



EU⁴Environment

Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Ukraine



unitar

United Nations Institute for Training and Research

EVALUATION REPORT

e-learning course

Green Transition in Eastern Partnership Countries

1st Edition, English language

15th February - 9th April 2021

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COURSE HIGHLIGHTS

The pilot e-learning course “Green Transition in Eastern Partnership Countries” took place from the 15th February - 9th April 2021.

About the course

- Tailored e-learning course for selected civil servants working on SCP and green economy policies in the 6 EaP countries (i.e. Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine)
- Designed to develop the abilities of policy makers to analyse, set in place and implement green economy policies in their respective countries
- Learning method's included interactive lessons, live webinars, forums, assessments, assignments, peer reviews, and more
- Personal feedback and technical assistance provided to each participant by course moderator and administrator
- Developed in partnership with UNEP under the framework of the EU4Environment programme.

Participants and completion rates

- 73 individuals from EaP countries were nominated to take the course, 68% female – 32% male
- 50 participants joined the course, 74% female and 26% male
- 76% of active participants met the criteria for a Course Certificate
- 86% of participants came from the governmental sector

35 Green Policy Plans developed. Examples include:

- Green economy perspectives in the Energy sector of Armenia
- Sustainable transport strategy of the Republic of Azerbaijan
- Development of a circular economy in the Republic of Belarus
- Policy Plan for Elaboration of Sustainable Financing Taxonomy for Georgia
- Plan for Recycling Hazardous Waste Management in Moldova
- Greening Public Procurement in Ukraine

Feedback from participants

- **97%** agree that they would likely use the knowledge acquired in the course
- **94%** stated that they would recommend the course to a colleague
- **91%** strongly agreed/agreed that the course fulfilled their interest and expectations
- **88%** strongly agreed/agreed that the content was relevant to their job
- **84%** rated the course as very or mostly useful



76%
of participants
achieved course
certification

INTRODUCTION

This report presents the results from the 1st (pilot) edition of the e-learning course “Green Transition in Eastern Partnership Countries”. The course was delivered by the United Nations Institute for Training and Research (UNITAR) in collaboration with the United Nations Environment Programme (UNEP) and implemented within the framework of the EU4Environment programme.

In line with its global mandate and the commitments made at the EaP Ministerial Meetings on Environment and Climate Change in 2016 and 2018, UNEP is participating in the EU-funded “EU4Environment” programme, with the aim of supporting EaP countries (Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine) in developing, implementing and monitoring policies/practices related to Sustainable Consumption and Production (hereafter SCP) and the Green Economy (hereafter GE).

To upscale the abilities of key stakeholders to design and implement GE policies, UNEP and UNITAR joined forces to provide a tailored e-learning course for selected civil servants in key Ministries relevant to the SCP and GE transition in the 6 EaP countries. The course took place from the 15th February - 9th April 2021. 73 individuals from various governmental institutions and ministries were nominated to take part. Out of these, 50 individuals joined the online training programme.

This report provides background information and statistics about the course, presents the main results of the course evaluation, and provides an analysis of specific aspects, including content, methods, the course platform and human resources support.



COURSE DEVELOPMENT

The overarching goal of the course was to upscale policy action on green and circular economy by strengthening the policy makers' abilities to analyse and design environmental/GE policies and tools. The programme was geared towards high and mid-level civil servants of the EU's Eastern Partnership countries, directly involved in the process of developing, implementing and evaluating policies supporting the transition towards a greener and more circular economy.

The list of nominated participants was compiled upon recommendation from the Ministries of Environment and of Economy in each of the six EU4Environment countries. Each country nominated 6 -15 participants. The nominations were reviewed and approved by UNEP and UNITAR, based on the following criteria:

- Current occupation and level of position
- Involvement in related projects or policies
- Leadership and leverage potential
- Regional and gender balance
- Institutional balance (i.e. nominations should be from a wide range of Ministries and agencies)

With the purpose of tailoring the course to the needs of the nominated civil servants and their respective agencies and organisations, a series of group and individual interviews were carried out with nominated officials. The interviews served several functions:

- Helped evaluate the level of competency of nominated officials in key GE and SCP policy domains
- Collected information on the interests, motivation, and learning preferences of participants
- Helped raised the visibility and awareness of policy makers with regard to the upcoming training course
- Allowed for the collection of examples, case studies and other relevant information useful for the course development.

A list of the twelve key competency areas that were investigated during the interviews, and the results of that enquiry, can be seen in Table 1.

¹Levels of cognitive abilities correspond to the levels of Blooms Taxonomy of Cognitive Development: level 1: knowledge and comprehension, level 2: application and analysis, level 3: synthesis and evaluation ([read more on Bloom's taxonomy](#)).

Competency Areas/Proficiency	Level 1	Level 2	Level 3
Key Concepts and Trends			
1. Green Economy and Related Concepts and Principles	8	5	6
2. Global and regional trends, developments, and cooperation opportunities	9	4	6
National Policy Context			
3. National policy context and circumstances	9	4	6
4. The rationale for advancing green economy on country level vis-a-vis national priorities and goals	9	4	6
5. Analyse existing and new policies from green economy perspective	6	8	5
6. Design new or amend existing green economy policies	8	7	4
7. Plan IGE policy implementation	10	5	4
Sectoral and Cross-cutting issues			
8. Advancing green economy in key sectors and thematic areas	11	3	3
9. Green Economy and Trade	9	7	0
10. Green Finance (private and public)	10	7	0
11. Green jobs and inclusivity	11	4	0
12. Skills development and education	11	5	0

