



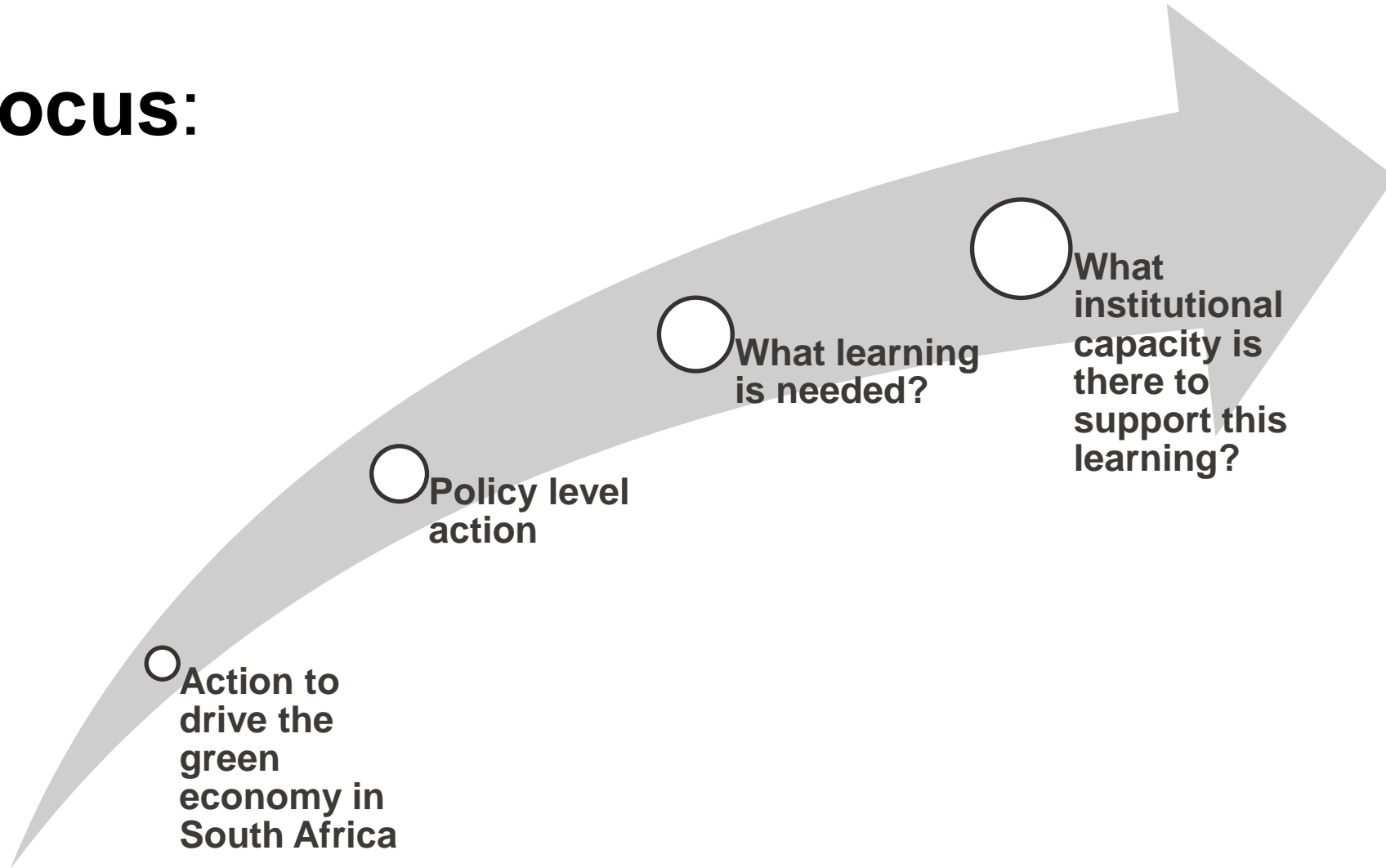
PAGE PARTNERSHIP FOR ACTION
ON GREEN ECONOMY

Green Economy Learning Assessment South Africa 2016

**Conducted by Eureta Rosenberg, Garry
Rosenberg and Nina Rivers, with input
from Heila Lotz-Sisitka and Presha
Ramasarup**

Green Economy Champions: What They Do and How They Learn

Focus:



Background: Why Green Economy?

Who are Green Economy Champions?

