

Section 3

Planning, Policy and Governance to Advance an Inclusive Green Economy

17

Learning Unit

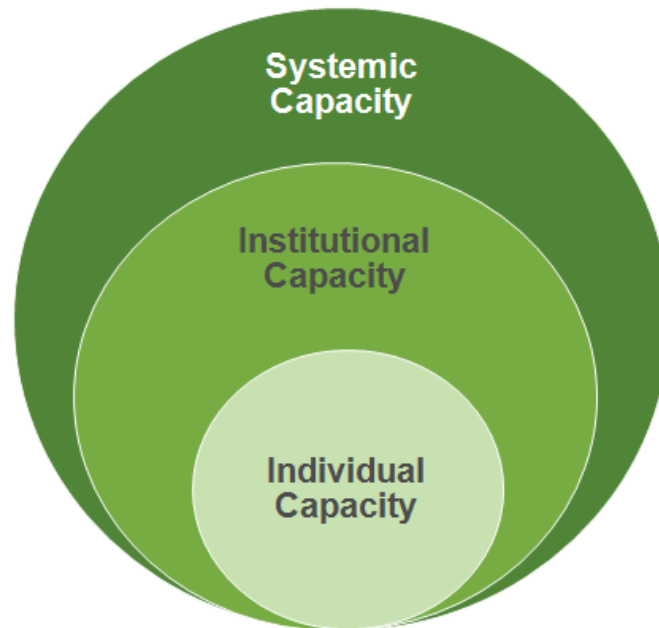
Capacity Development for a Green Transformation

The complex process of Green Transformation requires new skills, both individual and collective. This unit features an overview of efforts to strengthen transformational capacity at all levels, i.e. individual, institutional and systemic.

PAGE Green Economy Introductory Learning Materials



Strengthening Capacities at Different Levels



Speaker's Notes:

- As the graph highlights, a green transition requires capacities at different levels.

Systemic Capacity

- Presence of “enabling environments”, i.e. the overall policy, economic, regulatory, and accountability frameworks within which institutions and individuals operate.

Institutional Capacity

- Focus on overall organizational performance and functioning capabilities (including e.g. clarification of responsibilities, accountabilities and reporting lines, changes in procedures and communications, and changes in the deployment of human resources).

Individual Capacity

- Process of changing attitudes and behaviors and developing skills (e.g. through training).

Key Message

- The three levels of capacity development are interdependent.
- Countries that embark on a green transition need to consider all three levels in a coordinated manner.

Individual Capacities

☐ BASIC KNOWLEDGE AND COMPETENCIES

☐ SKILLS FOR GREEN JOBS

☐ LEADERSHIP



Speaker's Notes:

- This slide focuses on essential individual capacities for enabling green transition.

Basic Knowledge and Competencies

- Basic knowledge and competency development at national level needed so that key stakeholders understand opportunities and challenges of a green transition.

Skills for Green Jobs

- Green transition affects employment patterns and skills needs.
- During the green transition, there will be more demand for skill updates for established occupations (e.g. farmers to be trained on organic agriculture) than brand new occupations (e.g. solar energy technicians).
- Important to anticipate changing skills needs and develop adequate learning and skills development strategies.
- Important role of national education and training institutions in responding to skills needs.

Leadership

- A green transition requires individual leadership.
- For example, in South Africa, President Jacob Zuma plays key role in promoting a green transformation of the country's economy ([Speech delivered by President Jacob Zuma on the Occasion of the World Economic Forum Green Partnership Dialogue](#), Durban, 2011).
- Similarly, in Barbados, Prime Minister's Freundel Stuart personal commitment helped to advance green economic reform (UNEP, Green Economy Scoping Study Synthesis Report: Barbados, 2012, p. vii).

Key Message

- Individual capacities for green transformation include specific skills and knowledge, skills for green jobs, as well as leadership (i.e. political as well as business).

Further Reading:

- ILO, Skills for Green Jobs, 2011, Section: Drivers of Change, pp. 7 - 14

Organizational/Institutional Capacity

Needed for...

- Accurate and relevant information for decision-making
- Implementation of policies
- Enforcement of regulations and laws
- Monitoring of policy effectiveness



Speaker's Notes:

- This slide focuses on essential institutional capacities for enabling green transition.
- Without effective institutions, no green planning can be delivered and implemented.
- Important dimensions of effective institutional capacity building include e.g.:
 - Ensuring operational independence of regulatory agencies;
 - Ensuring public participation in decision-making processes;
- Provision of stable funding to relevant institutions e.g. environmental agencies.

Key Message

- Without effective institutions no green planning can be delivered and implemented.

