PAGE
PARTNERSHIP FOR ACTION ON GREEN ECONOMY

LEARNING FOR AN INCLUSIVE GREEN ECONOMY

ASSESSING PRIORITIES AND STEERING ACTION

GUIDANCE NOTE

UNEP
United Nations
Environment Programme

ILO
International
Labour
Organization

UNDP
Empowered lives.
Resilient nations.

UNIDO

UNITAR
United Nations Institute for Training and Research

Citation
PAGE (2016), Guidance Note on Learning for an Inclusive Green Economy.

Author: Amrei Horstbrink, UNITAR

Designed by: Pilar Lagos
Cover Photo via Unsplash

TABLE OF CONTENTS

Pixabay

1 INTRODUCTION AND PURPOSE OF THE GUIDANCE NOTE

This Guidance Note has been developed under the Partnership for Action on Green Economy (PAGE), a joint initiative of the United Nations Environment Programme (UNEP), the International Labour Organization (ILO), the United Nations Development Programme (UNDP), the United Nations Industrial Development Organization (UNIDO) and the United Nations Institute for Training and Research (UNITAR). It provides methodological and organizational guidance to countries interested in taking a systematic approach to education and training for an inclusive green economy.

The Note covers five chapters:
— Overview of the Guidance Note (chapter 1)
— An introductory part discussing the importance of effective learning and skills development for advancing an inclusive green economy (chapter 2)
— A competency framework that aims to structure different types of knowledge and skills for green economy policy design and implementation (chapter 3)
— Practical guidance on how to conduct a green economy learning assessment (chapter 4)
— Suggestions for turning assessment results into learning actions (chapter 5).

The Guidance Note draws on the experience of three PAGE partner countries; Ghana, Mongolia and South Africa that have conducted learning assessments and developed action plans or strategies.

Valuable inputs were received through discussions with stakeholders in the run-up to and during the 'Global Forum on Inclusive Green Economy Learning' in Paris in December 2015.

Potential users of the Guidance Note include:
— Decision-makers interested in understanding the process and benefits of a green economy learning assessment and action plan;
— Technical staff in Ministries or other institutions responsible for conducting a green economy learning assessment and developing an action plan;
— Representatives of non-governmental organizations, business associations and trade unions involved in green economy education and training.

Users are encouraged to consider the suggestions provided in this note, taking into account national needs and circumstances. Countries that are interested in organizing a more high-level process that results in the development of a National Green Economy Learning Strategy are also encouraged to consult the UN CC:Learn 'Guidance Note for Developing a National Climate Change Learning Strategy' as complementary reading.
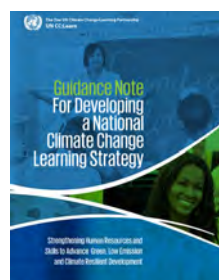
Adrian Frith via Wikimedia Commons

2 LEARNING FOR AN INCLUSIVE GREEN ECONOMY: CALL FOR A MORE STRATEGIC APPROACH

2.1 The Green Economy Learning Challenge

The adoption of the Paris Agreement on Climate Change and the 2030 Agenda for Sustainable Development in 2015 provide major international momentum to advance the inclusive green economy concept and its focus on integrating environmental and social considerations in economic planning and policy making. The principles of an inclusive green economy have been reiterated through the Sustainable Development Goals, for example Goal 8 which calls for "sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all."

The effective translation of the green economy concept into national policies creates challenges as well as opportunities, the scaling up of related learning and skills being one important area.

Topics such as valuing natural capital, ecosystem services, advancing resource efficiency, or green economy modelling and assessments, are often unfamiliar to decision-makers in the public and private sector.

Yet, awareness, knowledge and skills related to these topics are a key determinant for advancing green economy policy analysis, reform and implementation at all levels.

Beyond targeted training for decision-makers, the transition towards an inclusive green economy requires national education and training providers to respond to a society-wide demand for new and changing skills. There will be decreased demand for some jobs (e.g. in the production and use of fossil fuels) and increased demand for others (e.g. in the area of public transport). New policy formulation and implementation skills are needed with an ability to reframe priorities towards inclusive green economy. Furthermore, the development of new technologies and practices can lead to the emergence of some entirely new occupations, such as solar technicians. Moreover, skills profiles within existing occupations are changing (e.g. climate-smart agriculture skills needed by farmers)[1].

To address green economy learning needs in a systematic manner, some countries are taking a strategic and long term approach, including strengthening of national learning institutions. The PAGE partner countries of Mongolia, Ghana and South Africa have initiated the development of a National Green Economy Learning Strategy/ Action Plan, with a view to define learning priorities and strengthening the capacity of national institutions to provide green economy learning. These strategies also help to raise the visibility of education and training as a means to achieve green economy outcomes.

---

[1] International Labour Organization (2011) Skills for Green Jobs: A Global View

"Today's interconnected global challenges demand responses that are rooted in the spirit of our collective humanity. I believe that the risks and opportunities we face call for a paradigm shift that can only be embedded in our societies through education and learning."

**Irina Bokova
Director-General of the
United Nations Educational,
Scientific and Cultural
Organization (UNESCO)**

2.2 The Importance of Learning Institutions

National learning institutions in developed and developing countries, such as universities or professional training institutes, have started to explore how to strengthen their offer on green economy learning. It is important that such nationally led processes are supported and accelerated in order to scale up the supply of cost effective and relevant learning opportunities for those who need it most. The opportunities for strengthening institutional capacities to deliver green economy learning range from integrating green economy principles into existing courses (e.g. in economics, tourism, or engineering courses) to developing and delivering new and dedicated green economy courses. For example, in the area of vocational education and training, curricula are beginning to be adapted to the greening of existing jobs and the emergence of new green jobs.

Ultimately, building up institutional capacities to deliver green economy learning can help to build sustainability beyond individual training events supported by external resource persons.

UNITAR/ Giuliano Montanari

2.3 The Paris Summary Statement on Learning for an Inclusive Green Economy

In December 2015 educators and trainers worldwide met at the OECD for the First Global Forum on Green Economy Learning. The resulting "Paris Summary Statement" provides a framework for action to scale up inclusive green economy learning, based on a series of agreed principles. The Forum was organized by PAGE in collaboration with the Green Growth Knowledge Platform (GGKP), the Organisation for Economic Co-operation and Development (OECD) and the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training. It brought together more than 100 individuals from over 60 institutions.

