

UNITAR (Bilateral Report)

Partnership for Action on Green Economy Trust Fund (PAGE)

REPORTING PERIOD: 1 January – 31 December 2021

1) Project Title: UNITAR – PAGE Workplan (ODA Countries and Global Activities)

⇒ MPTF Project Number: 105851

UNITAR - GLOBAL LEVEL

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the (national) and global level

**Key achievements
in 2021**

Global Learning Opportunities

PAGE e-learning portfolio

PAGE's e-learning portfolio has grown significantly in terms of scope and reach. Today, learners can educate themselves for free, and get certified, in seven peer-reviewed e-courses in up to nine languages. Over the past three years, PAGE e-courses reached 74'000 people from all over the world (approx. half from PAGE partner countries) and awarded more than 15'000 certificates of completion. PAGE courses are hosted at the UN CC:e-Learn platform, the single largest learning platform dedicated to green economy and climate change with more than half a million learners. Currently the following courses are available:

1. Introduction to Green Economy
2. Green Fiscal Reform
3. Green Industrial Policy
4. Green Economy and Trade
5. Introduction to Sustainable Finance
6. Indicators for an Inclusive Green Economy: Introductory course
7. Indicators for an Inclusive Green Economy: Advanced course

Overhaul of the e-course on sustainable finance

The [introductory e-course on sustainable finance](#) has been one of the most popular ones among the PAGE courses available on the UN CC:e-Learn platform, with 19,649 enrollments between its launch in March 2019 and December 2021 and an outstanding certification rate of 30% (total of 5,865 certificates issued). The course was originally developed in 2018 by PAGE together with the Skandinaviska Enskilda Banken (SEB) and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). In 2021, the course was comprehensively updated with technical inputs by the United Nations Environment Programme Finance Initiative (UNEP FI) and the International Finance Corporation (IFC).

The interactive and practical course provides learners with the basic knowledge to understand sustainable finance – its scope, its contribution to supporting action on climate change and sustainable development, the main actors and how financial institutions make decisions on sustainability-related issues. The course also allows learners to dig deeper into topics such as sustainable finance instruments, methodologies and frameworks for integrating sustainability into financial decisions, key global initiatives and sustainable finance regulations. These topics are supplemented by examples and case studies from around the world.

The course is available in a self-paced format and takes about 10 hours to complete. The target audience includes governments, academia, the financial sector, businesses, and civil society. It is also being offered to UN Country Teams in the framework of the UNDP-UNEP led SDG Task Team on sustainable finance.

PAGE podcast series “The Green Renaissance”

Throughout 2021 UNITAR, in collaboration with all PAGE partner agencies, delivered “The Green Renaissance” – a monthly podcast series on the green recovery. The series aims to unpack complex policy issues and present these in a clear and accessible way.

Over the year, UNITAR published nine more episodes, covering a range of green economy-related topics including green jobs, sustainable finance, circular economy, social equity, and sustainable agriculture – overall featuring 35 guests from around the world. Other highlight episodes included a round-table discussion with UNEP, UNECA, the University of Oxford and IMF in June on the state of play for the green recovery so far, as well as the launch of UNDP, UNEP and FAO’s report on “A Multi-Billion Dollar Opportunity: Repurposing Agricultural Support to Transform Food Systems.”

The series is being widely distributed across all major platforms and has now passed 5,000 total listens across more than 80 different countries. The series’ final episode “Pacts, Protests and the Legacy of COP26” – featuring representatives from UNITAR, the University of Massachusetts and YOUNGO – was released in February 2022.

Peer-learning for a green recovery

In 2021, PAGE initiated a series of peer learning exchanges to help support and leverage knowledge and experience sharing between policy makers and other stakeholders from PAGE partner countries on green recovery practices. The exchanges provide participants the opportunity to engage in informal learning and relationship-

building in a small group setting. The peer learning events are demand driven, each one focussing on a thematic area that is of interest to participating parties. Sharing first-hand experiences between countries, aims to inform and contribute to real-life policy processes, facilitate the replication of green recovery policies and projects, to scale collaboration and innovation.

The peer learning initiative was launched in January 2021 with a presentation to PAGE national coordinators, funding partners, and agencies during the monthly PAGE Family Gathering call. In February, a survey was carried out to identify thematic interests and define country pairings. The subsequent peer learning events addressed real-life policy issues and challenges in PAGE countries and supported ongoing policy reforms. List of peer learning exchanges that took place over 2021:

- Sustainable finance (Mongolia, Kyrgyz Republic), 2 exchanges
- Sustainable education (Kazakhstan, Kyrgyz Republic)
- Inclusive digital green economy (global, PAGE constituents)
- Sustainable public procurement (Ghana and Senegal)
- Green economy learning assessments (India, Indonesia), 2 exchanges.

Two peer-learning exchanges on the topic of "Nature-positive subsidies organised in partnership with BIOFIN – the Biodiversity Finance Initiative at UNDP (One for LAC countries and one for Central Asian countries) were scheduled for (and took place on) 9 and 10 February 2022. A final peer learning event on "Instruments for a green transition" is envisioned between Kazakhstan, Germany, and the EC in first quarter of 2022.

Contribution to a BMU-funded flagship training on green recovery

The German Ministry of Environment invited PAGE to contribute to the UNEP/UNESCO/BMU "Short-Course on Ecosystem Restoration towards Green Recovery" which was organized online by the Technical University (TU) Dresden from 1 November to 10 December 2021. PAGE (with UNITAR as coordinating agency) ran two 90 minutes live sessions (on 29 and 30 November) during part three of the course that dealt with "aligning stimulus or other economic packages to avoid post COVID-19 lock-in effects in non-sustainable structures". 21 experts from 16 countries who prepare and implement political decisions and practical measures in ministries, authorities, local government and non-governmental institutions attended the training. The PAGE sessions featured a mix of plenary discussions, expert presentations, interactive exercises, as well as polls and video elements. Some of the key issues discussed included the application of IGE instruments in the context of nature conservation, opportunities and challenges for a green recovery going forward, as well as a case study on economic recovery and biodiversity: the example of South Africa's Economic Reconstruction and Recovery Plan. In the course evaluation, the sessions led by PAGE received one of the highest scores. Participants rated the content as "absolutely essential" and the teaching style as "excellent". Going forward UNITAR and TU Dresden will continue sharing information about up-coming learning opportunities and disseminate it among relevant stakeholders/partners.

Learning Packages for Roll-out by National Education Institutions

Green economy modelling

In 2020, UNITAR in collaboration with UNEP launched a package of teaching materials for a semester-long course on “Inclusive Green Economy Modelling” which is freely available to higher education institutions around the world. The goal was to support interested universities in establishing recurrent courses on modelling. In 2021, the materials were translated to French by UNEP (in addition to the existing set of materials in English and Spanish, final revisions to the French materials are under way). UNITAR and UNEP organized a webinar on 1 June 2021 to introduce the course to interested stakeholders in Francophone partner countries.

In addition, in 2021, UNITAR led several bilateral discussions with interested education institutions to further explore opportunities for adopting the course. In this context, the University of Indonesia expressed interest in running the course in partnership with two other national universities. UNITAR supported the adaption of the materials to the Indonesian context and in third quarter of 2022 the course was delivered in 12 sessions to 44 students at three different universities: the University of Indonesia, University of Sriwijaya and President University. The course materials were also taken up by the Kyrgyz Russian Slavic University.

In total, five national universities have by now established modelling courses based on the package provided by PAGE (Three in Indonesia, one in Peru and one in Kyrgyz Republic). In addition, three universities in Latin America confirmed interest in taking up the course: Universidad de Buenos Aires, University of Guyana and the Universidade Federal de Mato Grosso. UNITAR will continue following-up on these opportunities in 2022.

Green industrial policy

(The e-course, originally published in English, has been translated and made available in three additional languages: Spanish, French and Khmer).

