VET4GREEN

Developing Capacities in the Area of VET for Green Energy Transition in Sub-Saharan Africa

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REPORT FROM

RESEARCH PHASE:

SUSTAINABLE FUTURE IN SUB-SAHARAN AFRICA:THE VET4GREEN INITIATIVET

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Introduction

The VET4GREEN project focuses on the needs of professional education providers and stakeholders in the green energy sector in Africa. Its main goal is to improve the day-to-day work of participating African organizations by providing knowledge and capacity building. The project highlights the need for a broad range of technical and fundamental skills to support the inclusion of the green transition in two global scenarios: the energy transition and the circular economy.

In this context, it is worth noting that only about 43% of the population in sub-Saharan Africa has access to electricity, according to data from the World Bank. Therefore, green energy is becoming a key element in the fight against energy poverty and climate change in the region.

Organizations from Africa are involved in cooperation under the project, including:

- Higher Institute of Professional Development and Training (Cameroon),
- Social View KENYA(Kenya),
- Horizon Institute of Entrepreneurship Development (Kenya)
- Puntland Technical University (Somalia)
- Horizon Institute of Research & Innovation iHub (Ruanda)

to develop specific skills policies, shape appropriate vocational education and training (VET) and adapt training and active labor market programs to current and future needs in the energy sector.

In terms of energy potential, the International Renewable Energy Agency (IRENA) estimates that the region has the potential to produce up to 70 GW of solar energy by 2030. This highlights the importance of projects such as VET4GREEN in promoting green energy and professional education in this sector.

It is also worth paying attention to other initiatives, such as UN programs or initiatives of private foundations, which also aim to promote green energy in Africa. Statistics show that access to green energy in sub-Saharan Africa is still low, highlighting the importance of such projects. For example, green energy investment in sub-Saharan Africa rose to $5.9 billion in 2018, a 60% increase over 2017, according to a report by Bloomberg New Energy Finance.

The project "Developing Competences in the Area of Vocational Education and Training in the Field of the Transition to Green Energy in Sub-Saharan Africa" assumes, as one of its activities, research aimed at a thorough analysis of the current state of vocational education and training (VETs) institutions in the participating African countries. This comprehensive analysis aims to identify specific key competencies that require optimization and improvement. To achieve this, the research phase will involve systematic examination of various aspects. It will analyze the existing VET curriculum, methodology, infrastructure, resources and overall quality of education provided. Additionally, it will assess the compliance of VET programs with the evolving needs of the industry and labor market. Through extensive data collection, the research phase aims to gain a deep understanding of the gaps and gaps in the systems. It will focus on identifying the specific competencies that are necessary for students to acquire to meet the demands of the labor market, especially in the growing renewable energy sectors.

By conducting this in-depth analysis, research, interviews and consultations with relevant stakeholders, the research phase will provide valuable insights and recommendations for subsequent phases of the project. These results will serve as a foundation for the design of targeted interventions, curriculum improvements, competency-building initiatives and strategic partnerships to address identified competency gaps and promote the development of a skilled workforce in participating African VET institutions. The project leader prepared a methodology (Appendix 1) that provided all partners with the same guidelines regarding sources and research methods.

Each partner was obliged to prepare a report summarizing the data collected in the research. The reports are attachments to this document. The purpose of this document is to present the survey results in a way that will enable understanding of current attitudes towards key social and environmental issues. The report also aims to identify areas that require immediate intervention and transformation.

The interviews based on the survey were divided into several sections, each focusing on different aspects, from environmental awareness to energy preferences. This final report summarizes the percentage and numerical analysis of the collected responses, which allows for a deep understanding of the respondents' opinions.

The final report aims to identify the competence development needs of vocational education and training (VET) providers, while identifying the necessary skills to be included in VET courses, taking into account the needs of the renewable energy sector in these countries.

