntary market. I also have contributed to national discussion on NRB issue."
- "It was really useful to me when I returned to my home country because **I contributed significantly to some work which was initially supposed to be done by a consultant**."
- "Actually I have been working in this sector (CDM) without any formal training. This course helped me to enhance my knowledge and skill in the sector. **Due to structured format it changed my confusion and grey areas.** It will have direct impact on my work that I am doing at the moment".

- "Although I never had the chance to prepare a PDD after the course**, I did use the understanding of the CDM process to incorporate climate change mitigation benefits in the projects that we implemented".**
- "The course has an emphasis on international participation which is a forum for sharing knowledge from various parts of world."
- "I have been negotiating on behalf of my country on climate change mitigation in on-going climate change negotiations."
- "After the ICREP course I was able to authoritatively involve myself in the writings and formulations for CDM projects in my country."
- "(The course was) extremely useful for my professional development. **Because of my understanding of the carbon financing issues, I motivated tea companies in Kenya to go for carbon financing**."
- "Thanks to my involvement in the ICREP I got a job in a consultancy company working on energy and climate strategies and part of the projects were CDM development."
- "Yes, the course will influence my work a great deal, it has already started. I am already contributing inputs to a project at home from information I got here and I have made contacts for future activities."

Participants and staff 2010

6.2 How do our alumni think ICREP should evolve?

As part of the feedback received, alumni recognize the need to move forward from the CDM as the core of the course. New areas such NAMAs, energy planning and adaptation to climate change were mentioned as well as keeping the focus on having guest lecturers that can share experiences on real project implementation. We believe these views are important to take seriously since these are the practioners directly involved with energy projects who know where capacity needs to be built.

- **"I would like to first say that I like the new name of the course as it goes beyond just CDM as it was shown that CDM did not work much for Africa** but with this new name and I hope direction, to contribute to other initiative such as **Sustainable Energy For All, NAMAs, etc**... In order to stimulate the deployment of RETs and EETs."
- "There should be a lot of focus on NAMAs and the finance and marketing aspects of the carbon market."
- "The course had very few elements of "Clean energy", although this is not my specialization. I really appreciated the use of RETSCREEN. Energy planning should be an asset of this short

course. For instance by integrating elements of planning (institutional analysis for energy projects), but also by providing more quantitative analysis tools of (generation/ distribution/ transmission); decentralized networks and the like. **In synthesis a clearer focus on Sustainable Energy Planning will make the difference in the future**."

- "A suggestion should be to have fewer lectures related to CDM project preparation. Instead provide a better glance of the future and alternatives to market-based instruments to mitigate/ adapt to climate change."
- "More **detail on the economics side, since in developing countries clean energy is still considered very expensive**."
- "More attentions on monitoring parts in the PDD as it will be extremely complicated if mistakes are done in PDD phase."
- "More knowledge regarding the Voluntary Market and an approach to address small scale projects. Include Energy Access."
- "Try and establish link organization that can work in partnership with the developing nations towards project development."
- **"Issues/problems faced by practitioners especially relating to small scale projects** should be highlighted. Case examples should include small technology-based projects from LDCs as well."
- **"It will be very helpful if the course explores on the topic of adaptation or NAPAs**."
- **"More people should be given the opportunity to attend through funding and scholarships."**

Participants and staff 2007

7. Which lessons have been learned?

After 30 years of running the ICREP course and having contributed to build capacities in developing countries participants, the course management has learned some important lessons:

- A strong demand exists for capacity building in areas of energy and climate change in developing countries in order to build the critical mass that will make possible the energy transition to happen. **Keeping abreast of current issues related to energy and development and adjusting the course focus to reflect these issues helps to serve the needs of developing countries.**
- The tools and skills learnt by the participants during the course enable them to take leadership roles in their organizations in the areas of project development and negotiation.
- In comparison with short term or online trainings (e.g. lasting in average 2 days), the format of the ICREP facilitates the full development of a final project and the opportunity to develop in-depth interactions between participants and lecturers.
- **There is considerable value from bringing together an international group of people from a range of experiences in the energy sector**. It stimulates cross-learning and promotes networking.
- Participants appreciate hands-on approaches which build their skills as well as their knowledge.
- Having course staff from a variety of backgrounds (public and private sectors, NGOs, and think tanks) with experience in industrialized and developing countries make for a stimulating learning environment.
- **Cooperation from funding agencies like NUFFIC has proven to be fundamental to facilitate the enrolment of participants from developing countries including the more vulnerable ones to climate change.**