Assessment Methodology

Findings: What they do and learn

How they learn

Implications for Education Providers (Universities, NGOs, etc)

Why Green Economy?

A green economy "results in improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities. It is low carbon, resource efficient and socially inclusive" (UNEP, 2011)

**Sustainable
Development
Goals**

Background: Why Green Economy? **Who are Green Economy Champions?**

Assessment Methodology

Findings: What they do and learn

How they learn

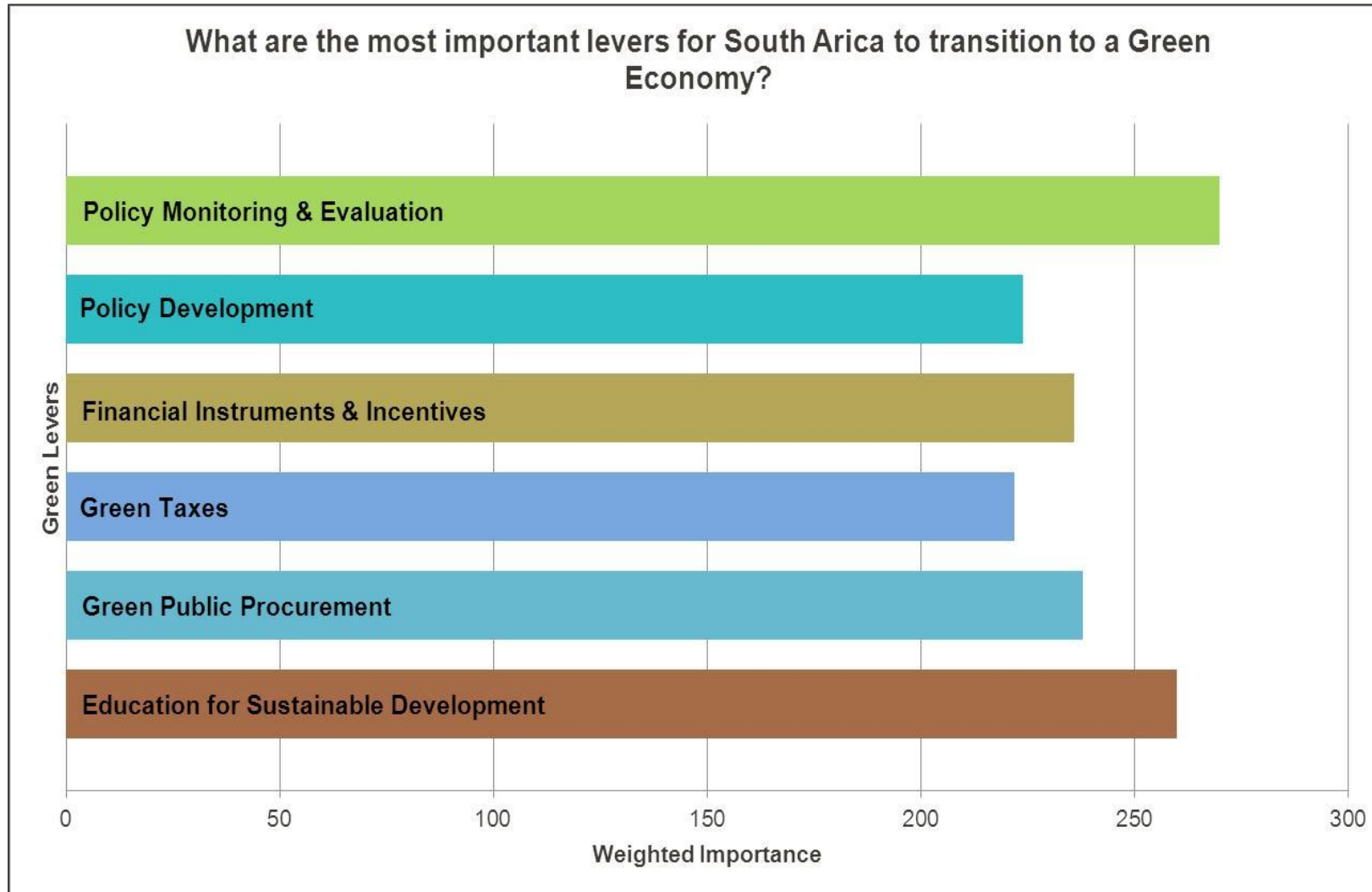
Implications for Education Providers (Universities, NGOs, etc)

Green Economy Champions

Green Economy Champions Work In ...