1. Partner Puntland Technical University (PTU) results summary:

Most respondents are aware of environmental issues, indicating a general level of commitment to environmental issues. While there is a great understanding of ecological issues, there is also a clear need for ongoing education, both in ecology and green energy. The study covered various professional groups, which indicates the importance of green education at various stages of professional careers. There is a noticeable lack of unanimity regarding the possibilities of green transformation: Respondents were divided in their assessment of the possibilities of green transformation in their country. There are differences in the perception of obstacles such as lack of infrastructure and political instability. Great interest in expanding knowledge about green energy is visible among respondents, especially in the context of renewable technologies and sustainable development. Respondents emphasize the need to develop professional education while ensuring access to appropriate resources and financial support. The study suggests that green education should be available at various levels, from primary education to university studies, to prepare professionals for various positions in the green energy sector. The selection of different energy sources in respondents' homes (coal, oil, gas, renewable sources) shows the diversity and potential areas for improving energy efficiency. Key ecological topics: The study indicates: lack of water, air pollution and plastic pollution as the main environmental problems of the modern world that are important to respondents. It is worth adapting educational programs, taking into account the specific needs of respondents, such as energy management, renewable technologies and sustainability. Understanding environmental issues and green education can help increase engagement in the green energy

transition.

The survey, conducted among mainly Somali respondents, revealed some important findings regarding attitudes and needs related to green energy and environmental education. The majority of survey participants (48%) are women, 39% are men, and 13% of respondents did not provide information about their gender. The respondents represent various professional groups, with the largest share of university students (25%), young professionals (22%), and VET teachers (22%). A high level of ecological awareness is visible - as many as 91% of respondents are familiar with environmental problems, and only 3% have no such awareness. When it comes to assessing the possibilities of green energy transformation in their country, respondents shared their opinions. 38% believe it is possible, 31% probably yes, 16% are skeptical and 9% don't know. Also interesting is the diversity in energy sources used by respondents in their workplaces and homes. The most commonly used energy source is coal. However, there is a clear need for green education. It is worth noting that although respondents are aware of environmental problems, they report the need to expand their knowledge about green energy. The study also highlighted the need to adapt educational programs to the specific needs of respondents, such as energy management, renewable technologies and sustainable development. In the context of vocational education, there is a need for development at various stages of a professional career, from primary education to university studies. However, there is a clear need for green education. It is worth noting that although respondents are aware of environmental problems, they report the need to expand their knowledge about green energy. The study also highlighted the need to adapt educational programs to the specific needs of respondents, such as energy management, renewable technologies and sustainable development. In the context of vocational education, there is a need for development at various stages of a professional career, from primary education to university studies. However, there is a clear need for green education. It is worth noting that although respondents are aware of environmental problems, they report the need to expand their knowledge about green energy. The study also highlighted the need to adapt educational programs to the specific needs of respondents, such as energy management, renewable technologies and sustainable development. In the context of vocational education, there is a need for development at various stages of a professional career, from primary education to university studies. such as energy management, renewable technologies and sustainable development. In the context of vocational education, there is a need for development at various stages of a professional career, from primary education to university studies. such as energy management, renewable technologies and sustainable development. In the context of vocational education, there is a need for development at various stages of a professional career, from primary education to university studies.

To sum up, the survey results indicate the need for green education at various levels and to adapt educational programs to the specific needs of respondents. It is also worth continuing research and educational initiatives to increase awareness and involvement in the green energy transition.

2. Partner Horizon Institute of Entrepreneurship Development (Kenya) results summary.

The majority of respondents were in their 20s and 30s, suggesting that younger generations are more engaged in green energy and environmental issues. All respondents are women from Kenya, which may suggest that the topic of green energy is important and involves various social groups in this region. The survey includes both young professionals and university students, demonstrating the diversity of perspectives and experiences. Most respondents work or study in private institutions, which may affect the perspective of the green transformation. Respondents represent companies of various sizes, which may indicate the importance of green transformation for both smaller and larger organizations. Most respondents are from national institutions, which highlights the need to increase awareness at national level. High awareness of environmental issues: All respondents are aware of environmental issues, which is a positive sign for future environmental initiatives. The survey identified water scarcity and desertification as the most important issues for respondents, which may reflect local challenges in Kenya. Most respondents did not have access to ecological training at their workplace or studies, which indicates the need to increase education in this area. Dominance of renewable energy sources: Most respondents use renewable energy sources, which is a positive sign for the green transformation. Respondents are aware of the terms 'Green deal' and 'Green transition', suggesting that they are already part of the public discourse in Kenya. An overwhelming majority of people express a desire to learn more about the green transition, especially in the areas of sustainability, climate change and climate planning. Most respondents believe that vocational education in Kenya is not sufficiently developed and well prepared for their professions, which indicates the need for educational reform. Respondents indicate rural development as the most important area in need of vocational education, which may reflect local challenges and priorities. Widespread support for green transformation classes is also noticeable: All respondents believe that green transformation classes can be useful, which is a positive signal for development ecological education. Respondents indicate various professions such as ecologist, climate consultant and environmental specialist.