The Paris Statement emphasizes that "inclusive green economy learning should be fully integrated to a strategic and collaborative governance approach and enabling policy framework." It highlights that learning and skills development is not an add-on to green economy policy interventions but a driver of transformational change. This Guidance Note is inspired by the Paris Statement, in particular its recommendations on country actions:

"National and local level green economy learning should:
— help to progressively develop skills to strengthen national policies and goals for a transition towards a green economy.
— draw from, and be inspired by, relevant regional and global policies and agreements.
— be based on needs analysis taking into account past, present and planned education and training initiatives, the capacities of education and training institutions.
— identify desired green economy competencies among all target audiences including most vulnerable and traditionally excluded groups, such as out-of-school, unemployed youth and persons with disabilities, in accordance with the broader objective to 'leave no one behind'.
— be comprehensive in intent for the medium to long term, yet focused on short term immediate priorities in order to build momentum and visibility.
— be made meaningful to national and local realities so that an inclusive green economy can be understood, valued and implemented.
— wherever possible, measure, record and report on results."

The full Statement is included in Annex 1.

UNICEF/ Pilar Lagos

3 COMPETENCY FRAMEWORK FOR GREEN ECONOMY POLICY DESIGN AND IMPLEMENTATION

'Education for sustainable development', 'inclusive green economy learning', 'climate change education' – is it all the same thing? To a certain extent yes it is. The 2030 Development Agenda, the Paris Agreement on Climate Change as well as the Global Action Programme on Education for Sustainable Development call on us to think and act in a comprehensive and inter-connected way that goes beyond sectoral silos.

This implies the need for certain types of competencies such as the ability to analyse complex systems across different domains (society, environment, economy, etc.) and across different scales (local to global).

Wiek et alt. have defined a set of 'key competencies in sustainability'[2] that allow complex constellations of issues across thematic areas to be addressed. These include 'transformational'; 'technical'; 'management'; and participatory competencies (see section 3.1).

This is not to try to oversimplify the challenge but rather to provide a means of taking a systematic look at different types of knowledge and skills in order to better identify gaps and design relevant learning interventions.

"Political agreements, financial incentives or technological solutions alone do not suffice to grapple with the challenges of sustainable development. It will require a wholesale change in the way we think and the way we act – a rethink of how we relate to one another and how we interact with the ecosystems that support our lives. To create a world that is more just, peaceful and sustainable, all individuals and societies must be equipped and empowered by knowledge, skills and values as well as be instilled with a heightened awareness to drive such change."

UNESCO Roadmap for Implementing the Global Action Programme on Education for Sustainable Development

---
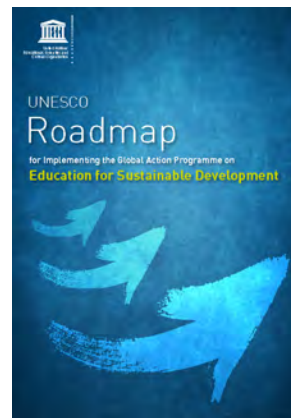
[2] Arnim Wiek, Lauren Withycombe, Charles Redman (2010): Key Competencies in Sustainability: A Reference Framework for Academic Programme Development

3.1 Scope of the Competency Framework

Given the Partnership for Action on Green Economy's focus on policy processes, the scope of the competency framework is on the skills needed to enable a green economy, rather than vocational and technical type skills necessary to get a 'green job.' Table 1 illustrates three types of intervention areas necessary in green economy policy design and implementation, including: agenda-setting; organising; and operationalising.

The policy focus of the competency framework includes all professionals involved in policy development including officials, business, academia and civil society. For example, to initiate a transformation of the energy sector, policy-makers would need to have relevant knowledge to set the right incentives for the private sector to invest in renewable energies and energy efficiency.

Similarly, business leaders would need to understand the range of opportunities related to green incentives. In the longer term a transformation of

the education and training system would also be required, including curriculum changes for training electricians, engineers, etc. This deeper transformation of the learning system goes beyond the scope of this framework.[4]

3.2 Types of Competencies

The framework further differentiates between four different types of competencies that are needed for advancing an inclusive green economy[5] as shown in Table 2. Competencies are understood as a combination of knowledge, skills and attitudes that enable successful task performance and problem solving.

Transformational competencies: People with transformational competencies are able analyse complex systems across different domains and scales. They are long-term/future-oriented and anticipate harmful unintended consequences for future generations. Transformational competencies are key for any initiative that aims to reframe existing policies and structures around sustainability.

Technical competencies: Technical knowledge and skills are required to implement specialised policy tasks like designing a feed-in tariff or

INTERVENTION LEVELS	EXAMPLES OF RELATED POLICIES[3]
AGENDA-SETTING Conceptualize and advocate for inclusive green economy policies and define common goals and objectives	National development plans
ORGANIZATIONAL Transform vision and goals in clear mandates, procedures, and regulatory frameworks	Enabling sectoral policies, such as a National Transport Master Plan or a Waste Management Strategy
OPERATIONAL Implement, manage and monitor inclusive green economy measures	Incentivizing policies and regulations, such as tax breaks, feed-in tariffs, etc.

Table 1: Three types of intervention levels of green economy policy design and implementation.

---

[3] Adopted from Najma Mohamed: Drivers of Green Economy Transitions in South Africa: Implications for Green Skills Planning

[4] A number of projects already exist in South Africa that look at technical skills for green jobs, supported for example by ILO and GIZ.

[5] The definition of management, technical and participatory skills builds on the 'Skills Assessment Framework for National Adaptation Planning' (UNITAR 2015)

subsidy scheme, often at the operational level. However, technical skills are also needed at other levels. For example, for an effective agenda-setting process, it would be important to have a team of technical experts that have the ability to run an economic model that shows the impacts of different investment and policy decisions and tests the plausibility of long-term development goals.

Management competencies: Management competencies include supervisory and delegation skills. People with management skills can oversee the effective implementation of a green policy measure, such as a sustainable public procurement system. They are able to build an enabling environment for progress and change, by helping to create the space within which concrete green economy action can take place. They also ensure that deadlines are met and that results are monitored and evaluated.