Further Reading:

- OECD, Tools for Delivering on Green Growth, 2011

Systemic Capacity

- ❑ “Enabling environments”
- ❑ Overall policy, economic, regulatory, and accountability frameworks
- ❑ Important precondition for institutional and individual capacity development



Speaker's Notes:

- This slide highlights that having systemic capacities in place is crucial to ensure green economy policies are effectively implemented.

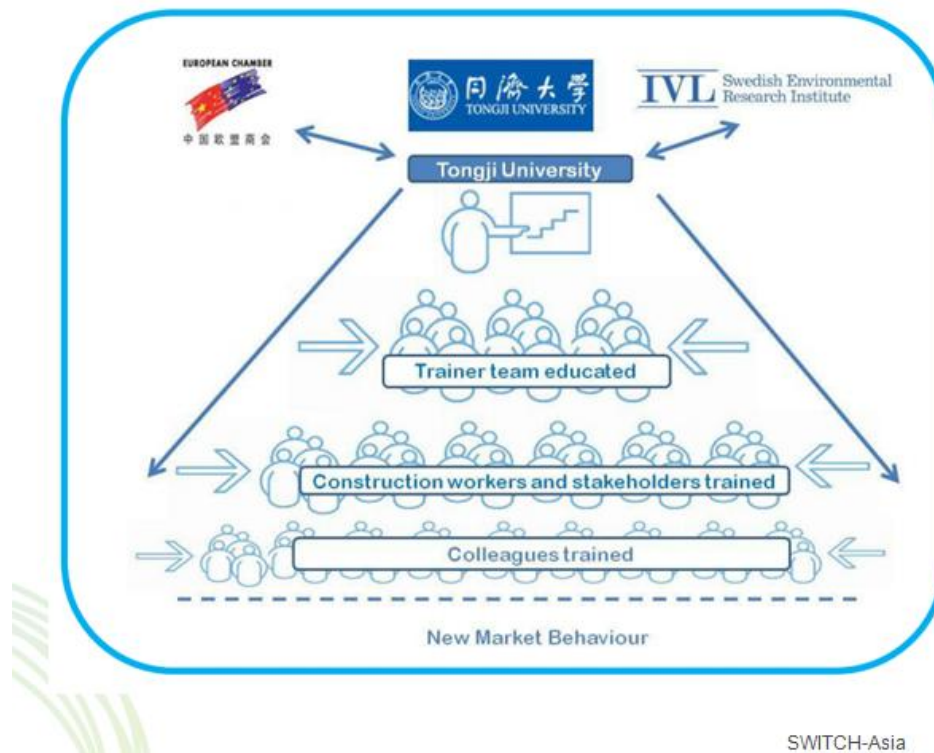
Key Message

- Building systemic capacities is a long and complex process and goes beyond what green economy projects can deliver on their own.

Further Reading:

- UNEP, Green Economy and Trade: Trends, Challenges and Opportunities, 2013, p. 89 – 120
- UNEP, Towards a Green Economy: Pathways to Sustainable Development and Poverty Eradication: Fisheries, 2011, 78 - 111

Example: Tongji University, China



Speaker's Notes:

- This slide is a graphical representation of a training programme implemented by Tongji university, China, which aims to improve the capacities of China's construction workers.
- Tongji University (Shanghai, China) is a partner in the SWITCH-Asia project "Train the Trainers: Train Chinese Construction Sector SMEs in Energy Saving Techniques and Technologies"
- The Train the Trainers project has had significant impact on Chinese domestic energy efficiency through capacity-building and sharing project results with a broad spectrum of stakeholder groups.
- Tongji University can use its contacts and network to promote energy efficiency across the construction sector and among local and national policy makers.

Achievements through the project:

- More than 1200 professionals from construction companies, suppliers, architects, designers and developers have been trained in Shanghai and across several provinces (improvement of capacities at individual level).
- Over 130 government officials from energy/environment/ construction-related bureaux have been trained during ad-hoc conferences and seminars (capacities at individual and institutional level).
- Chinese universities are highly trusted by the authorities and the private sector. They are recognized by the businesses as a neutral platform in the reception of new knowledge, and for their impact on national standards and legislation. In a way universities are incubators for the industry vision and pace-makers for enterprises (i.e. development capacity building on organizational and systemic level).
- This allows universities to play an active role in society, not only in their educational role, but also as lobbyists for the needs of government as well as the needs of industry (contribution to building capacity on systemic level).

Key Message

- Through the train-the-trainer project, Tongji University, has contributed for strengthening capacities in the construction sector at several different levels (individual, institutional, and systemic).

Further Reading:

- SWITCH-Asia Project, Train The Trainers: http://www.switch-asia.eu/fileadmin/user_upload/Poster_Train-the_trainers-final_draft_User-PC_s_conflicted_copy_2010-09-06_.pdf