From Learning to Action: Highlights from the 2021 Impact Survey

UNITAR conducted an impact survey to understand how PAGE trainings are contributing to achieving sustainable and green growth worldwide. Participants from 10 trainings delivered at regional and global levels by PAGE agencies as well as learners that have taken PAGE e-courses were invited to take part in this survey. The survey was made available in four languages during the month of December 2021 and in total, 316 responses were received. Of the respondents, 60% were male, 38% were female and 1% preferred not to say. The survey covered participants from 88 countries, with 48% coming from PAGE countries.

Overall, 88% of respondents said that they have applied the knowledge and skills acquired through PAGE trainings. Almost half of them (42%) have applied them frequently, 35% occasionally, and 11% infrequently.

	<p>48% of respondents received a promotion or improved their job performance and 8% of respondents received a financial reward after completing a PAGE training/course, either through a wage raise, bonus, or other financial incentive provided by the employer. Moreover, 50% of respondents agreed that their well-being or mental health improved during the COVID-19 crises after taking a PAGE training/course.</p> <p>94% of respondents have become more confident advocating for an inclusive green economy after taking a PAGE training/course. Furthermore, 93% of respondents have increased their capacity to identify and leverage opportunities for the promotion of an inclusive green economy.</p> <p>In addition, PAGE welcomes the use of its learning materials by other education and training programmes in order to raise awareness and develop human capacity at the national level. According to the results of the annual survey, 59% of respondents reported that they have used PAGE learning materials to organize their own trainings and activities.</p> <p><u><i>Joined-up approach to evaluating learning</i></u></p> <p>PAGE has been delivering a range of face-to-face trainings, e-learning, and other tailored capacity-building products and services on IGE at national, regional, and global levels. In order to allow for systematic evaluation of learning across agencies and partner countries, UNITAR developed an Evaluation Toolkit. The Toolkit includes the following materials:</p> <ol style="list-style-type: none"> 1. Guidance Note 2. Survey form for local and national learning events 3. Survey form for regional and global learning events 4. Self-assessment form 5. Impact survey template 6. List of participants template 7. Step-by-step guide <p>In 2021, the materials were made available to PAGE countries and introduced to national coordinators and focal points during a workshop session. In addition, UNITAR has also developed a database where the results of post-training surveys, as well as the results of impact surveys, can be consolidated in a common space. The database will help keep track of the results in order to report on PAGE's new logframe. Currently, Uruguay, Kazakhstan, and Burkina Faso have made use of this tool which is expected to be extended to other PAGE countries.</p>
<p>Key Achievements 2021 (Add. Support for Green Recovery)</p>	<p>PAGE Economic Policy Advisory Group</p> <p>UNITAR supported the preparatory discussions linked to the G20's 2022 meeting to be held in Indonesia. A key input included the development of a draft shortlist of reputable economists as well as think tanks and research institutions with regional or global reach. The individuals and entities will be considered throughout 2022 to provide specific technical assistance and networking opportunities in support of PEPAG's objectives related to the G20 meeting and further participating PAGE countries.</p>

<i>Outcome 4 - Countries have improved their knowledge base for advancing IGE</i>	
Key achievements in 2021	<p>Green Economy Learning Network</p> <p>The Green Learning Network (GLN) is designed as a community of practice for learning professionals and students to exchange green learning resources, share experiences, and collaborate. The GLN was officially launched in November of 2020. Developments in 2021 reflect the Network’s three interconnected elements:</p> <ol style="list-style-type: none"> 1. A library of resources hosted on the GGKP website. Since November, over 250 new resources have been added to the Learning Hub. 2. A growing community: the GLN newsletter, which is sent out every two months, has grown to over 400 subscribers with an average open rate of 35% and an average click rate of 22.5%. The GLN LinkedIn community counts over 270 users from over 55 countries. 3. Webinars and peer-learning events: The first webinar discussion, hosted in partnership with UNEP’s Youth + Education Alliance as well as the International Renewable Energy Agency, attracted nearly 300 registrants, and the second one - over 650 registrations. <p>As a next step, UNITAR will seek collaboration with the green economy youth groups under the Higher Education Sustainability Initiative (HESI) to ensure the continuity of work beyond PAGE support.</p>
Key Achievements 2021 (Add. Support for Green Recovery)	<p>Global Recovery Observatory</p> <p>Towards the end of the year, in collaboration with PAGE agencies and Oxford University's Smith School of Enterprise and the Environment, UNITAR initiated the production of a video-based primer to introduce the purpose and functionalities of the Global Recovery Observatory to a global audience in a succinct and captivating manner. The primer will be released in the first quarter of 2022.</p>

UNITAR - MONGOLIA

<i>Outcome 1- Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.</i>	
Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	<p>Supporting a Green Recovery in Mongolia</p> <p>Throughout 2021, UNITAR facilitated the delivery of a targeted green recovery programme for Mongolia in collaboration with the government, PAGE agencies and the UN Resident Coordinator’s Office (UNRCO). The green recovery support builds on the Government’s Action Plan 2020-2024, which considers “sustainable tourism based on nature, history and cultural heritage” as key to economic recovery. The tourism sector is the third largest contributor to the Mongolian economy and has been severely impacted by the pandemic. To promote a green recovery of the sector, PAGE has been supporting the development of a “Ger and Nature” scheme, with the aim to contribute to economic diversification, improving rural livelihoods and reducing greenhouse gas emissions. Another important area for PAGE support in 2021 has been energy subsidy reform, which will be critical to creating fiscal space, redirecting incentives and achieving Mongolia’s ambitious climate targets.</p> <p>As coordinating agency, UNITAR held bi-monthly inter-agency calls, organized a briefing for PAGE funding partners on 21 April 2021, facilitated Mongolia’s participation in the 2021 edition of the PAGE Academy, and connected PAGE with the UNRCO-led work on the Common Country Analysis and up-coming UNSDCF.</p>

<i>Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.</i>	
Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	

<i>Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the <u>national</u> and (global) level.</i>	
Key achievements in 2021	<p>Peer Learning with the Kyrgyz Republic to Enhance Green Finance</p> <p>In February 2021, UNITAR initiated a virtual South-South exchange between Kyrgyz Republic and Mongolia in the area of green finance. The cooperation between the two PAGE partner countries is leveraging the Mongolian experience in establishing the Mongolian Green Finance Corporation (MGFC). The exchanges gathered key stakeholders from the Ministry of Economy and Finance, Union of Banks of the Kyrgyz Republic, as well as a representative of GGGI which played a key role in supporting Mongolia in setting up the MGCF. Following the discussions, GGGI agreed to support Kyrgyz Republic and hired a</p>

	<p>green investment officer based out of Ulaanbaatar to help with the work there. With the Kyrgyz Republic at the starting point in promoting sustainable finance, the experience of Mongolia can offer significant support and insights. Finance for sustainable development is included as a priority action of the Kyrgyz Republic's Green Economy Development Programme.</p> <p>Integrating IGE into National University Curricula</p> <p>A course on Green Economy which was developed with support by UNITAR has been included as an elective in two Bachelor-degree programmes offered by the Mongolian University of Life Sciences (MULS): 1) "Agricultural cybernetics (majoring in Economics and Mathematical Modelling, and in Data Analysis)"; and 2) "Marketing (majoring in Marketing, Marketing of Tourism, and E-Commerce and Marketing)". Both programmes were approved by the president of the University on 28 October 2021. The course is also offered as an elective under a new master's degree Programme on Environmental Economics at the University of Finance and Economics (UFE).</p>
<p>Key Achievements 2021 (Add. Support for Green Recovery)</p>	

UNITAR - PERU

Outcome 1 - Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.

**Key achievements
in 2021**

Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.

**Key achievements
in 2021**

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the national and (global) level.

**Key achievements
in 2021**

UNITAR - SENEGAL

Outcome 1- Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.