Participatory competencies: Participatory or relational skills are required to promote and sustain cooperation, ownership and action. A person with participatory skills is able to create a welcoming and engaging environment that brings people and organizations together, encourage individuals to express diverse views, create consensus and build ownership over decisions made. In a green economy policy context participatory skills are needed at all levels, from coalition-building around a new development agenda to involving stakeholders in the design of a specific incentive mechanism.

The framework below illustrates how the different types of competencies come into play at different intervention levels.

	TRANSFORMATIONAL COMPETENCIES	MANAGEMENT COMPETENCIES	PARTICIPATORY COMPETENCIES	TECHNICAL COMPETENCIES
AGENDA SETTING LEVEL	For example, ability of a policy-maker or business leader to identify new development priorities based on an understanding of complex social, environmental and economic dynamics	For example, ability of a policy advisor to effectively organize consultations on a new development plan and meet deadlines for submission to relevant Government bodies	For example, ability of a policy-maker to create coalitions around new development priorities or ability of a civil society leader to effectively feed public concerns into policy-making processes	For example, ability of a researcher to run a green economy model and test new development targets
ORGANIZATIONAL LEVEL	For example, ability of a senior government official to conceptualize a new regulatory framework based on new development priorities and real-world experiences	For example, ability of a head of department to put in place a management structure that responds to institutional mandate	For example, ability of a senior government official to build trust among public and private sector stakeholders in a sectoral policy or regulatory framework	For example, ability of an officer to draft a coherent sectoral policy or regulation based on substantive expertise or ability of a business representative to provide technical inputs to draft policies/regulations
OPERATIONAL LEVEL	For example, ability of all stakeholders to reflect on whether a green economy measure is achieving and will achieve intended economic, social and environmental results	For example, ability of a mid-level manager to regular monitor the implementation of a green economy measure and provide space for adjustments based on lessons learned and stakeholder input	For example, ability of a mid-level manager to effectively consult with relevant stakeholders during the preparation and implementation of an inclusive green economy measure	For example, ability of a project officer to run the technical aspects of a green economy incentive scheme such as defining and controlling the application of green building codes

Table 2: Competency framework for green economy policy and action.

Table 3 shows how the competency framework can be applied in practice relating to a successful case of renewable energy reform in South Africa. The case was identified as part of a Green Economy Learning Assessment implemented under PAGE by the GreenSkills Programme – a joint initiative of Rhodes and Wits University.

The aim was to analyze a number of cases of green economy policy action in South Africa, their success factors as well as areas of weakness and risk, in order to identify key competencies of stakeholders involved.

The Renewable Energy Independent Power Producers Procurement Programme (REIPPPP) was chosen as a case because it is one of South Africa's biggest green economy projects to date.

The availability of a highly credible report on the success factors and lessons was also significant in the choice. The REIPPPP was set up by the South African Department of Energy (DoE) in 2011 allowing private investors to feed into the national energy grid. Providers are selected through a bidding process to ensure competitive prices.

The REIPPPP marked a change from a monopoly on power production by Eskom, the publicly owned national electricity utility, to a market with multiple Independent Power Producers. Before the REIPPPP a different scheme based on feed-in tariffs had been tried without success.

Lollie-Pop via Flickr

The experience of introducing grid-connected renewable energy was documented in a World Bank paper.[6]

Among many different factors, the authors note the importance of knowledge and skills of stakeholders involved in the REIPPPP.

For example, they highlight that the Independent Power Producer Unit which managed the programme "had extensive experience, public-private-partnership expertise, and credibility with both public and private sector stakeholders."

Note that key competencies are defined at all three levels in the framework and across all 4 types of competencies. It is this kind of comprehensive presence of skills that can be decisive in achieving success.

---

[6] World Bank (2014): South Africa's Renewable Energy IPP Procurement Program: Success Factors and Lessons, by Anton Eberhard, University of Cape Town, Joel Kolker, World Bank Institute and James Leigland, Private Infrastructure Development Group.

World Bank/ Trevor Samson

	TRANSFORMATIONAL COMPETENCIES	MANAGEMENT COMPETENCIES	PARTICIPATORY COMPETENCIES	TECHNICAL COMPETENCIES
AGENDA SETTING LEVEL	Ability of staff of Department of Environmental Affairs, DoE and key actors in civil society and business to identify renewable energy resources as a development priority (manifested e.g. through COP 17 commitments)		Ability of DEA staff to build coalition for a new energy production paradigm, including DoE, Eskom and industry stakeholders	Ability by DoE staff to define carbon emission cap and define share of renewable energy options in Integrated Resource Plan (IRP) 2010-2030
ORGANIZATIONAL LEVEL	Ability of senior staff within DoE to conceptualize new energy production approach that combines renewables with market-liberalization		Ability of staff in DoE and National Treasury to hold consultation process with developers, lawyers, and financial institutions on lessons learned from experience with feed-in tariffs	Ability of staff in DoE, the National Energy Regulator (NERSA), and the National Energy Development Institute (SANEDI) to design regulatory frameworks (energy and procurement) that allow production of grid-connected renewable energy by multiple providers
OPERATIONAL LEVEL	Ability of staff of commercial banks and development finance institutes to realize potential of REIPPPP and support investors	Ability of IPP Unit management team to take problem-solving approach without compromising quality or transparency of the procurement process Gap: Ability of IPP Unit to design, implement and oversee effective monitoring and evaluation mechanism	Ability of IPP Unit management team to overcome mistrust and establish credibility with a range of stakeholders	Ability of IPP Unit staff to design and run effective bidding process Ability of private sector to develop projects that fulfill REIPPPP standards Gap: Ability of IPP Unit staff to develop effective social and economic development requirements

Table 3: Applying the competency framework – example of a renewable energy bidding scheme in South Africa.

UN/Albert González Farran

4 CONDUCTING A GREEN ECONOMY LEARNING ASSESSMENT

Many Governments and development partners struggle to identify strategic green economy learning interventions (or are not aware of the need to do so). Often training is done without linkages to specific policy processes or as an 'add-on' without a plan that would allow to sustain human capacity over time. At the same time, case examples such as the South African renewable energy procurement programme (see Table 3) show that the knowledge and skills of people can make a significant difference for the success of a green economy measure.

Therefore green economy learning assessments can help to learn from existing experiences, have a more systematic look at learning priorities, and engage national education and training institutions to ensure sustainability.