Table 1. Assessment of learning needs relative to competency framework¹

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Evaluation Report

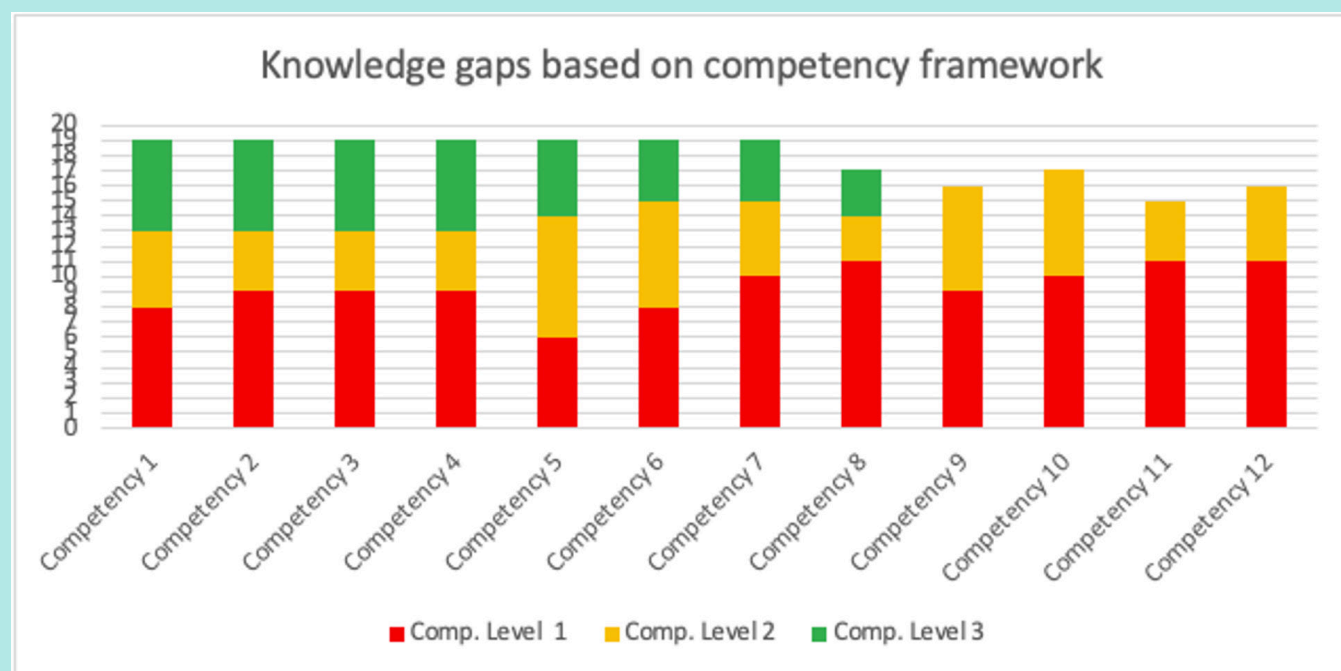


Figure 1. Visualisation of learning needs relative to competency framework.

The learning needs assessment suggested that while there were participants with a fundamental and sometimes advanced understanding of GE topics, a base level of knowledge on the subject would need to be established in order to ensure common understanding of the issue at hand for all participants. Key findings and recommendations drawn from the learning assessment and taken into account for the course development included:

- Ensure basic, foundational understanding is improved before moving to applied work and practical examples
- Ensure different learning paths are provided as electives for sectoral/thematic topics
- Ensure content is easy to understand and features a lot of interactive and visual materials
- Be sensitive to cultural and political circumstance from the countries and the region
- Ensure peer to peer learning takes place between countries
- Feature case studies, best practice examples from the region, the EU and the world. Motivate and enable participants to bring and discuss their own examples

The e-course materials were prepared in the six months after the assessment took place. The course design took into account key findings and recommendations from the assessment, which were reflected into the scope, structure and methodology of the training course.

COURSE GOAL, LEARNING OBJECTIVES & STRUCUTRE

During the course participants learned about different concepts and facets of the green/circular economy, as well as regional, national and sector-specific challenges and opportunities for their advancement. Particular emphasis was placed on regional and national context in EaP countries, as well as on the relevant policies and practices coming from the EU.

The course aimed to create a space for cross-country exchange and knowledge transfer between countries, thus advancing and endorsing GE on a regional level.

Finally, participants began to develop basic skills for applying the GE concept and principles in their country policy context. The specific learning objectives of the course are included below.

After completing the course, participants should be able to:

- Define GE SCP and related concepts and explain their value in regional and national contexts
- Distinguish key elements of effective policy planning in support of a green transition
- Identify enabling conditions/policy tools for advancing GE in national governance
- Examine existing and new policies from a GE/SCP perspective, identifying opportunities for incorporating GE principles, and effectuating policy changes.

The course was composed of 5 modules:

Module	Module Name
Module 1	Definition, Rationale and Fundamentals of Green Economy
Module 2	Integrating Green Economy into National Policies and Governance
Module 3	The Green Economy Toolbox
Module 4	Greening Key Economic Sectors
Module 5	Enabling Green Economy Through Cross-cutting Thematic Areas
Revision	Review of case study. Preparation of course assignment.
Submission of group and individual assignments	

Table 2. Course structure

LEARNING APPROACHES & METHODS



The course was delivered through UNITAR's online Virtual Learning Environment (VLE): UNCC e-Learn. The pedagogical approach of the programme reflected the fact that all participants were professionals in full-time work with varying degrees of available time to commit to the programme. To accommodate this constraint a layered delivery system was employed. Participants could interact with just the core, required materials or expand their knowledge and understanding by digging deeper into linked resources and supporting materials. The potential variety of learning styles were accommodated through multi-modal content delivery including textual, audio-visual, interactive and applied activities and materials. Subjects were often introduced and later reinforced using different content and interaction types to facilitate comprehension and retention. As the course required the production of a final applied output (Green Policy Plan) the full gamut of cognitive dimensions was addressed: remembering, understanding, applying, evaluating and creating.

Course Moderation

The course was moderated by an international expert with vast knowledge and experience in the area of green and circular economy, as well as the regional context of the EaP countries. Throughout the course, learners could consult with the Moderator directly, either in public discussion spaces during the webinar, or in private messages. The Course Moderator promoted participation and interaction among the students, by actively facilitating the discussions in forums, polls, reflection points and boards. The Moderator also provided feedback on a regular basis for course activities and exercises and facilitated four live webinar lectures.

LEARNING TOOLS



Interactive lessons

The core learning tools deployed for the course were a series of five interactive lessons built using specialized learning software (Articulate Rise). These lessons provided the fundamental basis for each module containing textual content, quotations, audio visual assets, case studies, knowledge checks and more. Each lesson addressed a particular learning objective and its associated topics. Lessons were introduced through subject overviews and a description of the learning objective, lists of core terminology (that participants would encounter in the upcoming session) and additional resources. The latter were split into primary resources that had been leveraged in the creation of the lesson and tertiary resources that offered further expansion of the subjects covered. Tertiary resources were grouped into a collective AirTable (interactive database) allowing filtering of assets by module/theme/author etc.