Key achievements in 2021

Key Achievements 2021
(Add. Support for Green Recovery)

Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.

Key achievements in 2021

Key Achievements 2021
(Add. Support for Green Recovery)

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the national and (global) level.

Key achievements in 2021

Development of an Operational Directory on Green Jobs and Occupations

UNITAR and ILO jointly supported Senegal in developing an operational directory of green jobs and occupations. The work builds on the mapping of institutional learning needs and capacities related to inclusive green economy conducted in 2018. The directory aims to support the creation of new green jobs and the adaptation and transformation of existing jobs and identifying learning gaps. It allows stakeholders in the labour market, such as employers, to more accurately measure and define the green skills they require. It also serves as a guide for the training sector in developing programmes to meet this demand. In the framework of the development of the directory, a meeting was organized on 8 June 2021 in which Côte d'Ivoire shared its own experience in developing a green jobs directory with Senegal and Burkina Faso.

The development of this operational directory was already identified as a priority in 2015 when the national strategy for green jobs promotion recognized that the ecological transition in Senegal will require new jobs related to the use of new technologies, but also the adaptation and transformation of existing jobs. An initial operational directory of jobs and professions in Senegal was developed in 2003, covering 22 occupational categories and job descriptions for 66 fields of activity. However, green skills were not considered at the time.

Participation in West Africa Hub to Promote Green Economy Learning

UNITAR facilitated the participation of representatives from Senegal in South-South exchanges under the UN CC:Learn West Africa Hub. The Hub is led by the Agriculture, Hydrology and Meteorology (Agrhymet) Regional Centre, a

	<p>specialized agency of the Permanent Inter-State Committee against Drought in the Sahel (CILSS) and a WMO Regional Climate Centre, serving 13 countries, namely Benin, Burkina Faso, Cape Verde, Chad, Ivory Coast, Gambia, Guinea, Guinea Bissau, Mali, Mauritania, Niger, Senegal and Togo. Several consultations between learning institutions in West Africa were organized to share experiences and explore possible opportunities in the areas of climate change and green economy. As a follow-up to the experience-sharing sessions, in 2021, UNITAR delivered an online training of trainers to 17 professionals from five learning institutions in the region (Ecole Nationale d'Administration (ENA), Institut des Sciences de l'Environnement (ISE) of Senegal, Ecole Nationale des Eaux et Forêts (ENEF), Institut Universitaire de Formations Initiale et Continue (IUFIC) of Burkina Faso, and Agrhymet) on the development and delivery of e-learning courses. Participants were walked through the ins and outs of e-learning by an instructional design expert, giving them a broad overview of the steps and processes to develop effective online learning for adults. Each of the four sessions lasted 1 hour and 30 minutes, and allowed for interaction, with participants actively engaging in discussions among themselves and with tutors.</p>
<p>Key Achievements 2021 (Add. Support for Green Recovery)</p>	

UNITAR - GHANA

Outcome 1- Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.

Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	

Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.

Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	<p>Project Proposal on Green Economy and Climate Change Education</p> <p>UNITAR initiated and supported the development of a funding proposal on “Tackling climate change and creating green jobs through education and training” for submission to the German Climate Fund (IKI). The proposal was developed jointly by UNDP, UNITAR, ILO and UNESCO with inputs by the Ghanaian Environmental Protection Agency (EPA) and the Council for Technical and Vocational Education and Training (COTVET). The main objective of the proposed project is to increase the relevance of TVET and skills development to the needs of the labour market in Ghana. It aims to promote innovation and behavioral change in line with environmental responsibility and industrial development. Beneficiaries will gain employable skills that will contribute to Ghana’s transition to a greener and sustainable economy and to Ghana’s Covid-19 Alleviation and Revitalization of Enterprises Support (CARES). The project was submitted to IKI in March 2021 by UNDP as lead implementing agency. No response has been received so far.</p>

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the national and (global) level.

Key achievements in 2021	<p>Training Programme on Green Finance and “Green Champions” Event</p> <p>UNITAR and UNEP supported the University of Ghana Business School (UGBS) in developing a course on green finance targeting public officials and other stakeholders involved in financial, economic and sectoral policy design and implementation. After a successful pilot in December 2020, UGBS added the course to its portfolio of short executive courses. As of 2021, the course is being run in two ways:</p> <ul style="list-style-type: none"> • Scheduled programmes: This entails running modules on Green Finance as a regular short course (up to 5 days). The course is advertised to the general public through electronic and print media and is run twice per year.
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	<p>After every round of training, feedback from participants is used to improve upon the content and delivery of subsequent rounds of training.</p> <ul style="list-style-type: none"> • In-house/customized programmes: With this, staff of the UGBS approaches specific organizations to encourage them to provide customized training to its staff on various aspects of Green Finance. Based on discussions, the trainings are organized to meet the needs, available budget and delivery preferences of the client. <p>In 2021, UGBS also organized a “Green Finance Champions” Event on 6 July to recognize individuals who have made significant contributions to the development of green economy and finance in Ghana. Through the event seven organizations and individuals were acknowledged and honored for their work. The event was attended by a total of 73 participants.</p>
<p>Key Achievements 2021 (Add. Support for Green Recovery)</p>	

UNITAR - MAURITIUS

Outcome 1- Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.

Key achievements in 2021

Key Achievements 2021
(Add. Support for Green Recovery)

Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.

Key achievements in 2021

Key Achievements 2021
(Add. Support for Green Recovery)

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the national and global level.

Key achievements in 2021

Following the *Green Economy Learning Assessment: Mauritius, Competencies to Enable a Green Transition* conducted in 2019, UNITAR continues to support and engage with national partners and key stakeholders to advance the integration of green economy into national training curricula and promote IGE and climate change learning in schools.

Roll-out of Training for Civil Servants

With the support of UNITAR, trainers of the Civil Service College Mauritius (CSCM) have successfully undergone a Training of Trainers (ToTs) programme (in February 2020). Following the ToT, between July 2020 to 30 November 2021, a total of 461 mid-level civil servants (42% being females) have been trained in two courses offered by CSCM where IGE considerations have been integrated (two courses are: Project Management in the Public Sector and Strategic Planning). Those civil servants are well placed in the hierarchy of the government to influence policy decisions with green economy considerations.

Integrating Climate Change/Green Economy Learning in Schools

Building on a series of consultative meetings in Mauritius and Rodrigues (October-December 2020) which brought together policymakers, educators and NGOs, in 2021 the stakeholders unanimously agreed that green economy learning should be integrated formally into the school curricula at the primary and secondary levels. Review of school curricula takes place every 4 to 5 years

	<p>and the Mauritius Institute of Education (MIE) expressed commitment to carry out the integration at the next round of review.</p> <p>In addition, in 2021 the MIE has agreed to host a centralised online portal that will incorporate various e-learning modules and resources related to CC/IGE for easy access to teachers. This MIE-hosted database will be updated regularly and is promoted through websites of other partners including the Ministry of Education, Ministry of Environment, the CSCM and NGOs.</p> <p>Following recommendations from the workshops, a national essay competition for primary and secondary school children on Climate Change and Green Economy was organised in 2021, with a total of 591 entries received from Mauritius, Rodrigues and Agalega. The first edition of the national essay competition sensitized the teachers and parents on the challenges of climate change and IGE. The CSCM will assist in supporting the essay competition in the coming next two years until a ministry or organisation sustains the initiative on an annual basis.</p> <p>Technical Assistance and Capacity Building for the Civil Service College</p> <p>The CSCM, a key national institution in the training of public officers, expanded its portfolio of courses on green economy related courses. CSCM has upgraded its e-learning system platform iTrain (www.cscm.mu/index.php/itrain), and with technical assistance provided by UNITAR, integrated several PAGE e-learning courses including (i) Indicators for an Inclusive Green Economy: Introductory Course, (ii) Indicators for an Inclusive Green Economy: Advanced Course, (iii) Introduction to Green Economy. More courses can be added in the future, including Green Economy and Trade, Green Fiscal Reform, Sustainable Finance, Sustainable Diet and Sustainable Consumption and Production in Africa. On top of these courses, school teachers in Rodrigues and Mauritius have been sensitised to take up the 5 courses on the UN CC:e-Learn platform.</p> <p>The new CSCM training platform goes live in January 2022 and will be accompanied by a wider sensitisation campaign to entice public officers, students and the general public to enrol to these courses.</p>
<p>Key Achievements 2021 (Add. Support for Green Recovery)</p>	

UNITAR - BURKINA FASO

Outcome 1- Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.

Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	<p>Supporting a Green Recovery in Burkina Faso</p> <p>When Burkina Faso was hit by the COVID-19 pandemic, PAGE initiated a new support programme, focusing on the green economic recovery of the tourism sector. A Technical Monitoring Committee (CTS) under the leadership of the Ministry of the Environment, Green Economy and Climate Change was set up to oversee the activities and ensure national ownership and continuity beyond the PAGE programme. It is composed of 12 key players in the tourism, economy and finance and environment sectors, with representatives from the National Office of Protected Areas, General Directorate of Economy and Planning, General Directorate of Taxes, National Observatory of Tourism and employers' organizations of tourism and the hotel industry, alongside the PAGE National Coordinator and Focal Point.</p> <p>At the same time, the country's next national development plan for the period 2021-2025 (PNDES 2), adopted on 30 July 2021 by the Government, provided a new entry point to better mainstream IGE within sectoral strategies, building on the National Green Economy Strategy (SNEV).</p> <p>As coordinating agency, UNITAR held monthly inter-agency calls, organized two CTS sessions, systematically followed up on and provided inputs to activities led by other agencies, and facilitated Burkina's participation in the 2021 edition of the PAGE Academy. UNITAR also joined the UN Country Team to facilitate PAGE's contribution to the UNRCO-led work on the Common Country Analysis and new Cooperation Framework.</p>

Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.

Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the national and global level.

Key achievements in 2021	<p>Facilitating Regional Exchanges on Green Economy and Climate Change</p> <p>UNITAR has facilitated a collaboration between PAGE and the West African Regional Learning Platform on Climate Change, a programme initiated by UN CC:Learn in partnership with the Agrhyment Regional Centre. The platform</p>
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	<p>facilitates experience sharing, training and dialogue between countries and institutions in the region on learning on inclusive green economy and climate change. Activities include webinars, expert debates, trainings and the development of learning materials adapted to the context of the region, helping to strengthen synergies and collaboration. Through this platform Burkina Faso has shared experiences on IGE policy development and capacity building with other countries and institutions in the region, including a virtual meeting on 8 June 2021 with Côte d'Ivoire and Senegal to exchange experiences on the development of a directory of green jobs to more accurately measure the demand for green skills.</p>
<p>Key Achievements 2021 (Add. Support for Green Recovery)</p>	

UNITAR - JIANGSU PROVINCE, CHINA

Outcome 1 - Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.

**Key achievements
in 2021**

Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.

**Key achievements
in 2021**

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the national and (global) level.

**Key achievements
in 2021**

UNITAR - SOUTH AFRICA

Outcome 1- Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.

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Key achievements in 2021

Quality Management of Continuing Education Courses Offered by Universities

In Since 2019, UNITAR has been working with the Southern African Regional University Association (SARUA) on a project that aimed to support the establishment a system for effective quality management and formal recognition for continuing education courses offered by universities

In 2021, the updated guidelines for continuous education provided by universities were presented to regulators in South Africa (including Council for Higher Education (CHE) and Department of Higher Education and Training (DHET). All institutional partners were supportive of the guidelines; however, no formal recognition was achieved at this point. In 2022, SARUA will explore opportunities to align the guidelines with the work of the technical committee on accreditation under the Southern African Development Community (SADC).

During 2021, the guidelines and the quality assurance mechanism were presented to accreditation officers from 13 South African universities at two events on 23 and 24 February. Following the events, an online community of practice was established on the SARUA website so that universities can exchange and collaborate.

Also in 2021, the development of a quality assurance system mechanism (technology-based prototype system) for quality review and assurance was completed and pilot tested by the University of Western Cape. The University is now planning a full implementation of the amended Guidelines across its portfolio of continuous education courses.

	The project is now complete, however, efforts by SARUA will be ongoing to ensure the outreach and awareness-raising for other universities, as well as for regulators in South Africa and the Southern African Development Community (SADC).
Key Achievements 2021 (Add. Support for Green Recovery)	

UNITAR - MATO GROSSO STATE, BRAZIL

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Key Achievements 2021 (Add. Support for Green Recovery)	

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Key Achievements 2021 (Add. Support for Green Recovery)	

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the national and (global) level.

Key achievements in 2021	<p>Incorporating IGE into Higher Education Curricula</p> <p>A key finding of the 2020 Green Economy Learning Assessment (GELA) was that an overwhelming majority of institutions have a strong interest in incorporating IGE concepts and considerations into their existing offer. However, at the same time, these institutions lack the resources and experience to turn that ambition into practice.</p> <p>Acting on the recommendation of the GELA to reflect IGE concepts in higher education curricula, UNITAR formed a working group together with four public universities in Mato Grosso (UFMT, UNEMAT, IFMT, UFR) which worked on a common Action Plan. The Action Plan outlines the governance, responsibilities, timeline, tentative learning objectives and methodological parameters of a so-called Extension Course (similar to a Summer School), a communication plan as well as a sustainability strategy post-PAGE. The Action Plan was completed and validated by the National Steering Committee in November 2021. Development of the Extension Course is well underway and on track to be finalized in the first quarter of 2022.</p> <p>The pilot edition is expected to be offered by the four universities in April 2022, targeting students from various disciplines, such as economics, business administration, sociology, political science, engineering and others more.</p>
Key Achievements 2021 (Add. Support for Green Recovery)	

UNITAR - KYRGYZ REPUBLIC

Outcome 1- Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.

Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	

Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.

Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the national and (global) level.

Key achievements in 2021	<p>University Courses on Inclusive Green Economy (collaboration with AVZUR)</p> <p>In 2021, PAGE continued collaborating with the American University of Central Asia (AUCA) under the framework of the Alliance of Universities for Green Economy and Sustainable Development (AVZUR). AVZUR counts 13 of the country’s leading universities as members. In 2021, AVZUR member universities selected through a collaborative process five topics for new academic courses to be developed around Green Economy. Each course was developed by a different AVZUR member, however the courses are now co-owned by the Alliance and accessible to all members via the dedicated learning portal: http://e-learn.avzur.kg/. In addition to the five new courses, the PAGE academic course on IGE modelling was tailored to the national context.</p> <p>All academic courses are gradually being integrated into the curriculum of the universities that supported their development in the academic year 2021-2022, mostly as electives at master’s level. Depending on the popularity of the courses with students, more universities will consider including them in their academic programmes. The list of courses and institutions supporting the development is included below:</p> <table border="1"> <thead> <tr> <th><i>Name of course</i></th> <th><i>Developed by:</i></th> </tr> </thead> <tbody> <tr> <td>Economics of climate change in Central Asia</td> <td>OSCE Academy in Bishkek</td> </tr> <tr> <td>Green and sustainable finance</td> <td>International Alatau University (IAAU)</td> </tr> <tr> <td>Agriculture and green growth</td> <td>Kyrgyz National Agrarian University (KNAU)</td> </tr> <tr> <td>Green economy and international trade</td> <td>American University of Central Asia (AUCA)</td> </tr> </tbody> </table>	<i>Name of course</i>	<i>Developed by:</i>	Economics of climate change in Central Asia	OSCE Academy in Bishkek	Green and sustainable finance	International Alatau University (IAAU)	Agriculture and green growth	Kyrgyz National Agrarian University (KNAU)	Green economy and international trade	American University of Central Asia (AUCA)
<i>Name of course</i>	<i>Developed by:</i>										
Economics of climate change in Central Asia	OSCE Academy in Bishkek										
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Agriculture and green growth	Kyrgyz National Agrarian University (KNAU)										
Green economy and international trade	American University of Central Asia (AUCA)										

Introduction to green economy	Kyrgyz Economic University (KEU)
Green Economy Modelling	Kyrgyz Russian Slavic University (KRSU)

Implementation of Youth Engagement Competition Winning Projects

Within the framework of the UNITAR cooperation with AVZUR, seven winning projects of the #generation GREENEGY competition held at the end of 2020 have been implemented in 2021. The competition aimed to raise awareness and promote green economy among young people, as well as the general public, in the Kyrgyz Republic. All projects were created and implemented by teams of students or school children. The [winning projects](#) range from the creation of a database of bio-farmers in the Kyrgyz Republic, through upcycling of clothes, to a device that generates electricity while biking.