4.1 Objectives and Scope of the Assessment

The specific objectives of a green economy learning assessment depend on each country context. Generally, the assessment has three major components:

1. Identify learning priorities for advancing a green economy,
2. Review existing institutional capacities to provide related education and training activities, and
3. Identify opportunities for strengthening and up-scaling the delivery of green economy learning through national institutions.

Identification of learning priorities for advancing an inclusive green economy **1**	Review of existing capacities to provide related learning activities **2**

Opportunities for strengthening and up-scaling the delivery of green economy learning through national institutions **3**
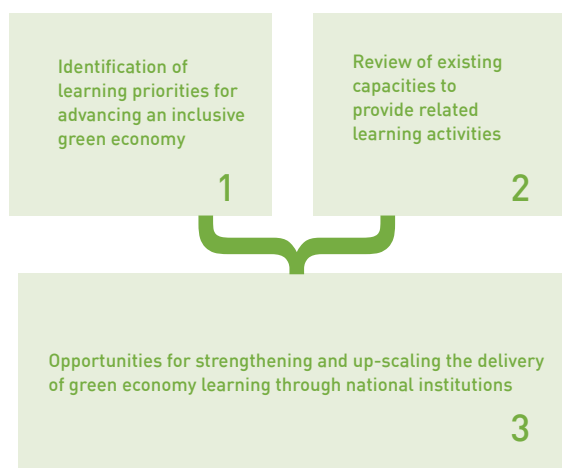
Figure 1: Components of a green economy learning assessment

The objectives and scope of the assessment should be reviewed early-on in consultation with key stakeholders. Questions to be addressed include:
— Why is a green economy learning assessment being undertaken?
— How will the results (findings) be used?
— Who are the key stakeholders?
— Which interventions levels will be assessed?
— Which sectors will be included?
— What resources are needed and who will provide them?

4.2 Lead Agency and Task Team

Usually a learning assessment is initiated by a Government institution with an interest in green economy education and training, e.g. the Ministry of Environment or the Ministry of Education. It can be interesting to have a co-lead of a more environment-focused institution and a more education-focused one. To bring in perspectives of different stakeholder groups it is recommended to create a task team, including representatives of:
— Interested Government agencies;
— Education and training institutions;
— Non-governmental organizations, business associations and trade unions involved in green economy education and training.

When inviting institutions to become members of the task team the thematic focus of the assessment should be taken into account.

For example, if one of the priority areas of the assessment is food security, institutions working on agriculture and water issues should be considered.

Functions of the task team can include:

— Provide feedback on the specific objectives and terms of reference for the assessment;
— Select a service provider (see section 4.3);
— Suggest case studies (see section 4.4);
— Provide comments on draft reports;
— Mobilize support for taking forward the recommendations coming out of the assessment.

4.3 Selecting a Service Provider

The actual work of conducting the assessment is often done by a national service provider, for example a university or research institute. When selecting a service provider the following criteria should be taken into account:

— Understanding of the national policy and institutional landscape related to green economy in the country;
— Understanding of the education sector in the country;
— Proven experience in the implementation of structured assessments and analysis of complex information;
— Understanding and interpretation of the scope of work;
— Expertise of staff to be involved in the assessment;
— Cost-effectiveness of the proposal;
— Availability of the service provider to conduct assessment in required timeframe;
— Opportunity for building sustainable capacities for this type of assessment in the country.

4.4 Assessing Learning Priorities for Advancing an Inclusive Green Economy

The first component assesses learning priorities for green economy policy development and implementation. Countries can choose to cover a wide range of competency needs across various sectors. However, given limited resources and time, the assessment will usually need to be focused on a number of key areas.

The sectors/thematic areas covered by the assessment can be derived from national development plans/strategies in consultation with stakeholders.

If the assessment is linked to a PAGE project or another initiative, it makes sense to select sectors/areas in line with the main work streams covered by the project. This can help to ensure that sufficient information is available, stakeholders can be mobilized relatively quickly, and assessment results are more likely to be taken-up.

A case study approach can be used to help identify critical competency needs in each priority area. Table 4 illustrates the main steps and proposed methodology for assessing learning priorities.

PURPOSE	METHODOLOGY
Review learning needs expressed in existing national policies and programmes to build on existing results.	Desk research.
Get an overall picture of competencies needed in agreed focus areas.	Online survey (see Annex 2[7]) and structured interviews with key informants for different focus areas. Points to be discussed during the interviews include: — To what extent are human resource capacities and skills levels in your institution sufficient to advance green economy objectives and reform? — What are the main bottlenecks in terms of human resources and skills development for advancing a green economy in the sector? — What role can national education and training institutions play in addressing some of these learning needs?
Identify critical competencies for successful green economy policy and action based on case examples.	Case study analysis of selected green economy policy processes/measures, using the competency framework presented in chapter 3. Criteria for selection of case studies may include: — Case is well documented — Case covers at least one and ideally several of the agreed focus areas — Sample of case studies includes policy processes that worked well and those that encountered major challenges — Cases cover different levels of governance (national and sub-national) — Ideally several case studies should be conducted per focus area to allow for more robust results.

Table 4: Main steps in assessing learning priorities for advancing an inclusive green economy.

---

[7] Based on online survey developed by GreenSkills Team, Rhodes/Wits University.

4.5 Assessing Existing Capacities to Deliver Learning

The second component of the assessment will review existing capacities in the country to provide learning on green economy issues and explore opportunities for scaling up delivery through national learning institutions. It targets institutions that are already engaged in or might play a role in green economy learning. Given the focus of the assessment on skills for professionals involved in policy development and action, it is recommended that the following type of institutions will be covered:

1. Continuous/non-formal training (including public service training institutes/departments, NGOs and business associations regularly delivering relevant trainings, development partners)

2. General tertiary education (i.e. universities and similar private and public institutions) to cover future generations of professionals working on policy development and implementation

An important element of this component is to review existing support initiatives in the area of green economy learning. Table 5 Main illustrates the main steps and proposed methodology for assessing existing capacities to deliver learning for an inclusive green economy.