To summarize, the Kenyan study mainly involved people aged 20-30, which suggests that younger generations are more interested in topics related to green energy and environmental protection. All respondents were women. Most of them work or study in the private sector, but the public sector was also represented. Referring to different types of companies, respondents come from different types of organizations, which suggests that the green transformation is important for both smaller and larger companies.

The majority of respondents are from national institutions, highlighting the need to increase education and awareness at the national level in the field of green energy and environmental protection. Respondents are aware of environmental problems, and their priorities are water shortage, desertification, air pollution, smog and food contamination with pesticides. It should be noted that most participants did not have access to environmental training in their workplaces or studies, which indicates the need to increase educational activities in this field. A positive sign is the fact that the majority of respondents use renewable energy sources. Respondents are aware of the terms "Green deal" and "Green transition", suggesting that these concepts are becoming more popular in Kenya. The strong interest in further education in the field of the green transition, especially in the areas of sustainable

development, climate change and climate planning, highlights the need for continuing education. The majority of respondents believe that vocational education in Kenya is not sufficiently developed and does not prepare well for work in a given field, which suggests the need to reform vocational education. Respondents believe that the development of rural areas is crucial and requires special attention in vocational education. All respondents believe that green transformation classes can be useful, which is a promising signal for the development of ecological education. Respondents point to various professions related to the green transformation,

3. Partner Horizon Institute of Research & Innovation iHub (Ruanda) results summary.

The survey conducted among 31 respondents from Rwanda revealed many important conclusions regarding the prospects for the green transition, environmental education and vocational education (VET). People of various ages participated in the study, although the predominance was young professionals and university students. Gender was evenly represented. More than 90% of respondents are aware of environmental issues, which is a promising sign. However, access to ecological training is still limited, indicating the need to increase education in this field. The majority of respondents believe that a green energy transition is possible in Rwanda, with the availability of resources being the main argument. This suggests great optimism about sustainability. Respondents expressed concerns about the quality of vocational education in Rwanda, which highlights the need for educational reform. There is also huge interest in further education related to the green transition. Despite awareness of ecological problems, only a small number of respondents had access to ecological training. This indicates the need to develop educational programs. A large proportion of people are optimistic about the possibility of a green transformation in Rwanda, which is a positive sign. There is a need to develop specific plans and actions in this area. According to the study, the value of vocational education in Rwanda is low, which highlights the need to modernize programs and make them more focused on the green transformation. Most respondents would like to expand their knowledge about the green transformation. All respondents believe

Overall, this study demonstrated the need to invest in environmental education, modernize vocational education, and develop green transition programs in Rwanda. It is worth focusing on increasing awareness and preparing staff for future challenges related to environmental protection and sustainable development.

The demographics of study participants varied in age, although young professionals and university students predominated. The group of respondents was also evenly divided by gender. The survey showed that over 90% of respondents are aware of environmental issues, which is a promising sign. However, access to environmental training remains limited. Respondents expressed optimism about the green energy transition in Rwanda, with the main argument being the potential of available resources. However, concerns about the quality of vocational education were evident, highlighting the need for educational reform. Although most respondents are aware of ecological problems, only a small number of them had access to ecological training. Therefore, there is a need to develop educational programs.