Launch of a *Comprehensive Plan of Measures on Climate Change Education* (in collaboration with UN CC:Learn)

On 23 April, the Kyrgyz Republic held a high-level event to officially launch a [Comprehensive Plan of Measures on Climate Change Education](#), which lays out key components of the country's climate change learning strategy. A major milestone for the country, the Plan was presented to a range of stakeholders from government (including Ministry of Education and Science, Ministry of Economy and Finance, State Agency on Environment Protection and Forestry), academia (including Kyrgyz National University, Kyrgyz National Agrarian University, American University in Central Asia, Agency for Primary Vocational Education, Kyrgyz Academy of Education), the private sector, civil society, and international organizations. The Plan is structured around three priority areas for integrating climate change education, and lays out short-, mid-, and long-term measures under each of those priority areas.

1. Capacity building for decision makers from different sectors, as well as at the local level.
2. Integration of climate aspects at all levels of formal and non-formal education.
3. Public access to information and enhanced awareness and involvement of youth and the general public.

Several learning actions stemming from the Plan have been supported directly under the UN CC:Learn project including: 1) Training programme on climate change for civil servants, implemented in partnership with the Academy of Public Administration under the President (APAP) of the Kyrgyz Republic; 2) Integration of climate change aspects into standards and teaching materials at secondary level of education, led by the Kyrgyz Academy of Education, 3) Development of an online knowledge platform (www.climatehub.kg) for provision of public information, and 4) Youth Climate Dialogue organized on 24 August 2021.

The official adoption of the Plan had been planned for August 2021 but was postponed due to political changes. The development of the Plan has been implemented in the framework of the one UN Climate Change Learning Partnership (UN CC:Learn), with support from PAGE. Short video presenting the

	<p>comprehensive plan of measures, as well as implemented learning actions is available here.</p> <p>Peer-Learning on Education Reform between Kyrgyz Republic & Kazakhstan</p> <p>Considering the similarity between the education systems and work carried out by PAGE in Kazakhstan and the Kyrgyz Republic in the areas of environmental education and public awareness, an online session was organized in April 2021 to exchange experience and best practices. From Kyrgyz side the session was attended by officials from the Climate Finance Centre, as well as national consultants involved in the development of the <i>Comprehensive Plan of Measured on Climate Change Learning</i>. From Kazakhstan’s side participants included officials from Ministry of Ecology and Ministry of Education. The peer exchange took place at a critical moment during the development of the National Project “Green Kazakhstan” (supported by PAGE), which includes a section on eco-education. The Kyrgyz example and experience helped shape the Kazakhstan’s policy in this field.</p> <p>Youth Climate Dialogue in Bishkek</p> <p>UNITAR supported the organization of a Kyrgyz youth dialogue which took place on 24 April 2021. It brought together more than 200 (100 offline and 100 online) young people representing various academic institutions and organizations. The interactive programme improved participants understanding of climate change from a youth perspective, provided insights into further study opportunities and ways to get involved in climate processes on national and global level. Several online communities were set up by youth as a follow up (such as an Instagram account “jashtarklimat3un” (youth4climate) and a WhatsApp group), where youth exchange useful information (from science articles to applied projects). Additional youth dialogues have since been organized on regional level in the country, with plans to continue their regular organization.</p> <p>The event took place in the framework of the UN CC:Learn project on Climate Change Learning, implemented with support from PAGE. Students involved with AVZUR participated in the event. The dialogues demonstrated the vibrant ecological culture among youth in the country, which can be relied upon to sustain PAGE results and achievement going forward.</p>
<p>Key Achievements 2021 (Add. Support for Green Recovery)</p>	

UNITAR - GUYANA

Outcome 1 - Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.

Key achievements in 2021

Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.

Key achievements in 2021

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the national and (global) level.

Key achievements in 2021

UNITAR committed to offer a training on the use of green fiscal policy for agricultural reform. In light of impending national circumstances, the intervention could not be delivered as initially planned. Following an assessment of the overall situation, PAGE leadership agreed to grant a no-cost-extension to all pending activities in the country, effectively shifting their delivery to 2022.

UNITAR - ARGENTINA

Outcome 1- Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.

Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	

Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.

Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the national and (global) level.

Key achievements in 2021	<p>Review of IGE Capacity Needs in the Public Sector</p> <p>UNITAR conducted a review of the public sector’s capacity needs during the transition to an IGE, in collaboration with several ministries, PAGE agencies as well as the National Public Administration Institute (INAP). The Institute is the country's most important civil service training entity, offering learning and career development to public officials of various ranks and sectors at national and sub-national levels. The exercise resulted in a roadmap document containing a series of practical suggestions and learning formats to update INAP’s Virtual Campus and align it with the new landscape of skills and knowledge requirements to achieve the country's sustainability commitments. The roadmap is expected to be implemented throughout 2022.</p>
Key Achievements 2021 (Add. Support for Green Recovery)	<p>Scouting of an Institutional Partner</p> <p>UNITAR examined several options to collaborate with a local institutional partner on the implementation of the roadmap mentioned above. The designated partner institution is CIFAL Argentina which has ample experience in the design and rollout of in-presence and virtual learning formats. Towards the end of 2021, discussions were underway to formalize an agreement and devise a timeline for rollout of activities in 2022.</p>

UNITAR - INDONESIA

Outcome 1- Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.

Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	

Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.

Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the national and (global) level.

Key achievements in 2021	<p>Launch of Indonesia’s Green Economy Learning Assessment</p> <p>In June 2021, UNITAR helped organize a webinar on “<i>Learning and Skills Development for a Green Recovery: Building Back Better with Low Carbon Development in Indonesia</i>”. The event served to launch the Green Economy Learning Assessment (GELA) that was conducted in 2020, and was framed around the report’s main findings, including gaps and entry points for scaling up green economy learning in the country.</p> <p>The webinar was organized in partnership with BAPPENAS, and featured speakers from various government ministries including the Institute of State Administration of the Republic of Indonesia (LAN), the Ministry of Energy and Mineral Resources (MEMR), and the Ministry of Industry (Mol), as well as from the Global Green Growth Institute (GGGI), the Indonesia Workers Association (represented by KSBIS), civil society groups, the academic community, and the private sector.</p> <p>Aligned with Indonesia’s LCDI implementation framework, the GELA incorporates the ongoing COVID-19 situation by integrating national sectoral and sub-national government learning needs for a green recovery – focusing on the policymakers and government officials who will design green economy programmes. Building directly upon the results of the GELA, PAGE plans to develop a National Strategy for Green and Low Carbon Economy Learning in partnership with BAPPENAS and GGGI. This will involve the development of green and low carbon economy learning reference modules for existing government training platforms, as well as pilot training in selected ministries and provinces.</p>
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	<p>Higher Education Course on Inclusive Green Economy Modelling</p> <p>UNITAR also worked with the University of Indonesia (UoI, through its School of Environmental Sciences), Indonesia Expert Network on Climate Change and Forestry (APIK Indonesia Network) and Environment Institute Indonesia to launch a semester long Inclusive Green Economy Modelling (IGEM) course for university students in Indonesia.</p> <p>The existing PAGE IGE Modelling course had been presented to the UoI earlier in the year. A virtual exchange was then organized with the Universidad del Pacifico, who shared their own experience in adapting and implementing the IGE Modelling course in Peru. Drawing on these experiences, the UoI adapted the training material to the Indonesian context, with a preparatory module developed to level-up students’ knowledge and understanding. The complete course was launched as part of one of the UoI’s own graduate programmes in September 2021, targeting master and doctoral students.</p> <p>The UoI also collaborated with Sriwijaya University and the President University to deliver the course to post-graduate students at all three universities during the fall semester. In total the course was delivered to 44 students across the three universities, with those that completed the course expressing high satisfaction rates (over 85% of students stating that the objectives of the training were clearly met, and that the topics covered were relevant to their studies). Opportunities to scale the delivery of the course will be explored in 2022.</p>
<p>Key Achievements 2021 (Add. Support for Green Recovery)</p>	