PURPOSE	METHODOLOGY
Identify existing programmes and support initiatives to build on existing data.	Desk research.
Identify national institutions engaged or potentially interested in providing green economy learning services.	Develop a draft list of institutions through desk research and discuss list with key stakeholders. Take into account existing assessments and databases.
Develop profiles for relevant/interested learning institutions.	Contact learning institutions and ask them to complete institutional profiles. A template for the profiles is included in Annex 3. The template could be converted into an online form.
Identify lessons learned from existing green economy learning programmes.	Interviews with key education and training providers. Relevant points to be discussed include: — Motivation and interest of the institution to act as a service provider in the area of green economy learning and relevant strengths. — Insights about capacity constraints of the institution (e.g. lack of in-house expertise in the area of green economy, general training and evaluation methodologies, limited number of staff, etc). — Lessons learned from existing programmes that include green economy aspects.

Table 5: Main steps in assessing existing capacities to deliver learning for an inclusive green economy.

4.6 Analysing Assessment Results

The aim of the analysis is to explore actions to up-scale green economy learning in the country, including recommendations for strengthening the capacity of national education and training institutions. Based on the survey results, interviews and case example analysis, the following questions can be addressed:

UN/Rick Bajornas

— What can be learned from successful green economy policy processes in terms of critical competencies of stakeholders involved? How can lessons be applied to other cases/areas? If only one case study was analyzed per sectors/thematic area, the recommendations will probably focus only on that one example. If three or more cases were examined more general conclusions can be drawn.

— What competency gaps exist that inhibit effective green economy policy design and action? What types of competencies are missing (technical, management, participatory, transformational)?

— What learning initiatives could address these gaps? Recommendations might include more traditional forms of skills development via training, short courses, etc. but should also consider other types of skills development such as social learning.

— What type of education and training programmes are needed to build up sufficient human capacity for inclusive green economy policy and action in the medium-term? Recommendations should consider changes in existing curricula of tertiary education institutions and Governmental training departments/schools. Lessons learned from existing training programmes can provide important insights for the design of new initiatives.

— How can an analysis of critical competencies be included as a standard for future green economy, policy/investment processes?

The assessment results and recommendations should be discussed with key stakeholders from each of the focus areas and written up in an assessment report. A draft outline for the assessment report is included in Annex 4.

UNITAR/ Giuliano Montanari

5 FROM ASSESSMENT TO ACTION

Once the assessment is complete, the most critical part of the work actually starts. The results need to turned into specific actions which are implementable on financial and institutional grounds. This chapter provides recommendations on how to draft an action plan, mobilize stakeholders and resources, and monitor progress.

In order to implement this recommendation, one would need to define the way forward in terms of institutions involved, financial resources, expected results and proposed activities. These considerations can be summarized in a table (see Table 6) which will form the core of the action plan.

5.1 Drafting an Action Plan

The assessment report will highlight opportunities to scale-up green economy learning in the country, including recommendations for strengthening the capacity of national education and training institutions. These more general findings need to be translated into specific actions. For example, a recommendation of the assessment might be to integrate green economy concepts into the curricula of basic economics courses at national universities.

Journal Sentinel/ Gary Porter

TITLE OF ACTION	EXPECTED RESULTS	EXISTING ACTIVITIES	PROPOSED NEW ACTIVITIES	LEAD INSTITUTION AND PARTNERS	FINANCIAL RESOURCES	INDICATORS TO MEASURE PROGRESS

Table 6: Template for defining actions.

INTRODUCTORY LEARNING MATERIALS ON GREEN ECONOMY

PAGE Green Economy Learning Materials

In support of country level trainings, PAGE has produced a series of peer-reviewed learning materials that are available for free and can be adapted to different contexts.

Learn more at: http://www.un-page.org/resources/introductory-learning-materials-green-economy-0

Integrating Green Economy into University Programmes in Mongolia

A critical element Mongolia is exploring opportunities to integrate green economy concepts and approaches in regular economics and finance courses. A special focus of this action is on skills for green economy modelling and sustainable finance.

The aim is to build up significant human capacity in these two areas complementing technical support provided by UNEP. The action is a direct contribution towards implementing Mongolia's Green Economy Learning Strategy.

The action plan can be structured around two types of action:

1. **Targeted skills development for professionals:** This type of action aims at equipping professionals with the knowledge and skills to perform specific results on the job. This may, for example, include on-the-job training for staff of a national statistics office on how to develop and monitor green development indicators, or skills development for a team of national researchers/analysts on how to run a green economy model. Often the recommended actions will be related to the case studies that were analysed during the assessment, as sufficient information is available to define learning interventions. To cover also other policy/investment processes, additional analysis using the competency framework described in chapter 3 can be recommended as part of the action plan.

2. **Change in curricula/regular education and training programmes:** This cluster covers actions to strengthen the development of green economy competencies through regular programmes of education and training institutions. Possible actions could include, for example, the establishment of a new Masters programme on green economy at a university or the integration of related concepts into existing curricula (including economics, environmental management, political science, etc.). These actions could be combined with individual capacity development activities such as trainings for education planners, curriculum developers and teaching personnel (see also section 5.3). It is also relevant to take into account business associations and civil society organizations which in many contexts have developed significant education and training capacities.

In addition to the actual actions, the plan should also address the following questions:

— **Coordination:** Which institution will coordinate the implementation of the action plan?
— **Fund-raising:** How will funding for implementation be raised (see also section 5.2)?
— **Communication and outreach:** Which institution will be responsible for sharing information about implementation activities, including sharing of new learning materials, writing press releases, participating in regional and international fora, etc.?
— **Monitoring and evaluation:** Which institution/committee will provide monitoring and evaluation functions? (see also section 5.4)

Figure 2 below provides a draft outline for an Action Plan.

ACTION PLAN TO SCALE-UP LEARNING FOR AN INCLUSIVE GREEN ECONOMY

1. National Green Economy Policy Priorities
2. Objectives of the Action Plan
3. Main Findings from the Learning Assessment
4. Proposed Actions
5. Implementation and Evaluation Framework

Figure 2: Draft outline for an Action Plan

The drafting of an Action Plan can be either managed by the service provider which conducted the assessment or directly by the lead Government institution. In either case it will be important to organize a stakeholder workshop to identify and prioritize actions.

