Vacancy – Consultant

Green Economy Learning Assessment

Indonesia

Programme: Green Development and Climate Change Programme Unit, Division for Planet

Overview:

The United Nations Institute for Training and Research (UNITAR)

UNITAR provides innovative learning solutions to individuals, organizations and institutions to enhance global decision-making and support country-level action for shaping a better future. The Institute's Green Development and Climate Change Programme Unit (GCP) develops the capacities of individuals and training institutions in developing countries to implement the United Nations Framework Convention on Climate Change (UNFCCC) and to advance green and climate resilient development. It offers a range of services, including executive training, institutional capacity development, support for national learning strategies, learning methodology development, and knowledge-sharing. Activities are carried out through partnerships with other UN organizations, bilateral development partners, as well as leading learning institutions and think tanks.

The Partnership for Action on Green Economy (PAGE)

UNITAR is a member of the Partnership for Action on Green Economy (PAGE) (www.un-page.org). The Partnership supports nations and regions in reframing economic policies and practices around sustainability to foster economic growth, create income and jobs, reduce poverty and inequality, and strengthen the ecological foundations of their economies. PAGE brings together five UN agencies – UN Environment, International Labour Organization (ILO), UN Development Programme (UNDP), UN Industrial Development Organization (UNIDO), and UNITAR – whose mandates, expertise and networks combined can offer integrated and holistic support to countries on inclusive green economy, ensuring coherence and avoiding duplication.

Indonesia's application to join PAGE was approved by the PAGE Management Board in July 2018. The Ministry of National Development Planning (BAPPENAS) is the national implementing partner, while UNDP is the main coordinating partner amongst the UN PAGE Agencies. More information about PAGE Indonesia: https://www.un-page.org/countries/page-countries/indonesia

Green Economy Learning Assessment Indonesia

The assessment aims to contribute to building up sufficient human capacity to advance inclusive and sustainable economic development in Indonesia, ensuring the full ownership of the government. More specifically the assessment aims to:

1) Analyze learning priorities for advancing an inclusive green economy in Indonesia according to the Low Carbon Development Indonesia (LCDI) Framework agreed with BAPPENAS.

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2) Review existing institutional capacities to deliver learning activities related to the LCDI Framework's prioritized components.
3) Elaborate a concrete action plan based on the findings including opportunities for strengthening and up-scaling the delivery of green economy learning within BAPPENAS and other national institutions.

Detailed Terms of Reference for the Assessment are included in the Annex.

General Objectives of the Contract: The Consultant will conduct the green economy learning assessment in close coordination with UNITAR and national counterparts.

Responsibilities:

The Consultant will perform the following tasks:

A. Assess learning priorities for advancing green economy

- Review existing national policies and programmes and refine list of competencies to be covered by the assessment;
- Define competency framework for each of the thematic areas of the assessment;
- Identify target audience and devise a data collection strategy for each of the thematic areas of the assessment;
- Gather data/insights from civil servants/stakeholders involved in green economy policy-making and implementation;
- Identify learning priorities and gaps in green economy learning.

B. Assessment of national institutional capacities for delivering green economy learning

- Identify existing programmes and support initiatives;
- Identify national institutions engaged or potentially interested in providing green economy services;
- Develop profiles for relevant/interested learning institutions;
- Analyze challenges and opportunities for scaling up green economy learning through national institutions.

C. Draft a Green Economy Learning Assessment Report and Action Plan

Based on the assessment results, develop a draft report including:

- Summary analysis of learning priorities;
- Summary analysis of institutional capacities to provide learning services on green economy issues;
- Proposed action to address individual learning needs and strengthen national learning institutions, which are implementable on financial and institutional grounds.

The final report is expected to be between 20-25 pages long (plus Annexes). The report will contain an executive summary of the findings and recommendations.