UNITAR - INDIA

Outcome 1 - Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.

Key achievements in 2021

Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.

Key achievements in 2021

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the national and (global) level.

Key achievements in 2021

Green Economy Learning Assessment

Support by UNITAR to the UNDP lead workstream on integration of IGE into State level sustainable development frameworks has focused on the design and implementation of a Green Economy Learning Assessment (GELA) in Madhya Pradesh and Uttarakhand. The process incorporated a series of peer learning exchanges on GELA between Indonesia and India. Finalization of the GELA is expected in the first quarter of 2022 with early indications supporting a need to focus on the national Smart Cities mission in these two states. Remaining work to be completed by UNITAR include the development of a related training curriculum and e-learning materials for State Government Officials.

Center of Excellence on SDG 12

UNITAR has been leading on the implementation of a pre-feasibility study on establishment of a Center of Excellence on SDG 12. The study remains at the planning stage following a call for proposals that was not successful in finding a suitable candidate organisation or individual to carry out the work. At the same time a series of consultations with government entities as well as key academic institutions (lead by UNEP) has further established the need for the Centre as well as engaged thinking on governance structure and possible financing models. At the same time UNITAR reached out to the SDG 12 at Chatham House to initiate dialogue with a view to a potential longer cooperative arrangement with the proposed CoE in the longer term, together with inputs to the design process in the immediate term. Given the issues faced with the call for proposals UNITAR/UNEP have approached alternative senior advisers with the capacity to implement the work for contracting early in first quarter of 2022.

UNITAR - KAZAKHSTAN

Outcome 1- Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.

Key achievements in 2021

Integrating Green Economy into Strategic Development Planning

In March 2021, the 'Strategic Plan for Development of the Republic of Kazakhstan until 2025', was adopted by the President of Kazakhstan. The need to update the Strategic Plan 2025 was brought upon by the double challenge of COVID-19 and the low international price of oil in the spring of 2020, which called for an adjustment of national economic projections due to the dependence of Kazakhstan's economy on oil. The initial draft of the document did not contain a reference to green economy. PAGE, through UNDP and together with UNITAR, initiated discussions with the Ministry of National Economy and drafted a chapter on green economy. The draft Strategy was presented for consideration by the President's office in late 2020 and was adopted in March 2021, including a sub-chapter on green economy. The Strategic Plan is at the core of the strategic planning reform initiated in the beginning of 2021 under the supervision of the State Agency for Planning and Reform. Line ministries were mandated to develop 5-year National Projects, equipped with indicators and budgets, detailing actions in all sectors and thematic areas featured in the Strategic Plan. Since the Strategic Plan featured a sub-chapter on green economy, in February 2021 Ministry of Ecology, Geology and Natural Resources was charged to develop a "National Project Zhasyl Kazakhstan" (Green Kazakhstan) with 5-year horizon (see below).

Updating the Concept for the Transition to a Green Economy

Since 2013, the Government of the Republic of Kazakhstan has been implementing the 'Concept for the Transition of the Republic of Kazakhstan to a Green Economy (GEC)', which outlines the goals, objectives and general approaches to achieving sustainable development in the country. After the adoption of the Concept at the national level, in the global arena Kazakhstan has made international commitments under the Paris Agreement and the 2030 Agenda for Sustainable Development. On national level (with support from PAGE) a new Environmental Code was adopted, and a Carbon Neutrality Doctrine has been announced.

In line with these new developments, PAGE, with UNITAR as coordinating agency, proposed an update of the GEC by integrating SDG targets, and indicators, as well as aligning the GEC with new strategic documents, regulations, and commitments at national and international level. Work will be guided by Ministry of Ecology, Geology and Natural Resources (MEGNR) with the support of national stakeholders represented in the eight working groups on thematic areas under the Green Economy Council. Representatives from all line ministries, private and civil society sectors will provide necessary statistical data, share relevant information, provide comments, recommendations on document content; and facilitate consultations with stakeholders to discuss draft documents. The revised GEC with updated goals and target indicators, supported

	<p>by a modelling exercise and scenario development as well as stakeholder consultations, is planned to be completed by July 2022.</p>
<p>Key Achievements 2021 (Add. Support for Green Recovery)</p>	<p>Supporting the 5-year National Green Kazakhstan Project (green recovery)</p> <p>In accordance with the assignment of the President of the Republic of Kazakhstan, the MENRG started the development of the 5-year National Project "Zhasyl Kazakhstan" (Green Kazakhstan) covering different thematic areas. On 18 February 2021, PAGE received a formal request from MENRG to provide urgent technical support for the development of the Project.</p> <p>The short term, actionable nature of this policy document provided an opportunity to align short-term planning with the long-term green economy planning, climate goals, and the SDG commitments of the country. PAGE, with UNITAR as coordinating agency, was able to respond to this urgent request as part of its support on green economic recovery.</p> <p>In the period March – October 2021, PAGE provided technical assistance for the overall coordination for the development of the policy, as well as specific technical support for the sections on waste management, energy efficiency and eco-education. Within PAGE, work was led by UNDP, <u>with support from UNITAR</u>. Activities were implemented with support of national experts, in collaboration with the Economic Research Institute under Ministry of National Economy, and in consultation with relevant stakeholders from ministries of economy, finance, energy, industry, Agency for strategic planning and reform and others.</p> <p>The National Project "Green Kazakhstan" was approved by Resolution of the Government of the RK № 731 dated October 12, 2021. The Project covers air pollution, waste management, energy efficiency, biodiversity conservation, water management and rehabilitation of water bodies, and eco-education and improving eco-culture, and sets out activities (at national and regional level), targets, indicators and budgets in each of those domains.</p> <p>Assessing the Economic Impact of the Carbon Border Adjustment Mechanism (CBAM)</p> <p>In July 2021, MENRG formally addressed PAGE with a request to support a study on the impact of the European Carbon Border Adjustment Mechanism (CBAM) on Kazakhstan’s economy. The European Green Deal announced in December 2019 includes the goal of enshrining the long-term objective of climate neutrality by 2050 and proposed a CBAM for selected sectors to reduce the risk of carbon leakage. With almost 40% share in its total external trade, the EU is Kazakhstan's biggest trade partner, dominated by sectors including oil extraction and refining, production of mineral goods, extraction of coal and production of its by-products, as well as paper, pulp and print industry. It can be expected that the CBAM effect on the economy of Kazakhstan will be significant, considering that those industries are quite resource and energy intensive and inefficient. At the Green Economy Council Meeting in June 2021, the Prime-Minister instructed to establish intergovernmental work group to assess impact of the CBAM on Kazakhstan’s economy, formally requesting PAGE to support such a study.</p>