Webinar lectures

A series of webinars delivered using the Zoom teleconferencing service, reflected the weeks module topic. Webinars were prepared and facilitated by the course moderator, who presented on the key aspects of the weekly module. The webinars were 1.5h in length and included breakout sessions where participants worked on group activities (30 min). After the breakout sessions a spokesperson from each group was tasked with presenting their findings. Webinars were recorded and uploaded to the VLE for later perusal alongside the PPT presentation file provided by the course moderator.

End of module activities

At the end of each module learners were tasked with completing an activity. Summative assessments were used to reinforce knowledge gained during the modules and measure levels of comprehension. Assessments required a passing grade of 70% and could be taken a total of three times. Discussion forums were used to engage learners on specific topics and initialise the process of creating the final course assignment.

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Final assignment: Green Policy Plan

Participants were tasked to develop a Green Policy Plan, which required them to apply the GE concept to an existing situation in their country, region, city, sector, organization, and/or professional setting.

The plans had to be between 3 and 5 pages (1500 – 2500 words) long, submitted in MS Word format, Calibri size 12 font. They had to respect the following set of characteristics:

- Address a specific issue/problem/challenge
- Have clear objectives and expected results
- Comprise specific measures/activities
- Contribute to advancing the green economy in a national context

In addition, each course participant prepared and submitted two peer-reviews of plans posted by other participants. All submissions received individualized feedback from the Course Moderator within a two-week period following the end of the course.

Completion requirements and certificates

In order to receive the Certificate of Completion participants needed to complete the following:

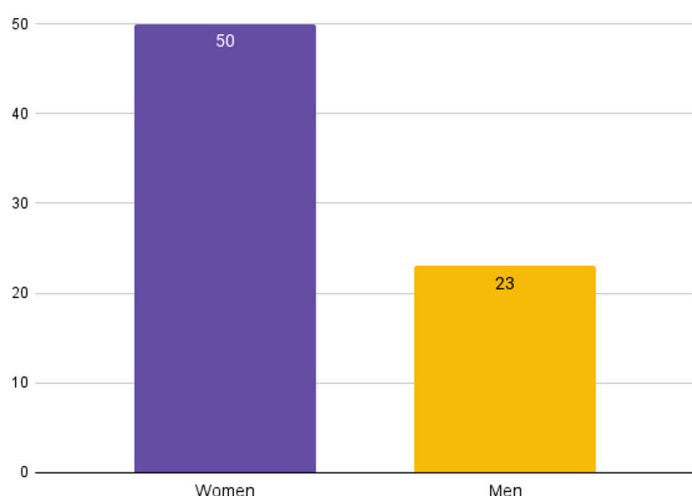
- Pass three end of module assessments (Modules 1, 3 and 5) with a score of 70% or higher and contribute to two end of module forums (Modules 2 and 4)
- 70% of all course activities marked as complete
- Green Policy Action Plan submitted and assessed

A Certificate of Participation was awarded to participants who completed the end of module activities but did not submit an Action Plan.

COURSE PARTICIPANTS

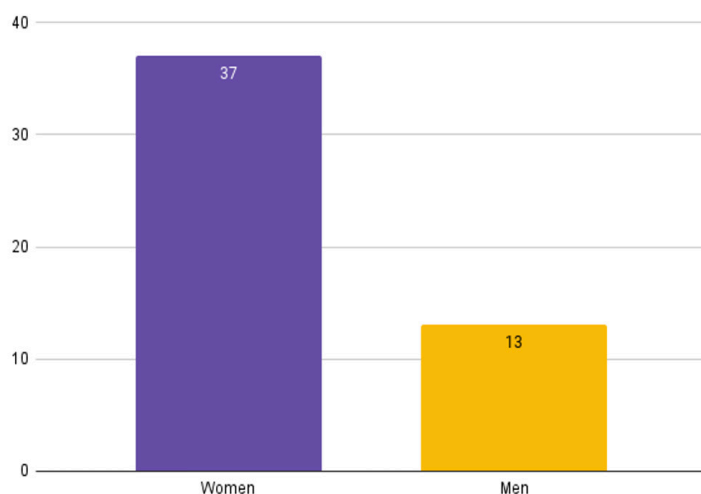
38 participants (76%) completed the course evaluation form which served as a basis for this report. In total, 73 individuals from the six EaP countries were nominated to take the course, including 50 women and 23 men (Figure 2). However, 17 of the nominated officials never joined the course. A further 6 persons joined the course but requested to leave early on. The most common reasons cited by nominated officials who did not take the training included: professional workload, changes of job positions, and issues related to the COVID-19.

The final number of participants in the pilot edition of the e-course “Green Transition in EaP countries” was therefore 50 people including 37 women and 13 men (Figure 3).



Country	Number of nominated officials
Armenia	13
Azerbaijan	11
Belarus	12
Georgia	13
Moldova	15
Ukraine	9

Figure 2. Gender and geographical split of nominated officials



Country	Number of participants
Armenia	9
Azerbaijan	7
Belarus	7
Georgia	11
Moldova	9
Ukraine	7

Figure 3. Gender and geographical split of course participants

Course completion

76% (38 people) of participants received a course certificate:

- 70% (35 people) completed all course activities and requirements and received a Certificate of Completion
- 6% (3 people) qualified for a Certificate of Participation

The complete breakdown per country can be seen in Figure 4.