D. Presentation of the Green Economy Learning Assessment

The Consultant will prepare and deliver a workshop to present the key findings and recommendations of the assessment to a wider audience. Specific tasks include:

- Send invitations, draft an agenda and prepare presentations;
- Organize all logistical aspects of the workshop;
- Present main findings and concrete/sector specific recommendations from learning assessment at workshop which will contribute to a learning action plan;
- Print and make available copies of the report during the workshop and to relevant national stakeholders.

Several rounds of revisions might be needed to complete the results analysis and the assessment report, including incorporation of feedback by the Government and relevant stakeholders.

Skills and competencies:

- *Professionalism* – Sound knowledge in the field of green economy and climate change; excellent understanding of national policy and institutional landscape related to green economy in Indonesia; in-depth knowledge of system dynamics modelling as a development planning and assessment tool; good knowledge of practices and principles of adult learning; practical experience in project management; excellent research, analytical and problem-solving skills.
- *Planning & Organizing* – Ability to work within tight deadlines and strong planning skills to coordinate with various stakeholders in efficient ways, addressing potential delays with alternative solutions to deliver in a timely manner.
- *Communications* – Excellent communication skills (spoken, written and presentation), including ability to articulate ideas in a clear and concise style; ability to prepare and deliver targeted and results-oriented presentations.
- *Teamwork* – Strong interpersonal skills; ability to deal effectively with multiple constituencies and to establish and maintain effective working relations with various stakeholders.

Qualifications and experience:

- Advanced university degree (Master's degree or equivalent) in environment, climate change, economics, sustainable development, engineering, public policy, business, education or equivalent relevant field;
- Minimum of 7 years of professional experience in research/education and/or project/programme management in Indonesia;
- Practical experience working with system dynamics models, ideally at sub-national level;
- Expertise in conducting learning assessments is an asset.

Language: Excellent level of English (orally and written)

Reporting structure: The Consultant will report to the Senior Specialist, Green Development and Climate Change Programme Unit, Division for Planet

Duration of contract: Start date March 2020. Contract duration of four months.

Fee: A maximum of 11'500 USD, including local travel to conduct the assessment.

How to apply: Please send your CV, as well as an expression of interest to amrei.horstbrink@unitar.org by **18 February 2020**. Early applications are encouraged.

The expression of interest (max. of 3-4 pages) should cover the following elements:

- **Motivation:** *Please explain why you are interested in conducting the assessment.*

- **Relevant capacities and expertise:** *Please explain how your experience and expertise relate to the tasks to be completed.*

- **Proposed methodology and project plan:** *Please demonstrate how you will conduct the assessment building and commenting on the detailed plan included in the Annex.*

- **Budget:** *Please provide your daily rate and how many days you would spend on each step in the assessment. Costs for local travel should be included in the amount of 150 USD. The total should not exceed 11'500 USD.*

Annex:

Green Economy Learning Assessment Indonesia

Terms of Reference

1 Background

Green economy and climate change policy in Indonesia

In the last decade, Indonesia has experienced stable macroeconomic growth which has made Indonesia one of the largest economies in South East Asia. Although Indonesia continues to be in a favorable position compared to other countries in South East Asia, the country still faces major challenges in addressing the issues of inequality, poverty alleviation, unemployment and environmental degradation. One of the biggest challenges for Indonesia is to preserve its natural resources while maintaining stable economic growth. Increasing population, rapid industrialization, large scale deforestation, exploitation of marine resources etc. threaten the future of Indonesia's environment if no steps are taken towards protection of the country's natural resources. In this regard, it is important for the government to capitalize on the linkages between environment, human wellbeing and economic growth while designing policies at national and local level.