8. What is next?

After three decades of building capacities and sharing experiences, the ICREP course will start its third decade with the aim of consolidating itself as a major forum for the exchange of knowledge and best practices in the areas of energy and climate with focus in developing countries. Some of the main challenges of the course for the next decade are:

- **To keep the content course up to date with the latest international climate, energy and sustainability policies developments** and carbon markets evolution (e.g. implementation of the post 2012 instruments and new alternatives and initiatives aimed for sustainable energy financing and access).
- **To strengthen relations** – as well as establishing new partnerships – **with organizations** that can provide support to the course by offering specialized guest lecturers and also by providing **financial assistance** for **prospective participants coming mainly from the more vulnerable countries**.
- Consolidate with the alumni an international community of practice taking advantage of the possibilities that social media offers.

Annex 1 Lecturers 2012

Name	Organization
Jon Lovett	CSTM, University of Twente
Joy Clancy	CSTM, University of Twente
Arturo Balderas Torres	CSTM, University of Twente
Irna van der Molen	CSTM, University of Twente
Margaret Skutsch	CSTM, University of Twente
Edgar Hernan Cruz M	SQ Consult
Joergen Fenhann	UNEP Risoe Centre
Karen Holm Olsen	UNEP Risoe Centre
Frank van der Vleuten	DGIS (Dutch Ministry)
Claudia Doets	Do-Inc
Edwin Dalenoord	Do-Inc
Stefan Bakker	ECN (Energy Research Center of the Netherlands)
Hai Jiang	Eneco
Edit Kiss	Eneco
Giles Stacey	Englishworks
Joop Neinders	Ingenieursbureau ter Horst and RETSCREEN representative for The Netherlands.
Erik Jan Rodenhuis	Rodenhuis Energy & Innovation
Ron van Hutten	COGAS

Participants and staff 2008

Annex 2 Disaggregate data of participants per country 2005-2012

Summary	Nationalities	Total Participants
Total	44	179

Continent	Nationalities	Participants
Africa	15	79
Asia	13	68
Americas	11	22
Europe	5	10
Total	44	179

Country	# Participants	Country	# Participants
Afghanistan	1	Malawi	1
Bangladesh	2	Malaysia	1
Belgium	1	Mexico	1
Bhutan	2	Namibia	1
Bolivia	4	Nepal	14
Bosnia & Herzegovina	1	Nigeria	8
Botswana	1	Pakistan	1
Canada	1	Peru	5
China	15	Philippines	8
Colombia	4	Rwanda	5
Costa Rica	2	Saudi Arabia	1
Ecuador	1	Senegal	2
Egypt	1	South Africa	1
Ethiopia	11	Sri Lanka	4
Ghana	14	Suriname	1
Greece	2	Tanzania	13
Honduras	1	The Netherlands	5
India	7	Uganda	4
Indonesia	11	UK	1
Iran	1	Venezuela	1
Jamaica	1	Zambia	7
Kenya	7	Zimbabwe	3

Annex 3. Outline of the course assignment in the period 2005 – 2012.

Target and approach:

- To develop a PIN and a PDD according to the CDM regulations. (For 2013 and onwards the assignment will be the development of a NAMA and/or the development of a business plan for clean energy access).
- RETSCREEN is used as tool for the emissions reductions calculations and the financial analysis of the project.

Evaluation criteria:

- Use of information and assumptions.
- Completeness of documents.
- Choice and use of CDM Methodology.
- Consistency and clarity between Methodology and Project to identify baseline, additionality and estimate emissions reductions.
- Prizes are given to the best PDDs (that is the projects judged by the course staff as most likely to be registered as CDM projects and with the most viable business proposal).

Follow up:
The timetable for the assignment is designed to secure a close follow up and coaching to the participants.

Assignment follow up	Schedule
Initial Meeting PIN (Questions Project Selection) .	End first week
PIN Early Submission	Early Second week
Final Submission.	End second week
Midterm presentation PIN. .	Early third week
Feedback on PIN and PDD review. .	Early third week
PDD Final Submission. (Online)	Mid fifth week
Final PDD Presentation (25 min per team, 15 min presentation and 10 min Questions)	End fifth week

For further questions you can contact our course director:
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