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Evaluation Report

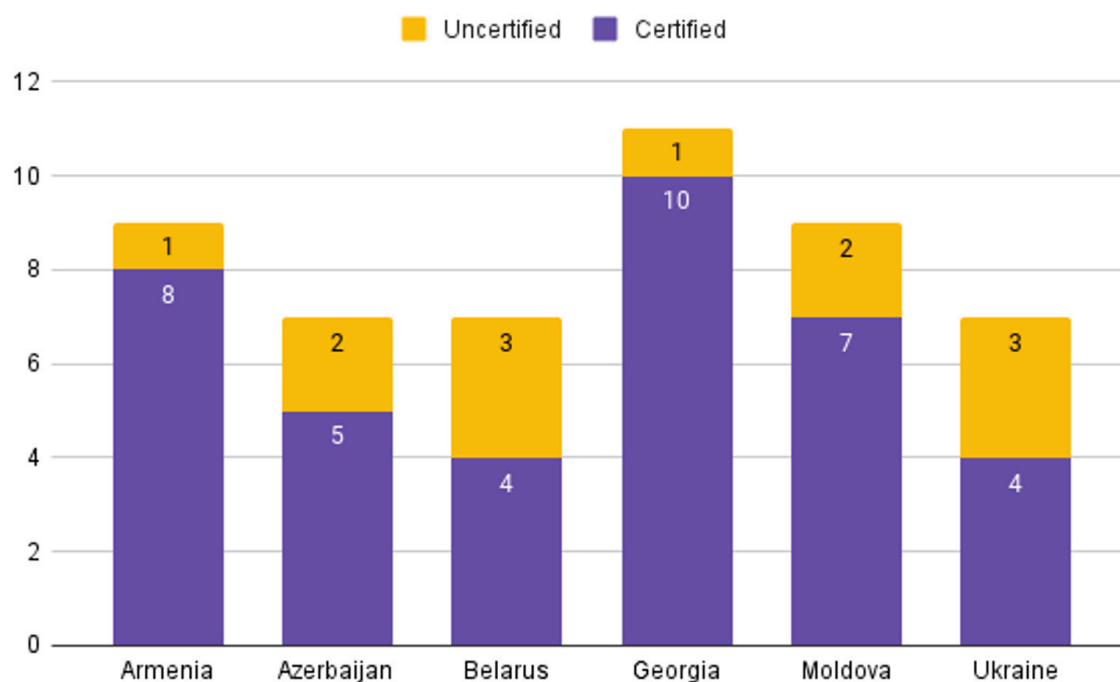


Figure 4. Certified participants per country

Sector of employment

86% of the respondents worked in central/national government; 2% came from the academic sector; 12% came from international or regional organisations (i.e. national coordinators of the EU4Environment programme).

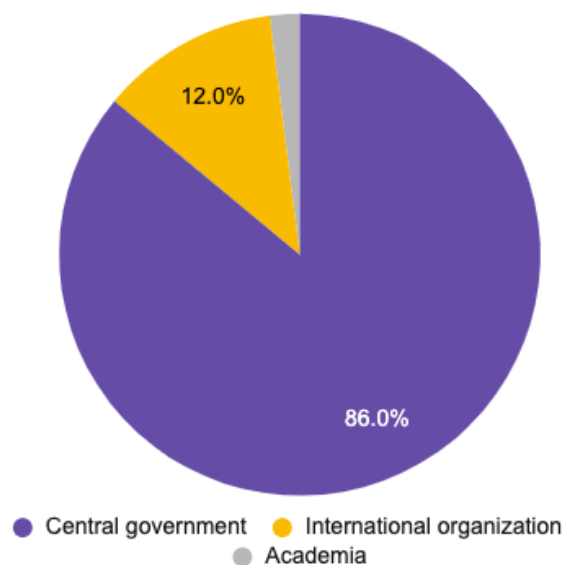


Figure 5. Participants' professional affiliation

Participants reaction

Participants' satisfaction was measured by the use of level 1 of the Kirkpatrick Model, which looks at the participants' reaction to a training event. Over 90% stated that the course fulfilled their interest and expectations and 94% stated that they would recommend it to a colleague (see Figures 6 and 7).

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Evaluation Report

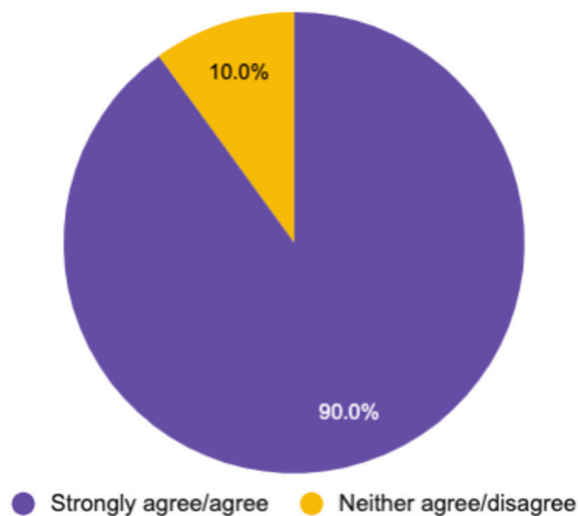


Figure 6. Interest and expectations

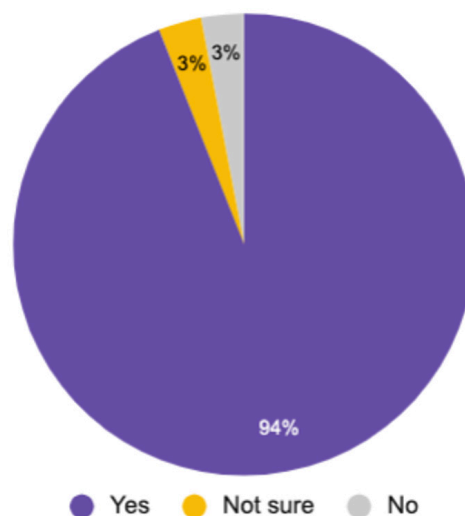


Figure 7. Recommend to a colleague

Furthermore 71% of the respondents agreed that the workload of the course was appropriate/not too much and 84% evaluated the course as very or mostly useful.

Achievement of learning objectives

Indication of the learning that has occurred through the course can be incurred from the results in the “end of module” activities, as well as from the self-evaluation of participants.

In terms of achievement of specific learning objectives, respondents jointly ranked highest their ability to “Distinguish key elements of effective policy planning in support of a green transition”, and “Identify enabling conditions / policy tools for advancing green economy in national governance” (Figure 8).