4. Partner Higher Institute of Professional Development and Training(Cameroon) results summary.

The study primarily covers younger generations, with the majority of participants aged between 15 and 45. This may suggest that younger generations are more interested in ecological issues. Women constitute the majority of respondents (82.9%), which indicates their special involvement in these topics. The majority of participants are from Cameroon (77.5%). The most important professional groups in the study were university students (32.5%) and vocational school teachers (27.5%). This may mean that environmental education and vocational training are key areas of interest for respondents. The majority of respondents work in the public sector (62.5%), which suggests that public institutions are interested in environmental issues. 75% of people participating in the survey are aware of environmental problems, which is a positive signal for environmental education. The most important environmental problems according to participants are: lack of water (73.2%) and the impact of plastic on the environment (82.9%). Most institutions where respondents work or study provide ecology training (46.3%). The topics of these trainings are diverse. Green energy training is also conducted by many institutions (56.1%), which indicates a growing interest in renewable energy sources. Hydroelectric power - 65% and solar energy - 25% are widely used by respondents. The majority of participants (58.5%) are familiar with the terms "Green deal" and "Green transition", suggesting that there is some understanding of the terminology related to the green transition. Respondents (82.9%) believe that green energy transformation is possible in their country. This is a positive signal for the development of renewable energy sources. Virtually all study participants (97.6%) expressed a desire to expand their knowledge about the green transformation. Respondents suggest a variety of activities they consider necessary, especially those related to solar and wind energy. When assessing vocational education, the majority of respondents (50%) are divided between a positive assessment (yes and rather yes) and a negative assessment (no and rather not). They suggest developing vocational education in various areas such as self-employment, skills development and teacher training. The majority of participants (75.6%) believe that green transformation classes can be useful and that they can prepare for many different professions,

To sum up, the survey results indicate a growing interest in ecology and green transformation among respondents, especially younger people. However, there is also a need to develop vocational training and environmental education to meet these challenges. This study is a valuable contribution to understanding the perspectives and needs related to environmental protection and sustainable development.

Nevertheless, the study also reveals areas that require further attention. First of all, it is the development of vocational education, especially in areas related to entrepreneurship and practical skills. It is worth emphasizing that this study constitutes an important contribution to understanding the needs and prospects related to environmental protection and sustainable development in the European context. Environmental awareness is growing, but further action is crucial to make the green transformation a reality.

5. Partner Social View Kenya results summary.

People of different ages took part in the study. The largest group were young respondents aged 18-34 (38.7%). It is worth noting that as many as 71% of respondents were under the age of 34. The majority of respondents were women (61.3%). All survey participants are from Kenya. Most respondents were working people (67.7%). This is important because it indicates their experience in the context of green transformation in the workplace. The respondents represent various sectors: private companies (48.4%), public institutions (32.3%) and non-governmental organizations (19.3%). This proves that ecological issues are important in various areas. The respondents work in companies of the following sizes: small (38.7%), medium (32.3%) and large (29%). This suggests that the green transformation is important for both small and large organizations. Most of the respondents (80. 6%) work or study in national institutions. 64.5% of people show high awareness of environmental problems, which is a promising signal for future ecological initiatives. The most important environmental problems considered by respondents are water shortage and desertification problems (64.5%), plastic pollution (25.8%) and smog and air pollution (9.7%). An impressive 90.3% of respondents confirmed that their place of work or study offers classes, lectures or training in the field of ecology. This is a high level of involvement of educational and professional institutions in developing ecological awareness. 100% of respondents chose renewable energy sources as the main energy source in their place of residence or work. This is a promising sign and confirmation, that Kenyans are ready to transform the energy sector. The survey results show that 90.3% of respondents know the terminologies, which proves their ecological awareness and knowledge of current initiatives. 71% of respondents believe that a green energy transition is possible in Kenya, and an additional 29% have at least moderate hopes for success. This is an encouraging signal that may constitute the basis for further pro-ecological activities. The following factors dominate among respondents' justifications: availability of resources (32.3%), government policy (29%) and investments in infrastructure (16.1%). All survey participants expressed a desire to expand their knowledge about the green transformation. This confirms that educational initiatives and training in this area should find broad support. Respondents indicated various areas in which they need training and education, such as sustainability (32.3%), climate change (29%) and climate planning (16.1%). The majority of respondents (51.6%) believe that vocational education in Kenya is not sufficiently developed. Moreover, 48.4% of respondents believe that vocational education should focus on rural development. 100% of respondents believe that green transformation classes can be useful in vocational education. Among the fields of preparation, ecologists (32.3%), climate consultants (29%) and waste management specialists (16.1%) stand out. that vocational education should focus on rural development. 100% of respondents believe that green transformation classes can be useful in vocational education. Among the fields of preparation, ecologists (32.3%), climate consultants (29%) and waste management specialists (16.1%) stand out. that vocational education should focus on rural development. 100% of respondents believe that green transformation classes can be useful in vocational education. Among the fields of preparation, ecologists (32.3%), climate consultants (29%) and waste management specialists (16.1%) stand out.