Realizing the importance of these linkages, the government of Indonesia is committed to incorporate environmentally friendly policies and emission reduction activities into its national plans and targets. The Nationally Determined Contribution (NDC) of Indonesia (2016) outlines the country's transition to a low carbon and climate resilience future. It states that "mainstreaming climate agenda into development planning" is one of the four foundational principles of the NDC's strategic approach, and that coordination and synergy will need to be continuously enhanced between the Ministry of Environment and Forestry with the Ministry of National Development Planning (BAPPENAS). A National Action Plan on Green-House Gases Emission Reduction (RAN GRK) has been defined in the Presidential Regulation no. 61/2011. This Action Plan targets 26-41% of emission reductions, calculated on the basis of business as usual practices (BAU), and identifies five strategic areas to reduce GHG emissions, namely (a) forestry and peat land, (b) energy and transport, (c) agriculture, (d) industry, and (e) the management of waste. The Plan recommends the Government (through the Governor) to reduce GHG emissions in their respective provinces, by developing Regional Action Plans (RAD)-GHG.

In this context, through the Indonesia Green Economy Model, I-GEM, the Government is analyzing development policy interventions that contribute to the shift towards a green economy in Indonesia. Since 2018, the Government is working on including low carbon development and green economy principles in its strategic planning and policy to boost economic growth without sacrificing environmental sustainability and social inclusivity.

Translating this commitment, the Government has been initiating the Low Carbon Development Indonesia (LCDI) framework formalized by BAPPENAS and mainstreamed into Indonesia's National Mid-Term Development Plan (RPJMN) 2020-2024. The LCDI model is built upon New Climate Economy (NCE) findings in its 2018 global report, where bold climate actions can deliver US$26 trillion in economic benefits. That includes creating economic diversification and quality jobs (new jobs and green jobs) and providing better health outcomes globally within the period up to 2030 compared to those of business-as-usual practices. BAPPENAS has started collaborative efforts supported by various development partners to conduct analytical work in developing the LCDI model via its process for RPJMN development.

LCDI aims to explicitly incorporate the environmental considerations (carbon emissions reduction targets and carrying capacity) into the development planning framework which will shape economic and social trajectories. Given the objective, LCDI is based on five core principles: (1) evidenced based using a multi-discipline approach; (2) incorporating 'carrying capacity' as a consideration in target setting; (3) employing trade-off-based policy analysis to balance economic and social development with climate actions aim; (4) implementing holistic, integrated, thematic, and spatial principles; and (5) actively engage development and environmental stakeholders.

In order to implement the LCDI, human capacity is needed to translate suggested LCDI objectives and policy scenarios into sectoral policy, in particular within BAPPENAS, BAPPEDA and the Line Ministries ((RKA K/L)1.

UN PAGE Indonesia

The Partnership for Action on Green Economy (PAGE), was launched in 2013 as a response to the call at Rio+20 to support those countries wishing to embark on greener and more inclusive growth trajectories. The initiative brings together the expertise of five UN agencies – UNEP, ILO, UNIDO, UNDP and UNITAR – and works closely with national governments to support countries to develop and implement national green economy strategies. PAGE's main objective is to enable countries to reframe economic policies around sustainability and put in place enabling policy conditions, reforms, incentives, business models and partnerships.

Indonesia's application to join PAGE was approved by the PAGE Management Board on 25th July 2018, for four years of duration (2018-2022). The Ministry of National Development Planning, BAPPENAS, is the national implementing partner, while UNDP is the main coordinating partner amongst the UN PAGE Agencies.

Being in its inception phase, UN PAGE Indonesia has already conducted an inception workshop and is identifying the scope of support to be provided to the Government of Indonesia by engaging the UN PAGE Agencies and other PAGE partners. PAGE's intervention will be done within the framework of the LCDI Phase 2 Framework (document to be shared at a later stage). Among the 5 components of LCDI Phase 2, Component 1, Output 1 on sectoral policy translation and capacity building and Output 3 (GIZ involved already) are prioritized for the year 2020. The Components 2, 4 and 5 are also prioritized in 2020.