As mentioned in chapter 1, for information about a more high-level process that results in the development of a National Green Economy Learning Strategy the UN CC:Learn 'Guidance Note for Developing a National Climate Change Learning Strategy' should be consulted.
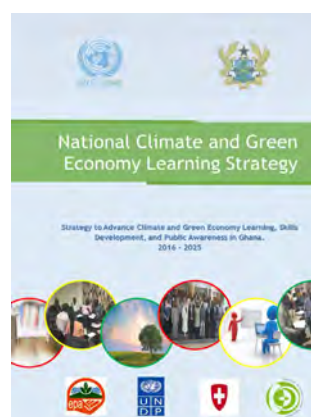
Ghana's Climate and Green Economy Learning Strategy

With support of PAGE Ghana conducted a Green Economy Learning Assessment which fed into the development of a national learning strategy on climate change and green economy. The strategy aims to:

— Assess existing capacity to address climate change within key sectors;
— Foster a systematic and country-driven process to enhance climate & green economy learning and implementation of priority actions;
— Provide a tool to implement Ghana's Nationally Determined Contribution (NDC)
— Strengthen institutional capacity for good governance, institutional coordination, science and innovation, and accountable monitoring and reporting;
— Identify and prioritize actions to enhance climate change and green economy learning through existing national education and training systems;
— Link climate change and green economy learning to the objectives of the National Climate Change Policy and to help achieve sustainable development through capacity building and knowledge enhancement;
— Help mobilize resources for training, education, public awareness, and capacity building from national budget and other internal and external sources;
— Ensure the creation of a sustainable pool of human resource base with the requisite skills to address climate change and catalyse the transition to a green economy.

5.2 Mobilizing Stakeholders for Implementation

To ensure ownership, key stakeholders should be involved already during the assessment stage as part of the task team (see section 4.2) or as part of wider consultations (e.g. through the survey, interviews and review meetings (see sections 4.4 to 4.6). When it comes to implementation the following stakeholders can play an important role:

— **Ministries of Environment and/or Sustainable Development Councils:** The implementation of a green economy learning action plan is usually led by the national institution which has the mandate to coordinate sustainable development initiatives in the country. In some countries this responsibility will belong to a special council/committee and in others to a Ministry, e.g. the Environment Ministry. Beyond coordination. the Ministry of Environment also often has a training department that reaches out to other sectors and which can play an important role in implementing green economy learning actions.

— **Education Ministries:** The Ministry of Education plays a central role in the implementation of the action plan, in particular when it comes to mainstreaming green economy learning in the general education sector. The Ministry can be the lead or co-lead for coordinating the implementation of the Action Plan.

— **Sectoral ministries:** It is important to work with sectoral Ministries to ensure that skills development needs are taken into account in relevant green economy initiatives, such as the development of a green building code or a support scheme for organic agriculture. Sectoral Ministries also play a key role for resource mobilization by including relevant actions in their sectoral budget submissions.

— **Finance and planning authorities:** The Planning Commission or Ministry can help to link green economy education and training to broader planning processes, e.g. by considering knowledge and skills development as a driver to achieve national development goals. The Finance Ministry can facilitate the integration of implementation activities in the national budget.

— **Education and training institutions:** Learning institutions are key partners in terms of putting actions into practice. They include a wide range of institutions including for example public and private universities, civil servant training institutes, private schools offering short courses for professionals, etc.

— **Sub-national and local governments:** In many countries local governments play a lead role in advancing an inclusive green economy. Green economy learning action can facilitate sharing of good practices among different municipalities/provinces. Often provincial level officials are trained at dedicated academies which can be excellent entry points to reach out to a large number of stakeholders at sub-national level.

— **Non-governmental organizations:** In many countries NGOs have been the pioneers in green economy training programmes and can provide useful input to design effective programmes with innovative methodologies.

— **Business associations and trade unions:** The fostering of a green economy demands deep and far reaching transformations in all sectors of society. The private sector, as a key agent for change, should be involved in defining and addressing training and educational needs for policy implementation.

— **Media:** Journalists can provide visibility to the issue of green economy learning. Their work can be supported through targeted media training and briefings. Working with journalist schools can be an effective way to build up a pool of 'green economy-savvy' journalists in the medium-term.

— **Development partners** (including UN organizations and UN Country Teams; multilateral and regional development banks; bi-lateral partners): Early-on engagement with development partners helps to ensure linkages between the action plan and existing development projects. It also allows exploring interest of development partners to support implementation activities.

5.3 Resourcing Green Economy Learning Actions

To effectively implement green economy learning actions a range of resources are required. Critical bottlenecks are often financial resources as well as local trainers/lecturers with sufficient expertise in the subject matter.

Financial resources

In the past, most dedicated green economy trainings have been financed with development funding. However, depending on the type of learning action the whole range of green finance sources should be considered, including national public and private finance, as well as international public and private finance. The graph below illustrates these different funding sources and where they could be applied.

INTERNATIONAL PUBLIC	INTERNATIONAL PRIVATE
The most common source, but difficult to access outside specific projects. Example: Bilateral development funding to support targeted skills development for policy-makers in the framework of a green economy project. How to access: Review interests and priorities of potential donors and propose actions with clear objectives and expected results.	Probably the least common source, but worth a try! Example: Support for skills development by a private company as part of an investment strategy. How to access: Review training needs for private and public stakeholders during planning stage of major investments and discuss possible cost-splitting with company. International private finance can also be accessed through foundations and Corporate-Social Responsibility Departments.
NATIONAL PUBLIC	**NATIONAL PRIVATE**
Potentially the biggest resource to tap into when it comes to skills development for green economy policy. Can help to leverage international public finance. Example: National budgetary resources to integrate green economy concept in the curricula of a civil servant training institute. How to access: Ministries need to include relevant actions in their annual budget submissions.	Important source when looking at skills development for implementing green economy policies. Example: Business associations offering training on green entrepreneurship to its members. How to access: Identify associations/chambers of commerce and other private stakeholders with training capacities and discuss how their activities could be aligned with national Action Plan. .

The table above provides some ideas of how different funding sources can be accessed. These suggestions are only indicative and cannot replace a coherent resource mobilization strategy. Whatever the approach looks like it is important to start thinking about finance and engage potential donors early-on (during assessment stage). It can be also useful to combine different sources for financing one action.

Human resources

To expand green economy learning at a significant scale, countries will need develop the capacity of trainers, lecturers, professors and others involved in delivering education and training activities. For some specialized topics external support by international resource persons might always be required, but most of it will need to be done 'in-house'.

