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:

- Action to drive the green economy in South Africa
- Policy level action
- What learning is needed?
- What institutional capacity is there to support this learning?
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)
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 ...

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

What are the most important levers for South Africa to transition to a Green Economy?

- Policy Monitoring & Evaluation
- Policy Development
- Financial Instruments & Incentives
- Green Taxes
- Green Public Procurement
- Education for Sustainable Development
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
Helped with deciding the focus and scope of the assessment

Desktop and interview based: REIPPPP, Working for Water EPWP, Sustainable Transport in City of Joburg, City of Cape Town

Focused on courses that respond to identified needs; 174 database entries

Online questionnaire to 96; 20 returns. Learning Needs and Providers

12 interviews with GE Champions and Education Providers

Policy Review, Survey 1 & Task Team Consultation

Survey 2

3 Case Studies

Interviews

Desk Top Provider Audit
Competency framework for learning assessment:

Technical Competencies

Relational Competencies

Transformational Competencies

Ref: Otto Scharmer, MIT
“Field-based Leadership Development”
Key Competencies in Sustainability:

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

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

01 Knowledge e.g. of Sustainability or New economic options

02 Skills e.g. Climate change modeling

03 Disposition / attitudes e.g. Willing to take risks, open to change

04 Ethic e.g. Want to work for the common good
Green Economy Champions: What They Do and Learn
A map of learning needs

Competency Cluster

- Competency 1
  - Knowledge and Skills
  - Values and Attitudes, dispositions

- Competency 2
  - Knowledge and Skills
  - Values and Attitudes, dispositions

- Competency 3
  - Knowledge and Skills
  - Values and Attitudes, dispositions

- Competency 4
  - Knowledge and Skills
  - Values and Attitudes, dispositions
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?

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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
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.**
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?

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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?

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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

**green skills**

Building capacity for a sustainable future
Key Observations:

Technical, relational and transformative competencies are all important and overlap - a continuum.
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
Green Economy Champions:
How They Learn and Where
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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
• 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
Acknowledgements

ILO (Najma Mohamed) and UNITAR (Amrei Horstbrink and Angus McKay)
DEA, DST, dti, and all other PAGE Partners
Rhodes ELRC (Heila Lotz-Sisitka) and DEA Green Fund
PAGE Task Team
All Interviewees and Survey Respondents

Feedback Welcome – Thank You!
Tool for Teams to Determine Own Learning Needs:

<table>
<thead>
<tr>
<th>What are ...</th>
<th>In relation to the tasks in the first column, and our competencies ...</th>
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<tbody>
<tr>
<td></td>
<td>What are the strengths in our team?</td>
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<tr>
<td>The technical tasks?</td>
<td>Hint: Use the tasks and competencies outlined in this assessment</td>
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<tr>
<td>The people related tasks?</td>
<td></td>
</tr>
<tr>
<td>The transformational task(s)? (What change do we want and why?)</td>
<td>assessment to guide you in completing these columns</td>
</tr>
</tbody>
</table>
## GE Learning Options Decision Making Tool:

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