Focus Area/Sector	Survey 1 Responses (20 in total)
Energy	100.00% (20)
Transport	70.00% (14)
Waste	60.00% (12)
Water	55.00% (11)
Agriculture	55.00% (11)
Built Environment	55.00% (11)
Industry	50.00% (10)
Finance	35.00% (7)
Mining	20.00% (4)
Tourism	20.00% (4)
Fisheries	5.00% (1)
Forestry	5.00% (1)
Other (please specify)	15.00% (3) Public domain e.g. municipalities; Smart Cities

Green Economy Champions Work On ...



Background: Why Green Economy? Who are Green Economy Champions?

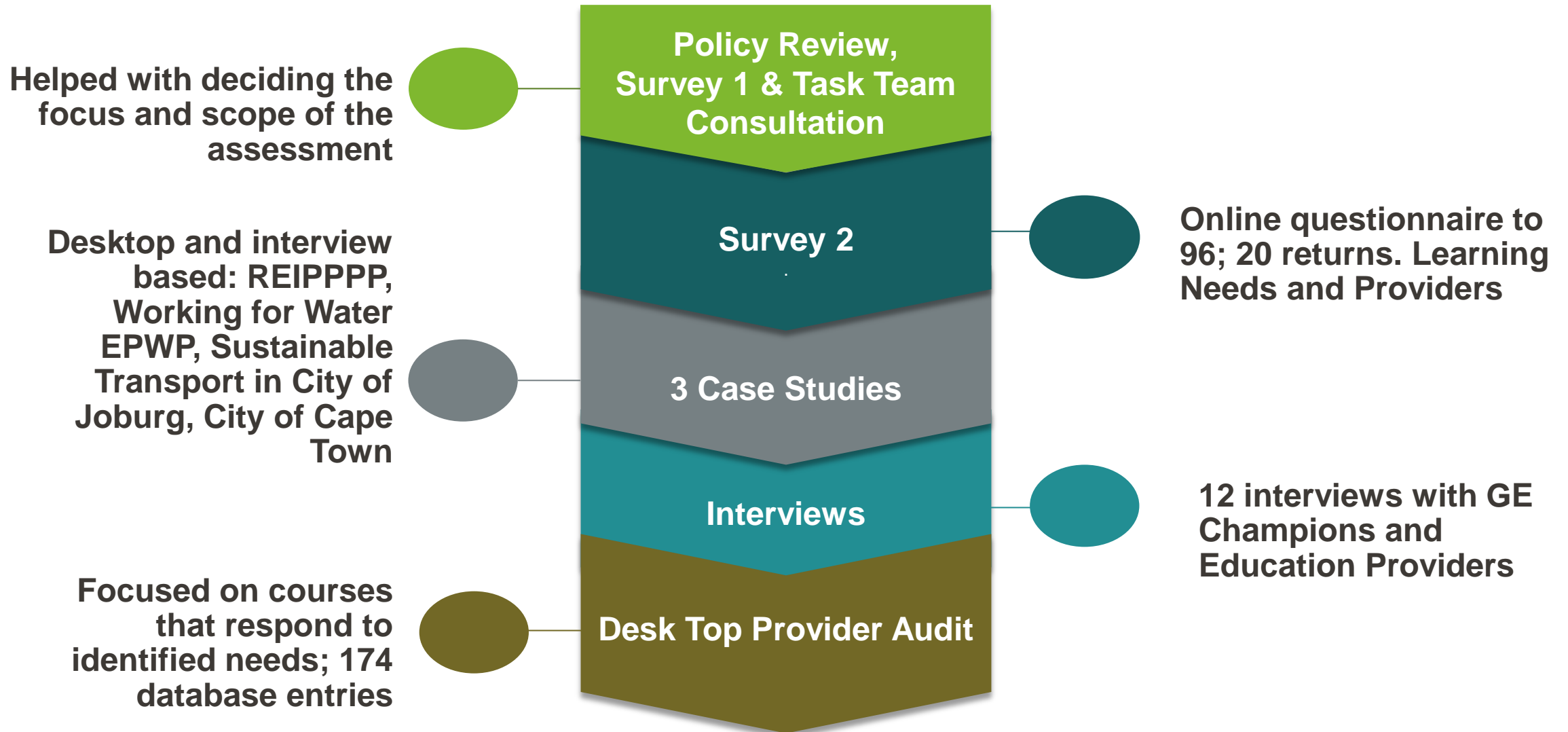
Assessment Methodology

Findings: What they do and learn

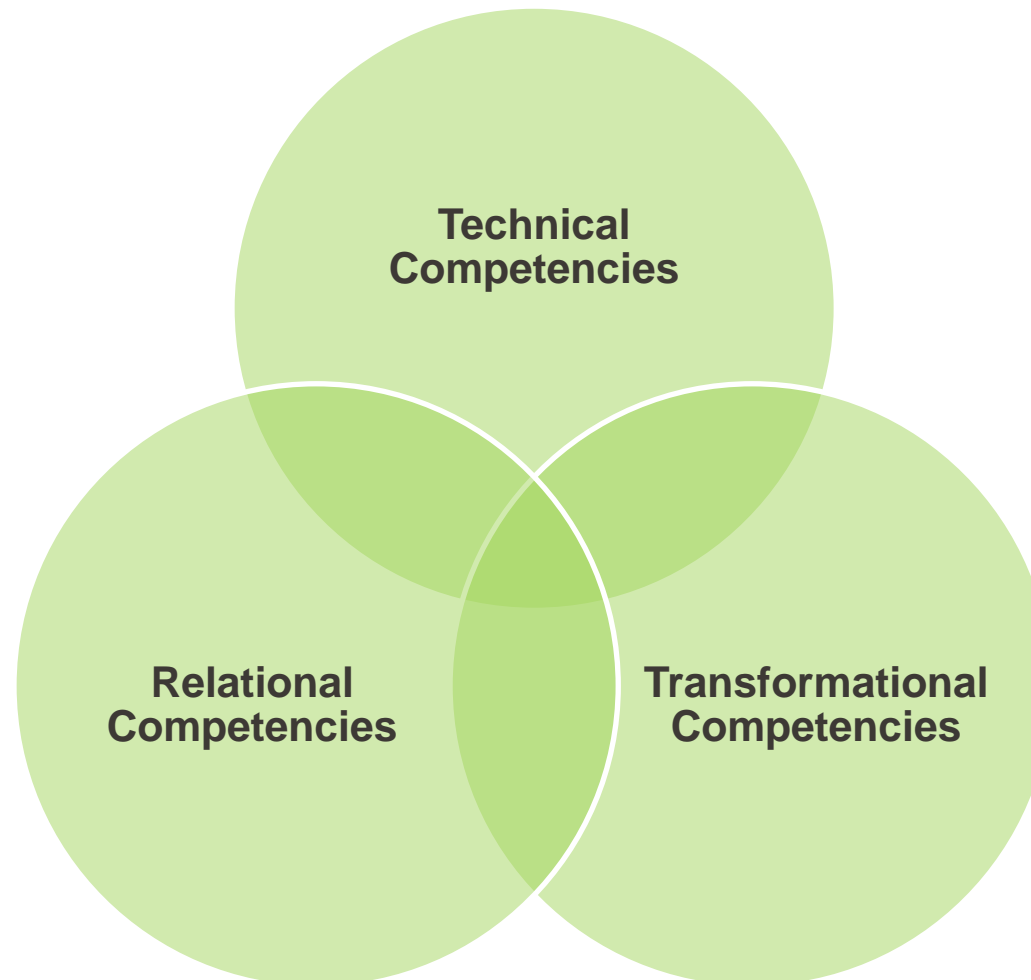
How they learn

Implications for Education Providers (Universities, NGOs, etc)

Learning Assessment Methodology



Competency framework for learning assessment:



**Ref: Otto Scharmer, MIT
"Field-based Leadership
Development"**

Key Competencies in Sustainability:

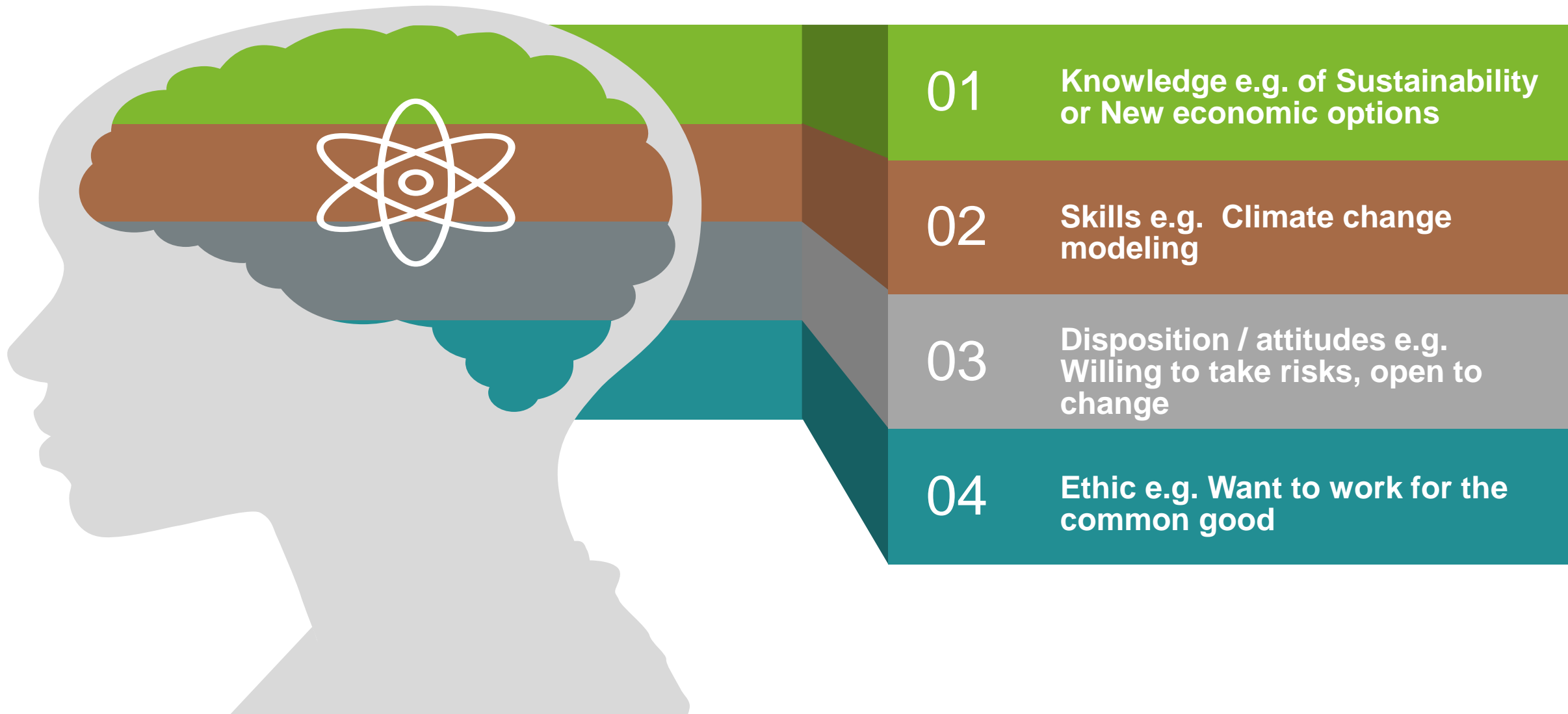
- **Inter-relational competency**
- **Systemic thinking competency**
- **Strategic competency**
- **Anticipatory competency**
- **Normative competency**

Ref: Wiek, Withycombe and Redman, *Sust Sci*, 2011:
Key competencies in sustainability: A reference framework for academic program development.

Combined:

- **Technical Competencies**
 - For example: quantitative modeling, qualitative modeling, cost accounting
- **Relational Competencies**
 - Communicative competency
 - Collaborative competency
 - Stakeholder engagement (including political) competency
 - Social learning competency
- **Transformational Competencies**
 - Systemic thinking competency
 - Strategic competency
 - Anticipatory competency
 - Normative competency

The make up of individual competencies



Background: Why Green Economy? Who are Green Economy Champions? What is our interest?