The UNESCO Roadmap for Implementing the Global Action Programme on Education for Sustainable Development highlights that "educators and trainers are powerful agents of change for delivering the educational response to sustainable development. But for them to help usher in the transition to a sustainable society, they must first acquire the necessary knowledge, skills, attitudes and values."

Often 'training of trainers' target experts that are actually not trainers as part of their regular job and up-take is hence limited. A good entry point to build up a pool of people that can effectively deliver green economy learning actions is to look at institutions where future educators are trained. For example, where do staff of Governmental training departments get trained? Can green economy concepts be part of their general training?

Partnerships and exchanges with leading international education and training institutions can also be an effective way to develop green economy knowledge and expertise. The Resource Guide of Green Economy Learning Institutions provides suggestions for potential partner organizations in the region or globally.

UNITAR/ Giuliano Montanari

PAGE Pool of Trainers

PAGE is committed to gradually build-up a pool of green economy-savvy trainers that can respond to partner countries' learning needs. The first round of training of trainers is focusing on green fiscal policy.

Resource Guide of Green Economy Learning Institutions

The guide provides profiles of institutions providing green economy learning in PAGE partner countries and beyond.

It can help, for example, students looking for a green economy programme, professors interested in exploring partnerships with like-minded academics, or Government officials searching for qualified trainers.

5.4 Evaluating Learning Actions and Overall Progress

Given limited time and resources it is recommended to agree on a light evaluation framework which includes two levels:

1. **Evaluation of actions:** It is recommended that all learning actions include an evaluation element. For targeted skills development activities for professionals an evaluation will look at whether new knowledge and skills have been acquired and if they have been applied on the job. Indicators for evaluating actions to strengthen institutional capacities could include, for example, whether a new course on green economy has been introduced by a national institution or whether the Ministry has allocated resources for staff training on green economy.

2. **Evaluation of overall progress (after 4 year):** In addition to the evaluation of each action it might be interesting to have a more strategic review of progress made after a certain period of time.

Relevant questions to be addressed could include:
— How much additional funding for green economy learning has been mobilized from domestic and external sources?
— Have activities contributed to achieving better green economy policies and actions?
— To what extent is green economy learning delivered through national institutions?

ANNEX 1

The Paris Summary Statement on Learning For An Inclusive Green Economy

Preamble

Agenda 2030 and the Sustainable Development Goals (SDGs) call for an integrated approach to development based on poverty eradication in all its forms and dimensions, while creating socially inclusive and sustainable growth. The recent COP 21 Decision on adoption of the Paris Agreement on Climate Change provides further impetus for countries to transform societies, including important new measures on enhancing capacity building.

Education for Sustainable Development (ESD) allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. The Partnership for Action on Green Economy (PAGE) offers technical support and analysis to its partner countries to help to reframe economic policies towards greener and more inclusive action.

Effective education, training and knowledge delivery can help to bridge common disconnects along the research-policy-practice continuum, and stimulate action on the ground. As countries seek to translate international vision and intent into practice, requests for knowledge and skills development are multiplying, providing a motivating force for education and training institutions to join up and scale up their efforts.

This statement on learning for an Inclusive Green Economy (IGE) is anchored in principles that seek to influence attitudes, stimulate behavioural change and promote system-wide and nationally appropriate learning strategies and delivery mechanisms. It provides a set of principles and a reference point for decision makers, learning institutions and professionals to refer to and apply in their work, covering four inter-related areas:

The Paris Summary Statement on Learning For An Inclusive Green Economy (cont..)

(i)   The meaning and value of IGE learning

(ii)   Increasing effectiveness and sustainability in IGE learning

(iii)   Promoting IGE learning at national and local level; and

(iv)   Scaling up for impact.

'Inclusive Green Economy Learning' means:

(i)   learning which promotes interdisciplinary, multi-sectoral and multi-level approaches to empower individuals, communities and societies towards achievement of the SDGs.

(ii)   learning which puts sustainability at the heart of economic policies and practices and is founded on concepts such as green growth, ecological civilization or low carbon and climate resilient growth.

(iii)   changing attitudes, mindsets and behaviours to support a reframing of the current economic growth paradigm.

(iv)   seeking to inform the earliest stages of educational development in ways that are constructive, positive and solution-oriented.

(v)   making learning and knowledge available to all in society, through open access methods and approaches and by seeking to 'reach the furthest first' and 'leave no one behind'

(vi) learning that is truly transformational in intent

Effective and Sustainable IGE learning can be achieved by:

(vii)   lifelong learning approaches at all levels including pre-primary and primary education, secondary and post-secondary education, technical vocational education and training (TVET), higher education, workplace based, continuing education, and education in non-formal settings.

The Paris Summary Statement on Learning For An Inclusive Green Economy (cont..)

(viii)   demystifying IGE concepts and principles by linking them with learner life experience in relevant sectors such energy, water, human health, transportation, and agriculture, but equally in broader disciplines such as engineering, banking, tax, finance, economics, innovation, labour and social policy.

(ix)   building on well documented success stories which demonstrate how strengthened individual and institutional capacities can lead to transformational change.

(x)   benchmarking against accepted good practices so that education and training institutions can effectively assess, validate and showcase performance.

(xi)   recognizing that IGE learning should be fully integrated to a strategic and collaborative governance approach and enabling policy framework.

National and local level IGE learning should:

(xii)   help to progressively develop skills to strengthen national policies and goals for a transition towards a green economy.

(xiii)   draw from, and be inspired by, relevant regional and global policies and agreements.

(xiv)   be based on needs analysis taking into account past, present and planned education and training initiatives, the capacities of education and training institutions.

(xv)   identify desired IGE competencies among all target audiences including most vulnerable and traditionally excluded groups, such as out-of-school, unemployed youth and persons with disabilities, in accordance with the broader objective to 'leave no one behind'.

(xvi)   be comprehensive in intent for the medium to long term, yet focused on short term immediate priorities in order to build momentum and visibility.

(xvii)   be made meaningful to national and local realities so that IGE can be understood, valued and implemented.

(xviii) wherever possible, measure, record and report on results.

The Paris Summary Statement on Learning For An Inclusive Green Economy (cont..)