	<p>A team of international experts has been engaged by PAGE partner agencies including UNITAR to conduct the study (the same team will also lead on the GEC update), with support from a national expert provided through collaboration with Economic Research Institute, with work having started in November 2021. Given the export commodity dependence of the economy, the study will include an in-depth analysis and estimation of possible benefits and potential costs associated with CBAM using macroeconomic computable general equilibrium modelling (CGE) to trace the effects on GDP and government revenues. The modelling exercise will take place in early 2022, followed by Impact Assessment and Policy Recommendations.</p>
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<p><i>Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.</i></p>	
<p>Key achievements in 2021</p>	
<p>Key Achievements 2021 (Add. Support for Green Recovery)</p>	

<p><i>Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the <u>national</u> and (global) level.</i></p>	
<p>Key achievements in 2021</p>	<p>Assessing Green Economy Learning</p> <p>A draft Green Economy Learning Assessment (GELA) has been completed by the Academy of Public Administration (APA), with methodological support from UNITAR, to be finalized in early 2022. The GELA aims to identify needs, priorities and possible starting points for integrating green economy principles into various education and training activities, mainly in the training system of civil servants. The assessment is a first step towards the development of a comprehensive government strategy for training civil servants in the green economy. Specific objectives of the learning assessment include:</p> <ol style="list-style-type: none"> 1. Identifying training priorities to promote the concept of a green economy in Kazakhstan. 2. review of existing institutional capacities for the provision of relevant educational and training initiatives; and 3. identifying opportunities to strengthen and expand training on the green economy for civil servants. <p>The initial findings of the GELA have been used to inform the civil servants capacity building programme "Sustainable Recovery: Opportunities for a Green, Low Carbon and Circular Economy in Post-COVID-19" (mentioned below).</p> <p>‘Building Back Better’ Training</p> <p>The Academy of Public Administration (APA) jointly with UNITAR, UNDP (with support provided by GIZ) and MENRG implemented the civil service capacity building programme "Sustainable Recovery: Opportunities for a Green, Low Carbon and Circular Economy in Post-COVID-19" (also referred to as Build Back</p>

Better or “BBB” training). The training took place during the period May - August 2021 and brought together civil servants from ministries, regional departments and local authorities from Kazakhstan, Tajikistan, Uzbekistan and Kyrgyz Republic.

The programme helped build the capacity of civil servants in Kazakhstan and neighbouring countries in the field of a green, circular economy and low-carbon development, taking into account the lessons learned from the COVID-19 and oil crises to develop a more sustainable economy in the future. As a result, Kazakhstan and neighbouring countries of Central Asia will be able to more effectively develop and implement green development programmes and policies and contribute to achieving national commitments under the Paris Agreement and the SDGs.

As part of the preparation of the training program, APA conducted a survey among representatives of the target audience through an online survey to assess their needs in learning about the green economy and low-carbon development. For four weeks, 261 people took part in the survey with respondents representing various government agencies. The assessment revealed a significant gap in understanding the concepts and approaches to the development and implementation of local development plans and programs that meet the strategic goals of the country in transitioning to low-carbon development and building a green economy. Following the survey, the training program consisted of the following four stages:

1. An **introductory course on low carbon development and a green economy** aimed to familiarize civil servants with the basic concepts and approaches related to green economy and low carbon development approaches. The course had four lecture-style online modules developed by APA, with support from UNITAR.
2. An **advanced course** designed as a live virtual training over a period of 3 half-days. In 14 groups of around 50 participants, 708 civil servants were trained in the period June – August 2021. Participants were provided with theoretical and practical knowledge on the topic of an inclusive green economy and the prospects for low-carbon development in Kazakhstan and the Central Asian region. The training was led by experienced trainers from APA, with guest speakers from international development agencies and partner organizations (such as UNEP, GIZ, OSCE) delivering insights on specific issues.
3. A **practical module** took place back-to-back with the advanced course over two half-days. During the practical module, participants were able to apply the newly gained knowledge and the best international practices in solving the challenges on the way to the "green" transformation of the economy in their countries and in the Central Asian region. Participants had to choose one of six proposed focus areas for group work and develop their own draft Roadmaps for the Development of My City / Village / Region until 2050 according to the templates developed by the trainers.
4. A **peer-learning session** is planned in 2022 as a continuation of the training to reunite training participants, including heads of

	<p>departments, vice-ministers, representatives of Kyrgyzstan, Uzbekistan, Turkmenistan, Tajikistan at the senior level in a session to exchange their experiences with partner countries that have made progress in the development and adoption of measures for sustainable economic recovery. Currently, suitable experts from Germany and European Commission are being identified to take part.</p> <p>708 participants were awarded certificates on successful completion of the training programme. While participants commented that offline training format would be preferable, as many officials faced difficulties with bad connections and competing work schedules, more than 90% of the participants indicated that they found the training useful and would participate similar trainings in the future.</p> <p>Based on the GELA findings and the experience with the BBB training, the APA is interested in developing a regular low-carbon development training program, to be included in the official training calendar of civil servants in a blended format of e-learning courses, online and offline training. Such work would be in line with the mandate and objectives of PAGE and would provide sustainability to capacity development efforts on green, low-carbon development in Kazakhstan.</p> <p>Additionally, in the framework of the BBB training, a final 2-hour online conference is planned to bring together all training participants, as well as high-level representatives from APA and MENRG. The best projects developed during the training will be presented, alongside short presentations of activities delivered by PAGE from all PAGE. A green economy event had been planned in Kazakhstan since the inception of the programme in 2018 but had to be put on hold and rethought with the outbreak of the pandemic. Although this format does not replace the original idea of the high-level event, it nonetheless allows PAGE to present its work to a wider audience within the country.</p> <p>Peer Learning with Kyrgyz Republic on Environmental Education and Public Awareness</p> <p>A peer-learning session was organized on 30 April, where representatives of government Ministries, including Ministry of Education and Science and MEGNR, and national consultants from Kazakhstan and Kyrgyz Republic shared experience on working level on the topic of environmental education and public awareness.</p> <p>At the time of the exchange, Kazakhstan was in a process of developing a policy framework for eco-education and public awareness on ecological issues as part of the Green Kazakhstan National Project, which PAGE is supporting. The process was led by MENRG in collaboration with Ministry of Education. Representatives from both institutions attended the event, along with the lead expert working on the process. Kyrgyz Republic had recently completed the development of a draft Climate Change Learning Strategy, with support from UN CC:Learn.</p>
<p>Key Achievements 2021 (Add. Support for Green Recovery)</p>	

UNITAR - GUATEMALA

<i>Outcome 1 - Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.</i>	
Key achievements in 2021	<p>Joint analysis with UNRCO on COVID-19-related Impacts on a Green Economy</p> <p>Building on a report published by the UNRCO on the effects of COVID-19 on a green economy in Guatemala, UNITAR commissioned an extended analysis on themes relevant to PAGE’s work in the country. For example, the analysis examined the manufacturing and construction sectors as well as the digital economy in terms of their recovery and transformation potential. The core results entail a series of recommendations for strategic action to be considered in future work-planning. In addition, the study provides information on existing sustainability initiatives and institutional points of contact to initiate and deepen the national dialogue related to recovering better from the COVID-19 pandemic.</p> <p>National Steering Committee Established</p> <p>UNITAR led the consultations to establish a National Steering Committee which concluded with its successful constitution at the end of 2021. The so-called PAGE Governance Roundtable includes the Ministry of Finance, the Ministry of Economy, the Ministry of Environment and Natural Resources, the UNRC and PAGE agencies. The Committee is expected to hold its first meeting in early 2022. This mechanism will strengthen technical and political coordination among government counterparts, PAGE agencies and UN system in the country.</p> <p>Proposal for a Green Recovery</p> <p>Towards the end of 2021, a proposal for targeted green recovery support from COVID-19 was completed, in close collaboration with the UNRC Economist, and co-signed and signed by the Vice Minister of Public Finance. The proposal seeks to raise the sustainability profile of existing policy frameworks such as the Strategy for Strengthening Value Chains, the Low Emissions Development Strategy, the Environmental Fiscal Strategy and Guatemala’s Economic Recovery Plan.</p> <p>Official Launch of National PAGE Programme</p> <p>UNITAR coordinated several meetings in preparation of a high-level virtual launch event following the successful formalization of the PAGE project in 2021. Consultations were held between the three participating ministries, the UNRCO, PAGE agencies and Secretariat management. The launch was held on 19 January 2022.</p>

<i>Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.</i>	
Key achievements in 2021	

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the national and (global) level.