Assessment Methodology

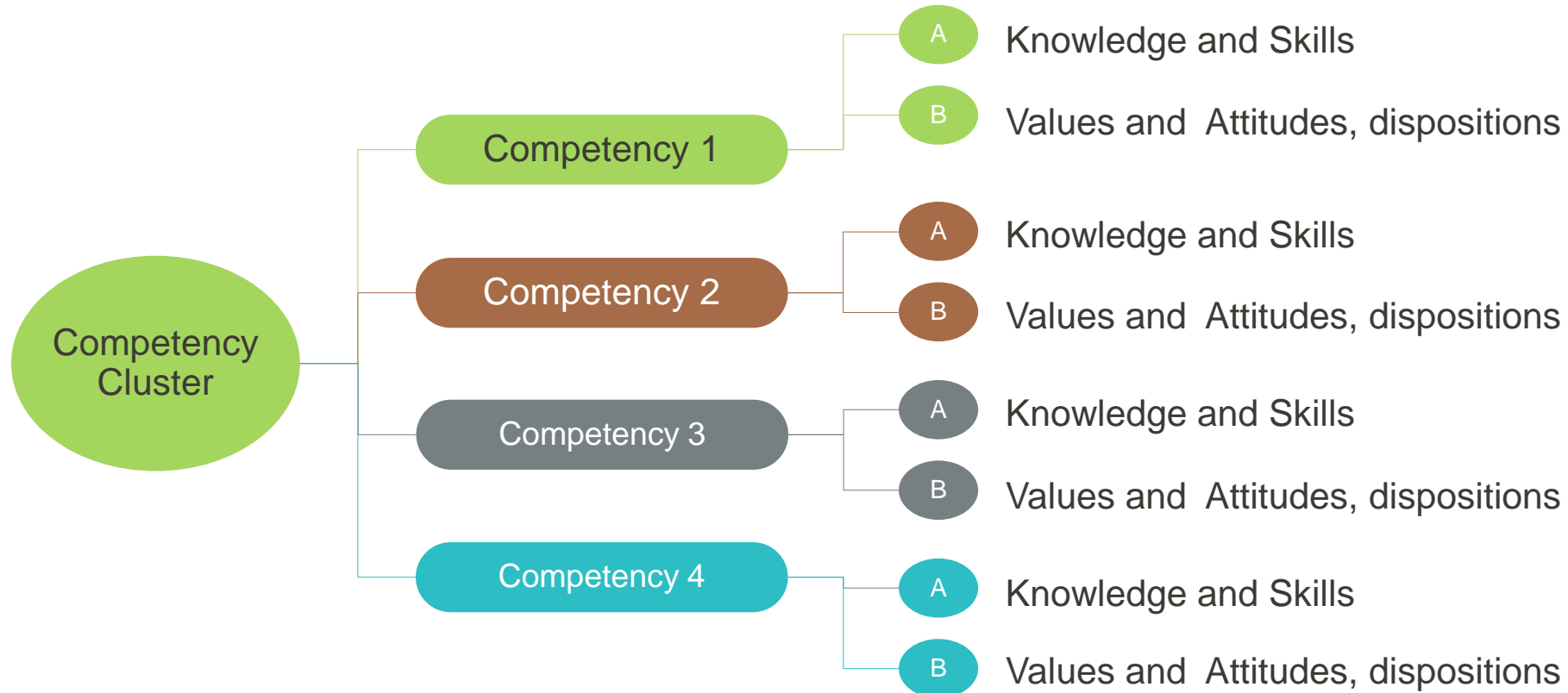
Findings: What they do and learn

Findings: How they learn

Implications for Education Providers (Universities, NGOs, etc)

Green Economy Champions: What They Do and Learn

A map of learning needs



Competency clusters identified:

1. Making the case for a green economy initiative or intervention

2. Integrated sustainable development (social, economic, ecological) planning, policy development and governance

3. Strategic adaptive management including review and evaluation

4. Coalition building and working effectively across different units within an organisation and across types of organisations and sectors

5. Expansive social learning and action across many different knowledge fields

Background: Why Green Economy? Who are Green Economy Champions? What is our interest?

Assessment Methodology

Findings: What they do and learn

Findings: How they learn

Implications for Education Providers (Universities, NGOs, etc)

1. Making the case for a green economy initiative or intervention

- **Sustainability** - understanding and valuing social, economic and ecological outcomes; knowing how to determine this value including its financial value and social benefit
- **Visioning** - Anticipatory and technical competence
- **Context responsiveness** –strategic competence
- **Working with policy** – technical, relational and transformative competence
- **Systems thinking and working with(in) complexity** - technical and normative competence
- **Modeling** – produce and use models - technical and anticipatory competence
- **Evaluation** – determine and show ecological and in particular social and financial impact and potential impact - technical and normative
- **Resource economics, business case development** – determining financial value of natural resources and their protection - technical
- **Working with qualitative and quantitative data** – technical competence
- **Setting up intelligent data gathering and data management systems** – to be able to show impact over time - technical competence
- **Communicate value to diverse stakeholders** - relational competence
- **Stakeholder engagement** to build partnerships, coalitions, shared values and ownership in the face of diverse values and mandates - relational competence

Background: Why Green Economy? Who are Green Economy Champions? What is our interest?