In order to scale up IGE learning and achieve impact:

(xix)   education and training institutions should form and sustain partnerships with like-minded entities to create, share and promote knowledge, good practice, and innovation, as well as increase the 'reach' of their actions.

(xx)   educational institutions should bridge across academic silos and reach out to all available networks, through incentives that motivate buy-in at all levels, from students to teachers to administrators.

(xxi)   cooperation with business enterprises, from SMEs to multinationals, should be established and sustained using training to orientate investments towards sustainable outcomes.

(xxii)   local government and municipal authorities should be involved (at the earliest stages) in strategy development for learning and viewed as a prime beneficiary of education and training actions.

(xxiii)   IGE learners – including lifelong learners, youth trainees, students and their representative organisations – should be engaged in all steps in the process from policy reforms to the design, implementation, monitoring and evaluation of specific green economy learning and skills

(xxiv)   development strategies and programmes.

(xxv)   existing global platforms and networks should be leveraged to develop and share new knowledge that can maintain momentum towards a green economy.

(xxvi)   mechanisms for predictable and continuous financing should be identified, linked to an evidence base of measurable impacts.

ANNEX 2

Survey on Learning Priorities (Template) [8]

1. **What best describes your type of organisation or sector? (Choose one)**
   - ☐ National government
   - ☐ Provincial government
   - ☐ Local government
   - ☐ Private sector
   - ☐ Education
   - ☐ Research
   - ☐ Civil society
   - ☐ Other (please specify)

2. **Chose one priority area for the green economy in which you are best placed to complete this survey (list should be adjusted based on focus areas of the assessment):**
   - ☐ Agriculture
   - ☐ Energy
   - ☐ Green building
   - ☐ Transport and infrastructure
   - ☐ Waste
   - ☐ Water
   - ☐ …
   - ☐ Other (please specify)

3. **Have you recently been involved in the design and/or implementation of a green economy policy? If yes, please specify.**

   Name of the policy:

4. **Technical competencies**

   Which technical competencies did stakeholders involved in the policy process have?

Technical Competency	Relevant Stakeholders

---

[8] Based on online survey developed by GreenSkills Team, Rhodes/Wits University.

Which technical competencies were missing?

Technical Competency Gaps	Relevant Stakeholders

Which education/training programmes do you consider exemplary for advancing green economy technical competencies in your focus area? Please indicate the institution and programme where possible.

Name of Programme	Name of Institution

Note: Management competencies are defined as…

5. Management Competencies

Which management competencies did stakeholders involved in the policy process have?

Management Competency	Relevant Stakeholders

Which management competencies were missing?

Management Competency Gaps	Relevant Stakeholders

Which education/training programmes do you consider exemplary for advancing management competencies in your focus area? Please indicate the institution and programme where possible.

Name of Programme	Name of Institution

Note: Management competencies are defined as…

6. Participatory competencies

Which participatory competencies did stakeholders involved in the policy process have?

Participatory Competency	Relevant Stakeholders

Which participatory competencies were missing?

Participatory Competency Gaps	Relevant Stakeholders

Which education/training programmes do you consider exemplary for advancing participatory competencies in your focus area? Please indicate the institution and programme where possible.

Name of Programme	Name of Institution

Note: Participatory competencies are defined as…

7. Transformational competencies

Which transformational competencies did stakeholders involved in the policy process have?

Transformational Competency	Relevant Stakeholders

Which transformational competencies were missing?

Transformational Competency Gaps	Relevant Stakeholders

Which education/training programmes do you consider exemplary for advancing transformational competencies in your focus area? Please indicate the institution and programme where possible.

Name of Programme	Name of Institution

Note: Transformational competencies are defined as…

8.   Any other observations

ANNEX 3

Profiles of Learning Institutions (Template)

To review institutional capacities to provide learning services on green economy issues, short profiles of key education and training institutions can be prepared. The profiles should ideally be completed by the learning institutions themselves. The data could be collected through an online form, or institutions can complete a template in Word format.

1. General information

Name of the Institution:
Address:
Website:
Telephone:
Email:

Type of institution:

☐ Tertiary Education
☐ Continous Learning
☐ Research
☐ Civil Society
☐ Business Association
☐ Media
☐ Other

Is the institution private or public?
☐ Private
☐ Public

2. Overview (short description of the mandate of the institution and main areas of work)

3. Learning activities on, or related to, a green economy

Learning Activity/Course	Green economy topic(s) or concepts covered

4. **Annual number of beneficiaries participating in green economy related learning activities:**

5. **Specific learning activities/courses/curricula in which green economy considerations could be integrated**

Learning Activity/Course	Green economy topic(s) or concepts covered

6. **Specific topics related to a green economy that the institution would like to cover in the future**

7. **Learning materials, training modules, e-learning courses, etc. relevant for green economy**

Learning Activity/Course	Green economy topic(s) or concepts covered

8. **Additional Information**

ANNEX 4

Assessment Report (Draft Outline)

**Green Economy Learning Assessment [Country]
Report**

1. Executive Summary

   …

2. Background

   ….

3. Assessment Methodology

   …

4. Emerging Green Economy Learning Priorities (Component 1)

   …

5. Institutional Capacities to Provide Learning Services on Green Economy
   (Component 2)

   …

6. Opportunities for Action to Strengthen Green Economy Learning (Component 3)

   …

7. Conclusion

   …

Annexes:

A. Profiles of Learning Institutions Interested in Green Economy

B. List of Interviewees

PAGE
PARTNERSHIP FOR ACTION ON GREEN ECONOMY

The adoption of the Paris Agreement on Climate Change and the 2030 Agenda for Sustainable Development in 2015 provide major international momentum to advance the inclusive green economy concept and its focus on integrating environmental and social considerations in economic planning and policy making.

Knowledge and skills of stakeholders in Government, businesses, and civil society are a key determinant for effective green economy policy analysis, design and implementation at all levels. This guidance note provides methodological and organizational guidance to countries interested in taking a systematic approach to education and training for an inclusive green economy that goes beyond ad-hoc trainings.

The Partnership for Action on Green Economy (PAGE) is a joint programme between the United Nations Environment Programme (UNEP), International Labour Organization (ILO), the United Nations Development Programme (UNDP), the United Nations Industrial Development Organization (UNIDO), and the United Nations Institute for Training and Research (UNITAR).