**Key achievements
in 2021**

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UNITAR - Morocco

Outcome 1- Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.

Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	

Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.

Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the national and (global) level.

Key achievements in 2021	<p>Foundational Training on IGE</p> <p>In 2021, UNITAR, in collaboration with UNIDO, designed a foundational training on IGE, with a focus on effective green economy responses to COVID-19. The objective of the training is to reach a common understanding of the fundamental principles of IGE among key stakeholders, discuss opportunities and challenges for a green economic recovery in Morocco, and share experiences with other PAGE partner countries. The training will also be an opportunity for national partners to become familiar with the objectives, scope and operational modalities of the PAGE project in Morocco. Thematic deep dive sessions will be led by the five PAGE agencies, including on fiscal reform (UNEP), industrial policy (UNIDO), entrepreneurship and jobs (ILO), regional development and urban governance (UNDP), as well as education and training (UNITAR). The training is scheduled for delivery in January 2022.</p>
Key Achievements 2021 (Add. Support for Green Recovery)	

UNITAR - Thailand

Outcome 1- Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.

Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	

Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.

Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the national and (global) level.

Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	<p>Training Curriculum on Green and Inclusive Recovery</p> <p>The Policy Research Centre on Green Economy (PRO-Green Centre), under the Faculty of Economics at the Thammasat University and supported by PAGE through UNITAR, has reviewed relevant national policies and programmes to support the development of a training curriculum for relevant line ministries on a green and inclusive recovery. The curriculum will focus on three thematic areas: green industrialization, circular economy, and green jobs and just transition.</p> <p>The curriculum will be informed by a prior learning needs assessment that is being conducted with target beneficiaries and other key stakeholders. The final learning needs analysis will be circulated to PAGE partners and NESDC for review in the first half of 2022.</p> <p>The results of this analysis, and subsequent development of the training curriculum, will inform the design of capacity building activities and media events on a green and inclusive economic recovery that PAGE will organize in 2022. Specific capacity-building efforts will target key government officials to harness knowledge for developing policy frameworks that support a green economic recovery, including through fostering green industrialization, applying a circular economy approach, and promoting green jobs and a just transition.</p>

2) Project Title: UNITAR – PAGE Workplan (NON-ODA Countries)

⇒ MPTF Project Number: 107850

UNITAR - BARBADOS

Outcome 1- Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.

Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	

Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.

Key achievements in 2021	
Key Achievements 2021 (Add. Support for Green Recovery)	

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the national and global level.

Key achievements in 2021	Establishing a Programme for Green-Blue Economy Learning UNITAR is supporting the Cave Hill Campus of the University of West Indies (UWI Cave Hill) and the Government of Barbados to implement a Programme for Green-Blue Economy Learning (G-BEL). In March 2021, UNITAR and UWI Cave Hill signed an agreement as a first step towards the delivery of the G-BEL, with the ultimate goal of developing individual and institutional capacities in Barbados and other SIDS countries in the area of green and blue economy and sustainable development. A feasibility study was conducted for the establishment of a SIDS-SIDS Green Economy Knowledge Hub, to be followed by a Green and Blue Learning Needs Assessment. In addition, a business plan was developed and funding resources for the implementation of the Hub are being explored.
Key Achievements 2021 (Add. Support for Green Recovery)	

UNITAR - URUGUAY

Outcome 1- Countries have reinforced and integrated inclusive green economy (IGE) goals targets into SDG aligned national economic and development planning through multi-stakeholder collaboration.

Key achievements in 2021

Key Achievements 2021
(Add. Support for Green Recovery)

Outcome 2 - Countries are implementing evidence based sectoral and thematic reforms in line with national IGE priorities.

Key achievements in 2021

Key Achievements 2021
(Add. Support for Green Recovery)

Outcome 3 - Individual, institutional and planning capacities for IGE action strengthened at the national and (global) level.

Key achievements in 2021

Multi-sectoral Support to Civil Society

UNITAR and the Small Grants Program (PPD) joined forces to target capacity building needs of civil society organizations. The Small Donations Program is an initiative supported by UNDP in collaboration with the Ministry of Environment and the Ministry of Tourism, geared towards non-governmental institutions working in sustainable development in Uruguay. In this framework, PAGE provided support for the development of three training methodologies aimed at strengthening knowledge and skills in ecotourism, sustainable agriculture and more generally training for trainers.

In the area of sustainable agriculture, a meta study-of PPD projects and related persistent learning gaps was finalized. In combination with the study, a mapping of organizations that already offer learning formats under this theme at the national and regional levels was completed. The meta study and mapping ensure that new training activities supported by PAGE address learning gaps by complementing the existing offer whilst also providing interested learners with a comprehensive overview of options on the market to pursue based on their individual priorities and needs.

With regard to ecotourism, an analysis of capacity building needs of civil society organizations supported by the PPD between 2017-2020 was carried out. Experiences and lessons learned from 14 projects were systematized. As a follow-up to identified needs, a course methodology was developed. The course will be implemented together with the Ministry of Tourism and Ministry of Environment in 2022.

To enable the multiplication of training activities in the country, a methodological proposal for a training of trainers programme was presented. The methodology will serve as input for a course targeting civil servants to be

	<p>implemented in 2022 in collaboration with the National School of Public Administration, the Ministry of Industry and the Ministry of Environment.</p> <p>Extending IGE Learning to Subnational Governments</p> <p>During the months of September and October 2021, the course "Promoting Inclusive Green Economy at the local level" was implemented for technical teams of subnational governments. The course consisted of a series of virtual meetings and face-to-face sessions covering sustainable finance, sustainable public procurement, mobility, circular economy and green economy. The teams from the municipalities were supported through technical assistance in the elaboration of inclusive green economy initiatives.</p> <p>The training was linked to the sectors of tourism, environmental management and development of all 19 municipalities of the country. The course began in a virtual format in September and subsequently included a series of face-to-face meetings in three departments: Paysandú (6 and 7 October), Durazno (28 and 29 October), and Lavalleja (4 and 5 November).</p> <p>The course addressed conceptual aspects of IGE with concrete examples at the subnational level, the challenges for environmental management, tools for the formulation of new public initiatives and opportunities linked to technologies for greening of subnational services. On each occasion, authorities were present to open the meeting and highlighted the importance of promoting these actions, such as the Undersecretary of PAGE's focal ministry, the United Nations Resident Coordinator, UNIDO's representative for the Southern Cone, the General Coordinator of the Decentralisation and Institutional Strengthening Programme of the Office of Planning and Budget (OPP), the Executive Director of the Uruguayan Agency for International Cooperation (AUCI), and the President of ANDE, as well as the mayors of each department.</p>
<p>Key Achievements 2021 (Add. Support for Green Recovery)</p>	<p>Scouting of an Institutional Partner</p> <p>UNITAR examined several options to collaborate with a local institutional partner with the aim to promote research networks linked to green chemistry and biotech for food systems. The designated partner institution is the Pando Science and Technology Park (PCTP), founded in 2008. Towards the end of 2021, discussions were underway to formalize an agreement and devise a timeline for rollout of activities in 2022.</p>