Assessment Methodology

Findings: What they do and learn

Findings: How they learn

Implications for Education Providers (Universities, NGOs, etc)

2. Integrated sustainable development (social, economic, ecological) planning, policy development and governance

- **Sustainability** - understanding and valuing social, economic and ecological outcomes; integrate across these domains - Normative and technical competence
- **Visioning** -- Anticipatory and technical competence
- **Context analysis** and planning to match the context – strategic competence
- **Systems thinking and working with(in) complexity** - technical and normative

- **Developing and integrating with policy** - Knowledge of and ability to interpret and apply policies and regulatory frameworks; integrating green economy and natural resources in organisational mandates; policy innovation; policy integration; **mainstreaming natural resource management** to inform planning, decision making - Strategic and technical competence
- **Understanding and applying new economic thinking** e.g. circular economies and just transition frameworks
- **Modeling, forecasting and future scenario-ing** – produce and use models including climate impact analysis - technical and anticipatory
- **Resource economics** – technical competence
- **Evaluation that reflects social, economic and ecological value** – technical and normative competence
- **Stakeholder engagement to build partnerships, shared values and ownership** -relational competence
- **Supporting change in agencies and actors, supporting communities in the implementation of policy**
- **Project / programme management and leadership competence.**

Background: Why Green Economy? Who are Green Economy Champions? What is our interest?

Assessment Methodology

Findings: What they do and learn

Findings: How they learn

Implications for Education Providers (Universities, NGOs, etc)

3. Strategic adaptive management including review and evaluation

- **Reflexivity** i.e. ability to recognise and reflect on outcomes of actions taken and adjust course and/or adjust initial starting assumptions
- **Strategic competence**, involving visioning, thinking laterally, seeing new connections and opportunities
- **Systems thinking** and working with(in) complexity
- **Decision making** and willingness to take risks in the face of uncertainty
- General **research and analysis** capacity
- Ability to design and implement complexity sensitive **monitoring and evaluation** - technical and relational competence
- **Working with data** - qualitative and quantitative data – technical competence
- **Setting up intelligent data gathering and data management systems** – technical competence
- Project / programme **management and leadership** competence
- Stakeholder engagement and communication skills

Background: Why Green Economy? Who are Green Economy Champions? What is our interest?

Assessment Methodology

Findings: **What they do and learn**

Findings: How they learn

Implications for Education Providers (Universities, NGOs, etc)

4. Coalition building and working effectively across different units within an organisation and across types of organisations and sectors

- **Strategic competence**, involving visioning, thinking laterally, seeing new connections and opportunities
- **Systems thinking** and working with(in) complexity
- **Integrative thinking** – transformative competence
- **Communicative** relational competence
- **Stakeholder engagement** – relational competence
- Understanding and applying relevant **policy** frameworks in an integrated or aligned manner
- **Social learning**
- Ability to **advance collaborative practices**, facilitate solution finding despite conflicting values
- Project / programme **management and leadership** competence.



Background: Why Green Economy? Who are Green Economy Champions? What is our interest?

Assessment Methodology

Findings: What they do and learn

Findings: How they learn

Implications for Education Providers (Universities, NGOs, etc)

**5. Expansive social learning
and action across many
different knowledge fields**

- **Systems thinking** and working with(in) complexity
- **Valuing** the contribution of **diverse disciplines** to solve sustainability issues and drive the green economy
- Able to **assemble and manage teams** with diverse disciplinary skills to solve sustainability issues and drive the green economy, practically, politically and conceptually
- Within individuals, **understanding, perspective and skills across disciplines.**
- Being comfortable with (using) qualitative and quantitative data
- Understanding and valuing **social learning**
- **Advance collaborative practices**, facilitate solution finding despite conflicting values
- Designing expansive / transformative and social learning programmes and facilitating social learning processes
- Designing learning opportunities that are appropriate for particular contexts

Background: Why Green Economy? Who are Green Economy Champions? What is our interest?