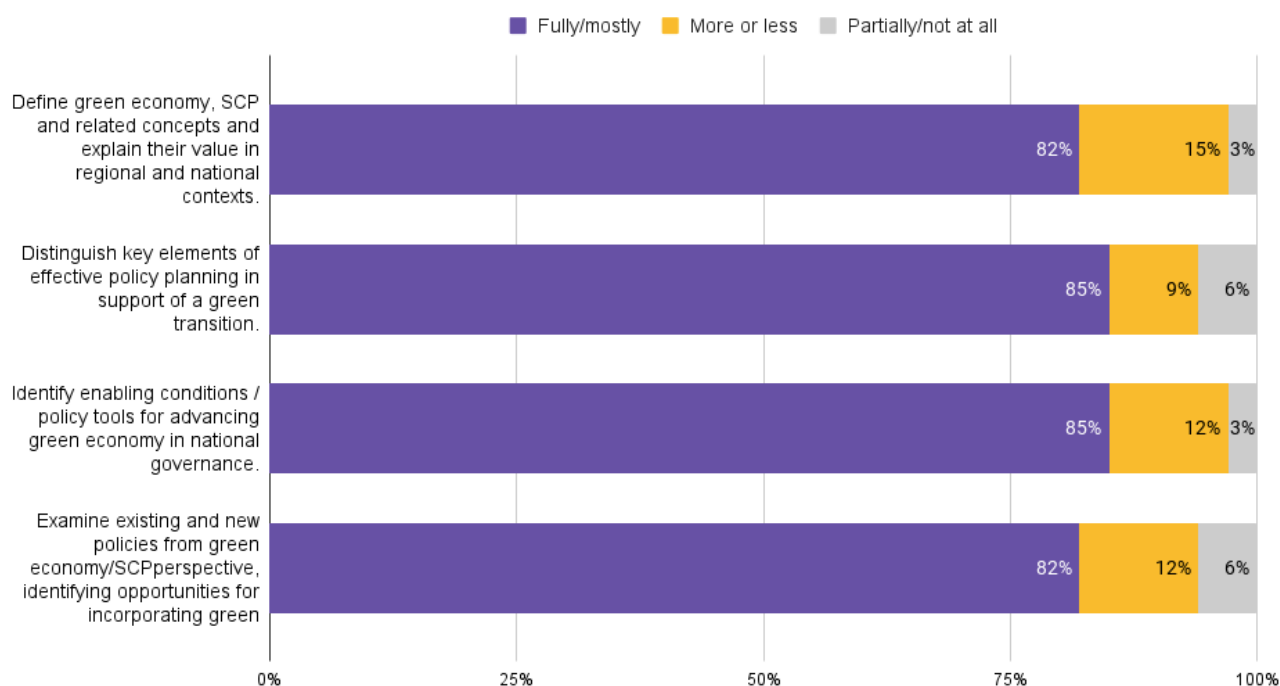


Figure 8. Achievement of learning objectives

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Behaviour change and learning outcomes

97% stated that they would likely use the information acquired in the course and 87% of the respondents indicated that the content of the course was relevant to their job (see Figures 9 and 10).

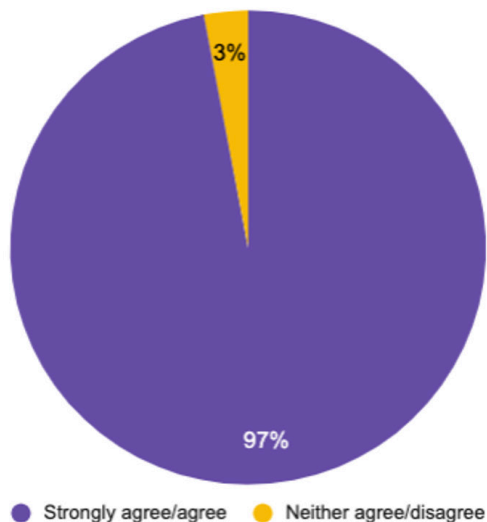


Figure 9. Use information acquired

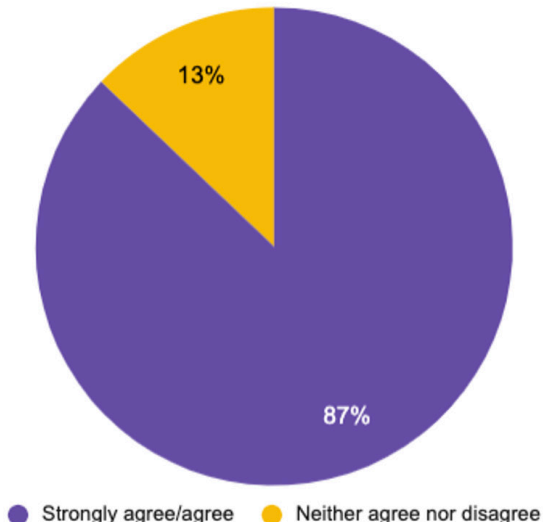


Figure 10. Relevant to job

COURSE ANALYSIS: METHODS

Interactive lessons

The central learning tool for the course was a series of interactive lessons created and delivered using specialized learning software. 84% of the participants stated that they found the lessons very or mostly useful (see Figure 11). Participants found Module 3 “The Green Economy Toolbox ” most useful, followed by Module 4 “Greening Key Economic Sectors”, and Module 2 “Integrating Green Economy into National Policies and Governance”. Some suggestions to further improve the lessons of the course included: addition of videos that discuss GE success stories and specifying an estimated time for completing core materials as well as additional resources.