More information about PAGE Indonesia: https://www.un-page.org/countries/page-countries/indonesia

Learning needs and priorities in the LCDI Framework Phase 2

A recently conducted Stocktaking Report summarizes relevant economic, social and environment policies, while identifying key national and international institutions and actors relevant for achieving PAGE objectives. It also reviews ongoing/planned initiatives/projects, summarizes economic and other relevant studies/assessments, and identifies priority work streams and capacity-building action needed. The stocktaking report has identified the following learning needs and priorities in the LCDI framework:

- *Component 1: Enhance capacities on developing LCDI sound strategic planning within BAPPENAS and line ministries beyond 2021.*

- *Component 1: Capacity building with BAPPENAS and MoEF on GOI Obligation - NDC, SDGs progress Report, and on sectors contributing to the Long Term Strategy 2050 for ex. increased access to clean affordable energy.*

- *Component 2: Enhanced capacity is needed on the Monitoring and Evaluation Reporting Framework (MER) for LCDI Line ministries, private sectors, selected local governments and none-state actors.*

- *Component 4: Improved knowledge and awareness of related stakeholders (target: all LCDI sectors). Component 4 is mainly related to providing knowledge products (reports, newsletter, website etc) and knowledge sharing events to raise awareness on LCDI to the general public and between regional, national and international stakeholders.*

- *Component 5: Enhanced capacity is needed for local planners and SEA Taskforce in selected areas to understand mainstreaming LCDI model into the regional RPJMD and developing regional LCDI models for next RPJMDs and synchronizing into newly SEA regulation for the next term planning. This should happen in selected pilot provinces (Bali, West Java) involving local experts as part of the created working groups.*

Another source of information is the Indonesia Climate Change Learning strategy based on a learning assessment conducted in 2012 and its related capacity-building interventions, coordinated by the

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[1] *BAPPENAS, 2019: Report on LCDI Phase 2 Framework 07.05.2019, p. 2*

Indonesian National Council for Climate Change (DNPI) and supported by the One UN Climate Change Learning Partnership (UN CC:Learn).

In view of (1) identifying more specifically and deeply the knowledge gaps and learning needs of BAPPENAS and other key stakeholders in Indonesia, (2) mapping out available training opportunities, and (3) developing a tailored approach to learning for green economy in the country, PAGE is conducting a Green Economy Learning Assessment (GELA) in coordination with the Government, and other UN Agencies.

2 Objective and Scope

Objective

The overall objective of this activity is to develop a comprehensive, nationally executed skills development programme on green economy for civil servants within BAPPENAS and other key stakeholders (to be determined), in support of the LCDI Framework. Ultimately, the activity will contribute to building up sufficient human capacity to advance inclusive and sustainable economic development in Indonesia, ensuring the full ownership of the government. More specifically the assessment aims to:

(1) Analyze learning priorities for advancing an inclusive green economy in Indonesia according to the LCDI Framework agreed with BAPPENAS.
(2) Review existing institutional capacities to deliver learning activities related to the LCDI Framework's prioritized components.
(3) Elaborate a concrete action plan based on the findings including opportunities for strengthening and up-scaling the delivery of green economy learning within BAPPENAS and other national institutions.

Proposed scope

While providing some space to cover broader learning needs, the assessment will focus on core issues closely related to the green economy/climate change agenda in Indonesia as formulated within the LCDI Phase 2 Framework. An important first step in the assessment is to adapt the thematic scope to the national context. To ensure alignment with Indonesia priorities and needs, the assessment proposes to focus on key thematic areas identified in consultations with national stakeholders and serving as key work stream for PAGE's engagement during the inception phase (see stocktaking report).

The assessment will look at basic skills required to understand and apply green economy/LCDI concepts in a policy context.[2] The ultimate beneficiaries are professionals involved in policy development and implementation at government level. Other relevant stakeholders, such as representatives from academia, private sector and civil society, may be identified and included in the assessment during its implementation. This will be done in coordination with the other UN agencies (namely ILO, UNIDO). The findings of this assessment will serve as a basis for the development of a comprehensive skills development programme on green economy for civil servants within BAPPENAS and other key stakeholders (to be determined). This is why a concrete action plan based on the recommendations should be integrated to the final report.