Assessment Methodology

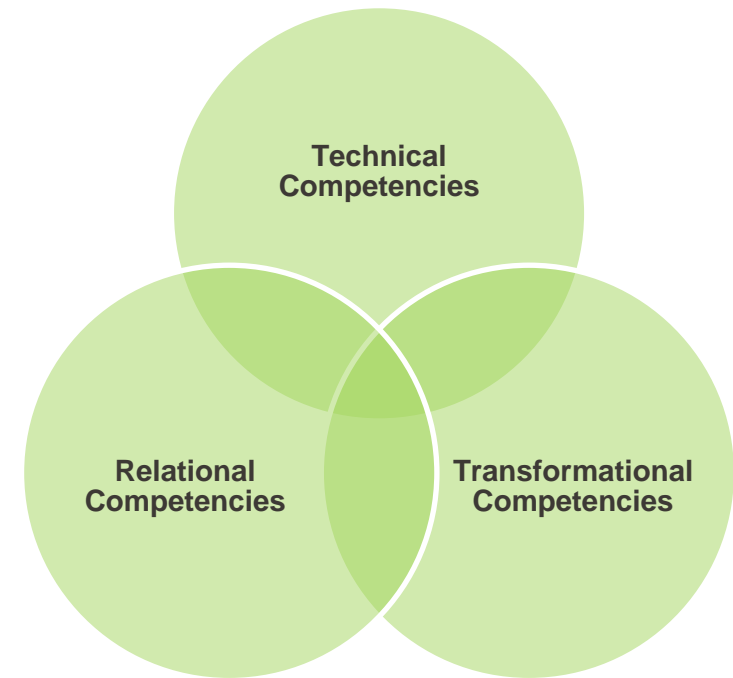
Findings: *What they do and learn*

Findings: How they learn

Implications for Education Providers (Universities, NGOs, etc)

Key Observations:

Technical, relational and transformative competencies are all important and overlap - a continuum



Background: Why Green Economy? Who are Green Economy Champions? What is our interest?

Assessment Methodology

Findings: What they do and learn

Findings: How they learn

Implications for Education Providers (Universities, NGOs, etc)

Key Observations:

Required competencies are found in teams

Champions work effectively with/in these teams

Champions work in **conductive organisational contexts**

Organisational Design and Human Resource Development
are therefore also required competencies

Background: Why Green Economy? Who are Green Economy Champions? What is our interest?

Assessment Methodology

Findings: What they do and learn

Findings: How they learn

Implications for Education Providers (Universities, NGOs, etc)

Green Economy Champions: How They Learn and Where

Background: Why Green Economy? Who are Green Economy Champions? What is our interest?

Assessment Methodology

Findings: What they do and learn

Findings: How they learn

Implications for Education Providers (Universities, NGOs, etc)

- **All SA universities and a small number of other providers address GE learning needs - a database of 104 entries including 30 online courses**
Green economy champions value a spectrum of learning opportunities, and a variety of different kinds
- **Most green economy champions are self directed in their learning, but**
- **At lower levels (junior to middle management) there is less access to resources**
- **Most learning takes place on the job, in groups with others, working together on projects**

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Assessment Methodology

Findings: What they do and learn

Findings: How they learn

Implications for Education Providers (Universities, NGOs, etc)

- For both initial learning and continued HRD:
- Programmes must address a mix of technical, relational and transformational skills
- Courses are valuable but not enough
- **Providers and workplaces need to develop hybrid models**
- **For example: Course + change project + network**
- **Training of trainers and general HRD capacity are essential interventions**

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PAGE Task Team

All Interviewees and Survey Respondents

Feedback Welcome – Thank You!

Tool for Teams to Determine Own Learning Needs:

What are ...		In relation to the tasks in the first column, and our competencies ...		
		What are the strengths in our team?	What are our competency gaps?	How can we improve our competency mix and levels?
The technical tasks?	<i>Hint: Use the tasks and competencies outlined in this assessment to guide you in completing these columns</i>			
The people related tasks?				
The transformational task(s)? (What change do we want and why?)				<i>Hint: Use information in this assessment to guide you in completing this column</i>

GE Learning Options Decision Making Tool:

Learning Options	Is good for:	Not good for:	Good in combination with:	Possible providers, places, resource people:	Decision:
Enrol for a long course (degree, certificate)				<i>(Hint: Refer to the GELA-SA 'living list' of opportunities)</i>	
Attend a short course or workshop accredited or not					
Online course					
On the job learning					
Conference					
Informal Networks					
Professional association					
Mentoring or Coaching					
On the job learning					
Brown bag lunches					
Reading, guided or shared					
Own research					