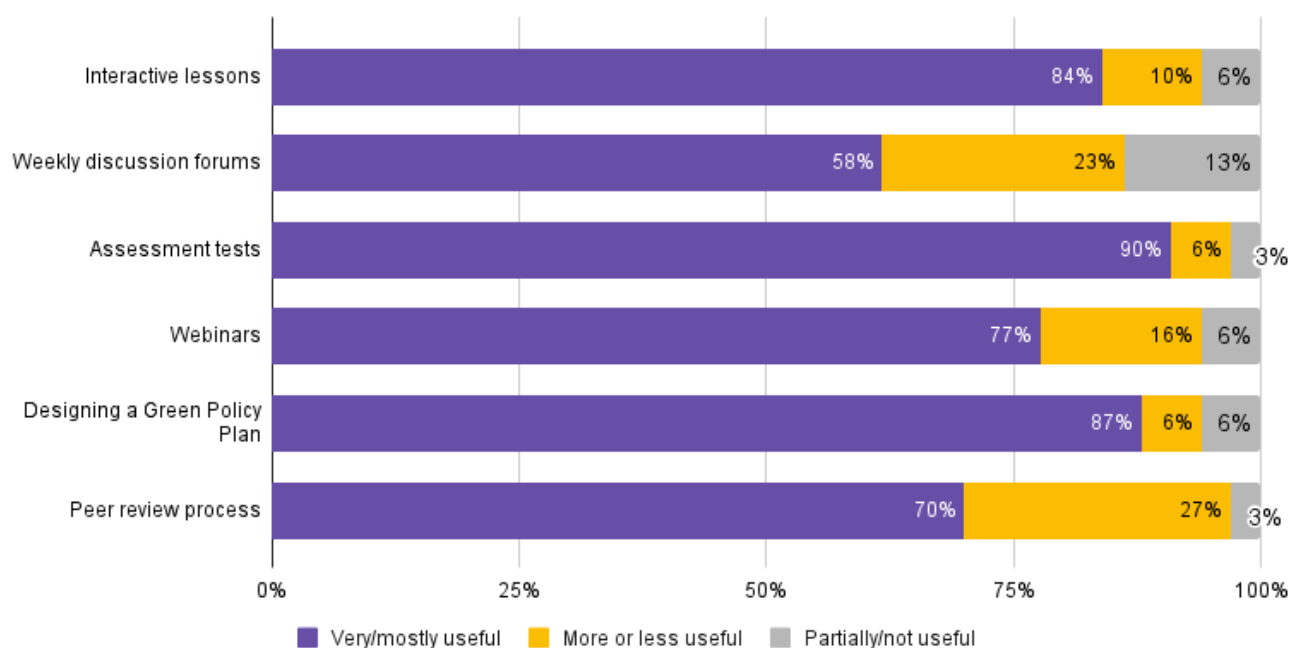


Figure 11. Most useful methods

Assessment tests

Of the six tools that were utilised, assessment tests were considered the most useful (90%) with one of the participants stating that more tests would improve the course.

Webinars

77% of respondents agreed that the weekly webinars were very/mostly useful. Feedback around this tool included the suggestion that each group should be assigned a facilitator, that group topics should be chosen by the moderators in advance and the selection of topics within each team was too time consuming (reinforcing the previous point).

Discussion forums

Discussion forums were identified as the least useful learning tool with 58% stating they were very or mostly useful.

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Designing a Green Policy Plan and peer review

A majority of respondents considered the development of a Green Policy Plan (87%) and the peer review of other participants plans (70%) to be very or mostly useful. Plans addressed a wide variety of subjects including: energy efficiency in the building sector, greening public procurement, waste management, sustainable finance, greening the transport sector, green tourism and many more.

Some examples of Green Policy Plans include:

- Green economy perspectives in the Energy sector of Armenia
- Sustainable transport strategy of the Republic of Azerbaijan
- Development of a circular economy in the Republic of Belarus
- Policy Plan for Elaboration of Sustainable Financing Taxonomy for Georgia
- Plan for Recycling Hazardous Waste Management (Moldova)
- Greening Public Procurement in Ukraine

The complete list of Green Policy Plans developed by participants of the course are included in Annex 2. In a number of cases, submission deadline extensions were requested by individuals and were granted by the course administrators.

15. Green Transition in Eastern partnership Countries Evaluation Report.

COURSE ANALYSIS: PLATFORM

Interactive lessons

The use of the UNCC:e-Learn platform, along with external tools such as Articulate Rise, Zoom and AirTable, allowed participants from each of the 6 EaP countries to interact with content both in real-time and asynchronously. This blended learning approach allowed for a wide variety of learning experiences and successful delivery of the course and its associated learning objectives.

Almost all plans submitted by participants within the official deadline were peer reviewed by at least one other participant.

Module 1: Definition, Rationale and Fundamentals of Green Economy
25% COMPLETE

Key concepts and principles ✓

- Challenges with business-as-usual
- Opportunities from green economy
- International developments

GREEN ECONOMY

Ecosystem (natural capital)
goal: ensure ecosystem resilience

Economy (produced capital)
goal: improve resource efficiency

Human well-being (social and human capital)
goal: enhance social equity and fair burden-sharing

The EU's [European Green Deal](#) aims to transform Europe into the first carbon-neutral continent by 2050. Reaching this target will require action by all sectors of the economy. Existing policies will be reviewed based on their climate merit, and new legislation will be introduced on the circular economy, energy, building renovation, biodiversity, farming, innovation and more.

Figure 12. Segment of interactive lesson

Airtable Grid view Use this data

	Title	Author	Medium	Link	Module	Themes	Synopsis
115	Embodied Carbon, developing...	UK Green Bui...	Report	https://...	Module 4	Sectors Buildings & constru	This guide is designed for those who need
116	My green agenda for architect...	TED (Norman ...	Video	https://...	Module 4	Sectors Buildings & constru	Architect Norman Foster discusses his ow
117	Energy Efficient Buildings in A...	IEA	Webpage	https://...	Module 4	Sectors Buildings & constru	A web version of an IEA report discussing
118	EBRD welcomes adoption of k...	European Bank	Article	https://...	Module 4	Sectors Buildings & constru	A short article discussing the reform of leg
119	Healthy Diets From Sustainabl...	EAT-Lancet C...	Report	https://...	Module 4	Sectors Agriculture, forestry	A report focusing on two "end-points" of t
120	The World of Organic Agricult...	FIBL & IFOAM ...	Report	https://...	Module 4	Sectors Agriculture, forestry	Current statistics on the global organic ag
121	Global Policy Toolkit on Public...	IFOAM Organi...	Web reso...	https://...	Module 4	Sectors Agriculture, forestry	This toolkit is aimed at anyone involved in

138 records

Figure 13. Additional resources database (using Airtable)

COURSE ANALYSIS: SUPPORT TEAM

UNITAR and UNEP collaborated closely in the development and preparation for the course to ensure a smooth delivery of materials and successful engagement of participants. UNITAR led on the development and delivery of the course and provided the following services:

- Learning needs assessment including interviews to assess learning needs
- Developing course content
- Instructional design and quality control
- Engaging the course moderators
- Technical implementation on the UNCC:e-Learn platform
- Communications with participants
- Coordinating the green policy plan exercise and the peer review process
- Monitoring and assessing learning results
- Issuing certificates of completion
- Preparing a course evaluation

100% of respondents strongly agreed or agreed that the responses by the UNITAR Support Team to inquiries about technical/organizational issues were timely and satisfactory.