Main areas of the assessment:

In accordance with the outlined objectives, the assessment sets out three components:

Area 1: In-depth identification of national green economy learning priorities within the targeted LCDI Framework's Components.

This first area will provide a more in-depth identification of the leaning priorities in the selected components of the LCDI Framework after approval from BAPPENAS and other PAGE UN Agencies. The target audience of the assessment will be professionals working in government institutions as

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[2] The assessment will not cover the range of knowledge and skills needed by the working population for 'participating' in a green economy. For example, to initiate a green transformation of the energy sector, policy-makers would need to have relevant knowledge to set the right incentives for the private sector to invest in renewable energies and energy efficiency. To green a sector in the long term, a transformation of the national education and training system is ultimately needed, including curricula change for the training of electricians, engineers, etc. For such a deeper transformation of the learning system, a multi-year capacity development programme would be required which extends beyond the scope of this initial assessment supported by PAGE.

described in the previous section "Proposed scope". To identify learning priorities, the competencies policy officials currently have, will be compared/assessed against a nationally-tailored competency framework that details the knowledge and skills officials need to advance green economy in the thematic areas of the assessment. This comparison will reveal a learning gap, from which learning priorities can be devised.

UNITAR will provide methodological support for the development of the nationally tailored competency framework for the priority areas of the assessment. The Consultant will consult with BAPPENAS the workplan of the learning needs assessment prior to implementation.

Area 2: Assessment of national institutional capacities for delivering green economy learning

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

1. Continuous/non-formal training (including public service training institutes/departments closely linked to BAPPENAS, BAPPEDA, NGOs and business associations regularly delivering relevant trainings, development partners)
2. General tertiary education (i.e. universities and similar private and public institutions) to cover future generations of professionals working on policy development and implementation

An important element of component 2 will be to review existing support initiatives in the area of green economy learning (e.g. implemented by government or development partners).

Area 3: Identification of opportunities for action to advance green economy learning

The third component will develop an Action Plan to up-scale introductory and advanced green economy learning in Indonesia and BAPPENAS, in the short-term and medium-term, including recommendations for strengthening the capacity of national education and training institutions, and the specific content to be developed for capacity-building. This Action Plan should be designed in coordination BAPPENAS, other relevant key stakeholder and PAGE UN agencies.

The results of the assessment will be presented and discussed at a national workshop bringing together education and training institutions, relevant Ministries, non-governmental stakeholders, and other relevant partners with an interest in green economy learning. Based on recommendations from the assessment and the launching workshop, next steps will be defined.

3 Methodology and Tasks

The Consultant will perform the following tasks, in close coordination with UNITAR and national counterparts:

A. Assess learning priorities for advancing green economy

Purpose	Methodology
Ensure full ownership and participation of the Government counterparts (BAPPENAS) in the design of the workplan.	Consult with BAPPENAS counterpart the workplan of the learning needs assessment prior to implementation.
Review existing national policies and programmes and refine list of competencies to be covered by the assessment.	Identify and review green economy related policies and programmes (desk research)**.** Please closely refer to the *Stocktaking report recommendations and content, the LCDI Phase II report, UNITAR-led working group minutes at the inception workshop in October 2018 , as well as UN CC:Learn Learning Strategy on Climate Change in Indonesia.*
Define competency framework for each of the thematic areas of the assessment	With methodological guidance from UNITAR, identify the desired competencies that policy makers need to have in order to advance green economy in the thematic areas of the assessment. Organize the competencies into a framework. Various approaches can be employed including desktop research (e.g. of best practices from other countries, or publications from renown sources), as well as