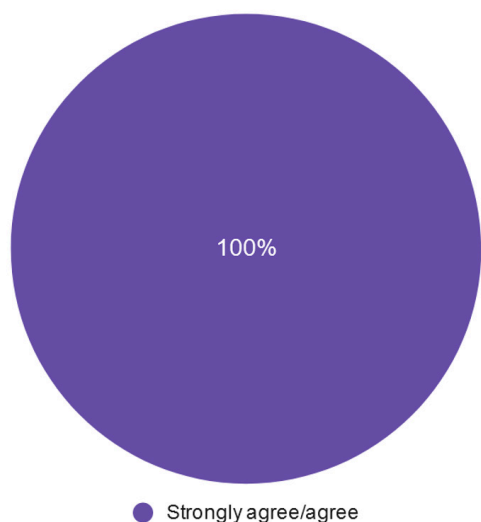


Figure 14. Satisfaction with UNITAR support team

A key responsibility for the course moderator was the preparation and facilitation of 5 weekly webinars for course participants in-line with the thematic structure of the e-course. In addition, the Course Moderator provided an introduction to each Module and wrapped up main substantive points at the end of each week. She endorsed participant engagement in the webinars and discussion forums by raising stimulating questions, inviting participants to respond and providing timely input. The Course Moderator also reviewed and provided individualized feedback to the Green Policy Plans submitted by participants. 97% of participants stated the interaction with the moderator was enriching and effective and 97% strongly agreed/agreed that the explanations provided by the moderator through the webinars, met their expectations. She endorsed participant engagement in the webinars and discussion forums by raising stimulating questions, inviting participants to respond and providing timely input. The Course Moderator also reviewed and provided individualized feedback to the Green Policy Plans submitted by participants. 97% of participants stated the interaction with the moderator was enriching and effective and 97% strongly agreed/agreed that the explanations provided by the moderator through the webinars, met their expectations.

FOLLOW UP ACTIONS

A number of actions will be taken as a follow-up to the course, including the following:

- Review and update of all course materials in order to include comments, insights or best practice examples from EU4Environment partner, the project national coordinators, as well as course participants from pilot edition
- Adaptation of the course to a free, self-paced format
- Translation of the new version of the e-course “Green Transition in Eastern Partnership Countries” into Russian language
- Dissemination information regarding the best Green Policy Plans, including publishing of selected plans on the EU4Environment website
- Organizing a webinar/discussion session with the participants who prepared Green Policy Plans of high quality to discuss possible support for the implementation of the policy plans
- Impact assessment from the course 6 months after the end of the pilot edition



ANNEX 1

List of Participants

Annex I

List of participants

Name	Country	Job position
Anna Martirosyan	Armenia	Department of Energy, Chief Specialist of Division for energy efficiency and technical standards, Ministry of Territorial Administration and Infrastructure
Garik Grigoryan	Armenia	Ministry of Environment and Natural Resources
Lusine Avetisyan	Armenia	Ministry of Environment and Natural Resources
Lusine Tovmasyan	Armenia	Head, Secretariat of the Extractive Industries Transparency Initiative (EITI), Prime Minister Office
Meri Harutyunyan	Armenia	Senior Expert at the Department of Strategic Environmental Management of the Ministry of Environment and Natural Resources
Suren Semerjyan	Armenia	Department of Coordination and Methodologies on Environmental Protection and Industrial Security, Acting Leading Specialist Inspection Bodies' Coordination Office; Prime Minister Office
Syuzanna Hovsepyan	Armenia	Advisor, Department of Primary Agricultural Production, Ministry of Economy
Tigran Sekoyan	Armenia	EU4 Environment National Action Coordinator for Armenia
Varsik Martirosyan	Armenia	Deputy Head, Department of Primary Agricultural Production, Ministry of Economy
Elchin Azizli	Azerbaijan	Head of Strategy and Corporate Development Division, Small and Medium Enterprises Development Agency
Farida Alakbarova	Azerbaijan	Head of Subdivision of Environment and Natural Resources, Ministry of Ecology and Natural Resources
Jamila Hadjizade	Azerbaijan	Department of Scientific Research and Risk Management, Azerbaijan Food Security Agency
Kamran Rzayev	Azerbaijan	EU4 Environment National Action Coordinator for Azerbaijan
Nurangiz Farajullayeva	Azerbaijan	Leading advisor of Electroenergy and energy efficiency division, Ministry of Energy
Qizilgul Hasanova	Azerbaijan	Leading advisor of Environmental policy division, Ministry of Ecology and Natural Resources
Sima Mammadova	Azerbaijan	Advisor of land use division, Ministry of Agriculture
Alexander Gankin	Belarus	Ministry of Health of the Republic of Belarus, Researcher of the Laboratory of Health Risk Analysis Technologies of the Republican Unitary Enterprise "Scientific Practical Centre of Hygiene"
Dmitry Klega	Belarus	Ministry of Economy of the Republic of Belarus, Consultant of the Green Economy Department of the Directorate of Economics of Natural Complexes of the General Directorate of Sustainable Development
Kiryl Saltykou	Belarus	State Scientific Institution "Research Economic Institute of the Ministry of Economy of the Republic of Belarus", Head of the Department for Nature Management and Green Economy Development

Annex I

List of participants

Larissa Lukina	Belarus	EU4 Environment National Action Coordinator for Belarus
Olga Pogorelaya	Belarus	Ministry of Natural Resources and Environmental Protection of the Republic of Belarus, Chief Specialist of the International Cooperation Department of the General Directorate of Environmental Policy, International Cooperation and Science
Svetlana Khokhno	Belarus	Ministry of Transport and Communications of the Republic of Belarus, Consultant, Economic and Financial policy Division, Dept of Aviation
Tatsiana Shidlovskaya	Belarus	Ministry of Natural Resources and Environmental Protection of the Republic of Belarus, Chief Specialist of the Department of Analytical Work, Science and Information of the General Directorate of Environmental Policy, International Cooperation and Science
David Advadze	Georgia	Chief Specialist, Ministry of Economy and Sustainable Development
Gvantsa Sivsivadze	Georgia	First Category Senior Specialist of the Water Division, Environment and Climate Change Department
Lali Titilokashvili	Georgia	Third Category Senior Specialist of the Sustainable Division, Environment and Climate Change Department
Lasha Akhalaia	Georgia	First Category Senior Specialist of the Air Division, Environment and Climate Change Department
Malkhaz Adeishvili	Georgia	EU4 Environment National Action Coordinator for Georgia
Mari Khvtisiashvili	Georgia	Specialist of international relations of Georgia's Innovation and Technology Agency
Mariam Beridze	Georgia	Chief Specialist of the Environmental Information and Education Center, Ministry of Environmental Protection and Agriculture
Nato Ormotsadze	Georgia	Second Category Senior Specialist of the Sustainable Division, Environment and Climate Change Department.
Tamar Aladashvili	Georgia	Director of Environmental Information and Education Center
Tamar Zedginidze	Georgia	Head of the Department of Finance, Ministry of Environmental Protection and Agriculture of Georgia
Maia Javakhishvili	Georgia	Deputy Head of Environment and Climate Change Department, Ministry of Environmental Protection and Agriculture
Alina Ghilaș	Moldova	Coordinator, National Business Consultancy Center, Organization for Small and Medium Enterprises Sector Development (Organization for Small and Medium Enterprises Sector Development)
Andrei Isac	Moldova	National Action Coordinator, EU4Environment in Moldova
Igor Afteniuc	Moldova	Coordinator, UIP Program on Greening SMEs, Organization for Small and Medium Enterprises Sector Development
Natalia Postolache	Moldova	Head Division on Statistics, Reporting and Electronic Procurement, Agency for Public Procurement, Ministry of Finance

Annex I

List of participants

Oxana Paladiciuc	Moldova	Chief of department, Business support infrastructure, Organization for Small and Medium Enterprises Sector Development (Organization for Small and Medium Enterprises Sector Development)
Tatiana Chiriac	Moldova	Coodinator of "SMEs Greening National Program" Organization for Small and Medium Enterprises Sector Development, Expert of International Economic Relations, eCommerce and Digital Industry development; Organization for Small and Medium Enterprises Sector Development
Tatiana Goreacioc	Moldova	Coordinator, National Business Consultancy Center, Organization for Small and Medium Enterprises Sector Development (Organization for Small and Medium Enterprises Sector Development)
Tatiana Pirgari	Moldova	Senior consultant, Economic Policies and Business Environment Department, Alternate/Technical National Focal Point of EU4Environment in Moldova, Ministry of Energy and Infrastructure
Valeria Doroftei	Moldova	Ministry of Agriculture, Regional Development and Environment: Waste and Chemicals Management Division. Specialist on environmental protection
Darina Kulaga	Ukraine	Senior Expert on the European Green Deal, Office of the Deputy Prime Minister for European and Euro-Atlantic Integration
Iryna Kostevska	Ukraine	Chief Specialist of the Expert Group on Energy, Environment, Transport and Digitization of the Government Office for Coordination of European and Euro-Atlantic Integration
Nelly Khomytska	Ukraine	Acting Head of the Expert Group on Energy, Transport Environment and Digitization of the Government Office for Coordination of European and Euro-Atlantic Integration
Olena Maslyukivska	Ukraine	National Action Coordintor, EU4Environment in Ukraine
Olga Savchenko	Ukraine	Deputy Head of Division on Cooperation with the EU – Head of the Unit of Trade Cooperation, Analysis and Forecasting of the Department for International Cooperation on Economy, Trade and Agriculture
Olga Skazhenyuk	Ukraine	Chief Specialist of the Climate Policy Formation Department of the Climate Policy and Ozone Layer Conservation Department, Ministry of Environmental Protection and Natural Resources
Victoria Kovalenko	Ukraine	State Expert, Smart Specialization and Resource Efficiency of the Directorate for Pricing Policy and Development of the Real Sector of Economy, Ministry of Economic Development, Trade and Agriculture



ANNEX 2

List of Green Policy Plans Developed by Participants

Annex II

List of green policy plans

Name	Country	Green Policy Plan
Lusine Tovmasyan	Armenia	Policy on responsible mine closure integrating a green approach
Meri Harutyunyan	Armenia	Introduction of Green Economy elements into the transport section of Armenia
Suren Semerjyan	Armenia	Addressing the issue of destruction of green urban areas in Armenia
Syuzanna Hovsepyan	Armenia	Making Yerevan City cleaner and greener
Tigran Sekoyan	Armenia	Green economy perspective in the energy sector of Armenia
Varsik Martirosyan	Armenia	Organic farming in Armenia
Elchin Azizli	Azerbaijan	An action plan on waste recycling and management
Farida Alakbarova	Azerbaijan	Transition to a Green Economy through water resources management
Jamila Hadjizade	Azerbaijan	Application of Green Economy by improving the ecological condition of the Caspian Sea
Kamran Rzayev	Azerbaijan	Public and private transport systems
Qizilgul Hasanova	Azerbaijan	Sustainable transport strategy
Dmitry Klega	Belarus	Greening agriculture in the Republic of Belarus
Kiryl Saltykou	Belarus	Circular economy development in the Republic of Belarus
Svetlana Khokhno	Belarus	The use of elements of the Green Economy in civil aviation
David Advadze	Georgia	Policy plan for elaboration of sustainable financing taxonomy for Georgia
Gvantsa Sivsvivadze	Georgia	Green policy plan to tackle unsustainable, emission-intensive urban transportation in Tbilisi, Georgia
Lali Titilokashvili	Georgia	Examination of the mandatory technical inspection regulation for vehicles in Georgia
Lasha Akhalaia	Georgia	Greening the industrial sector with a focus on the reduction of air pollution from industrial facilities
Malkhaz Adeishvili	Georgia	Policy plan for greening urban transport in Tbilisi
Mariam Beridze	Georgia	Green tourism in Georgia
Nato Ormotsadze	Georgia	A new approach to the waste stream - Extended Producer Responsibility (EPR) principle in Georgia
Tamar Aladashvili	Georgia	E-governance policy development in Georgia
Tamar Zedginidze	Georgia	Green/sustainable procurement policy plan as a component of Georgia's Green Economy and Sustainable Development
Maia Javakhishvili	Georgia	Sustainable water resources management in Georgia
Andrei Isac	Moldova	Program on the promotion of Green Economy in the Republic of Moldova and its Action Plan for 2022-2024
Igor Afteniuc	Moldova	Waste management and recycling
Natalia Postolache	Moldova	Implementing sustainable public procurement
Oxana Paladiciuc	Moldova	Sustainable value chain development in the Republic of Moldova
Tatiana Chiriac	Moldova	Green policy plan for Circular Economy in tourism

Annex II

List of green policy plans

Tatiana Goreacioc	Moldova	Accessibility of drinking water sources through deconcentration purification systems in urban and rural areas
Valeria Doroftei	Moldova	Plan for recycling hazardous waste management
Darina Kulaga	Ukraine	Green transition fund
Nelly Khomytska	Ukraine	Green policy plan "development of waste management in Ukraine"
Olena Maslyukivska	Ukraine	Greening public procurement in Ukraine
Olga Skazhenyuk	Ukraine	Energy efficiency in the building sector of Ukraine