	consultations with resource persons from PAGE agencies, another national and international organizations (e.g. UNIDO, ILO, GGI, GIZ, WRI etc.). As a point of departure, CSCM is advised to use the methodology outlined in ([PAGE, 2016, Learning For An Inclusive Green Economy](#), summary language available in Annex 2 to the ToR)
Identify target audience and devise a data collection strategy for each of the thematic areas of the assessment	In consultations with the project task team (BAPPENAS, UNDP and other PAGE UN Agencies), develop a list of civil servants/key stakeholders to collect information on current capacities. Propose a data collection strategy (for each target group/sector) to UNITAR and the project task team, to be validated before implementation (e.g. surveys, case studies, structured/semi-structured interviews, questionnaires)
Gather data/insights from civil servants/stakeholders involved in green economy policy-making and implementation.	Implement agreed upon data collection strategy and record data in a systematic way. Summaries from each contact (e.g. interview) with officials should be prepared and made available,
Identify learning priorities and gaps in green economy learning	Compile qualitative/quantitative data from the research. Compare finding on competencies officials have with the competency framework for each thematic area. Sum up the analysis of the research in a 2-3 page document that identifies the learning gaps and priorities in each area, with supporting information provided in annexes.

B. Assessment of national institutional capacities for delivering green economy learning

Purpose	Methodology
Identify existing programmes and support initiatives	Desk research
Identify national institutions engaged or potentially interested in providing green economy services	Develop a draft list of institutions and discuss list with PAGE task team, National PAGE Coordinator and UNITAR. Take into account existing assessments and databases existing assessments and databases.
Develop profiles for relevant/interested learning institutions	Qualitative research: contact learning institutions and ask them to complete institutional profiles. Methodological support, including a template for the profiles, can be provided by UNITAR.
Analyze challenges and opportunities for scaling up green economy learning through national institutions	Analysis of research results. Organize stakeholder consultations with representatives from selected learning institutions, as needed. Formulate recommendations.

C. Draft a Green Economy Learning Assessment Report and Action Plan

Based on the assessment results, the Consultant will develop a draft report including:

- Summary analysis of learning priorities
- Summary analysis of institutional capacities to provide learning services on green economy issues
- Proposed action to address individual learning needs and strengthen national learning institutions, which are implementable on financial and institutional grounds in the following format:

Priority area and target group/ institution	Existing activities /capacity	Capacity gap/need	Strategic objective + Expected outcome	Proposed action/thematic content for training	Lead institution and partners	Financial resources	Indicators to measure progress and outcome

The final report is expected to be between 20-25 pages long (plus Annexes). A template outline of the report is provided in Annex 1. The report will contain an executive summary of the findings and recommendations.

D. Presentation of the Green Economy Learning Assessment

The Consultant will prepare and deliver a workshop to present the key findings and recommendations of the assessment to a wider audience. Specific tasks include:

- Send invitations, draft an agenda and prepare presentations;

- Organize all logistical aspects of the workshop;
- Present main findings and concrete/sector specific recommendations from learning assessment at workshop which will contribute to a learning action plan;
- Print and make available copies of the report during the workshop and to relevant national stakeholders.

The workshop may take place back to back with a PAGE event in Indonesia.

Several rounds of revisions might be needed to complete the results analysis and the assessment report, including incorporation of feedback by the Government, project task team and relevant stakeholders.

4 Timeline of Deliverables

The Assessment is to be conducted between March – June 2020.

Activity (in weeks, W)	1	2	3	4	5	6	7	8	9	10	11	12
(i) Assessment of learning priorities												
• Review policy documents	█	█										
• Develop a competency framework		█	█	█								
• Identify the target audience and the data collection method			█	█								
• Qualitative/Quantitative research (interviews, surveys, questionnaires)				█	█	█						
• Summary analysis						█	█					
(ii) Assessment of institutional capacities to provide learning services												
• List of national institutions			█									
• Background profiling of learning institutions				█	█	█						
• Stakeholder consultations and feedback							█	█				
(iii) Assessment report and national workshop												
• Draft green economy learning assessment report								█	█	█		
• Workshop preparations							█	█	█	█		
• Presentation of results at workshop											█	
• Final report and recommendations											█	█