Analysis of the survey results shows a positive picture of the level of environmental awareness in Kenya. Many respondents demonstrate readiness for the green transformation and willingness to participate in ecology-related education. There is also a need to develop vocational education, especially in rural areas. Ultimately, these results provide valuable

information for educational institutions, governments and non-governmental organizations that strive to promote green solutions. Overall, the results of this survey provide significant support to policymakers, educators and non-governmental organizations committed to developing a sustainable society in Kenya. First of all, they show that younger generations show significant interest in ecological issues, which places them as key stakeholders in the environmental decision-making process. One of the key findings from the study is respondents' awareness of pressing environmental issues such as water shortages and plastic pollution. This constitutes an important source of information for policy makers and social leaders who should take these issues into account in their development strategies. Continuing educational initiatives to increase understanding of the benefits of renewable energy sources, especially solar energy, appears to be a key element in accelerating Kenya's green transition. Promoting investments in these technologies can accelerate the energy transition process in the country and generate new jobs. An equally important conclusion is the need to develop the vocational education offer adapted to the needs of sustainable development. Increasing the availability of training and courses, especially in areas related to sustainable energy and waste management, can contribute to equipping society with the necessary competences and knowledge necessary to fully participate in the country's green transformation process. As a result, the survey results presented here constitute a valuable starting point for shaping a strategy for the development of a sustainable society. Their translation into practice has the potential to bring real benefits in terms of environmental protection, economic growth and the quality of life of Kenyan citizens. especially in areas related to sustainable energy and waste management, it can contribute to equipping society with the necessary competences and knowledge necessary to fully participate in the country's green transformation process. As a result, the survey results presented here constitute a valuable starting point for shaping a strategy for the development of a sustainable society. Their translation into practice has the potential to bring real benefits in terms of environmental protection, economic growth and the quality of life of Kenyan citizens. especially in areas related to sustainable energy and waste management, it can contribute to equipping society with the necessary competences and knowledge necessary to fully participate in the country's green transformation process. As a result, the survey results presented here constitute a valuable starting point for shaping a strategy for the development of a sustainable society. Their translation into practice has the potential to bring real benefits in terms of environmental protection, economic growth and the quality of life of Kenyan citizens. The survey results presented here constitute a valuable starting point for shaping a strategy for the development of a sustainable society. Their translation into practice has the potential to bring real benefits in terms of environmental protection, economic growth and the quality of life of Kenyan citizens. The survey results presented here constitute a valuable starting point for shaping a strategy for the development of a sustainable society. Their translation into practice has the potential to bring real benefits in terms of environmental protection, economic growth and the quality of life of Kenyan citizens.

6. Project Research Phase Summary

The analysis of survey results provides important tips for activities related to ecological education and green transformation on the African continent. There is a need to continue educational programs, increase access to renewable energy sources and further engage younger generations and local communities. This is a challenge that can bring lasting benefits to the natural environment and the quality of life of people in sub-African countries. Here are the similarities and differences in the respondents' answers.

Most respondents demonstrate high ecological awareness. This suggests that topics related to ecology and sustainable development are already well-rooted in the communities with which partners cooperate. High environmental awareness is social capital that can be used as a foundation for introducing more advanced programs and initiatives. It is also an indicator that education and awareness campaigns have had some desired effect. Since environmental awareness is already at a high level, we can start introducing more advanced programs and projects that will require deeper understanding and commitment from people. Regardless of the partner, there is a clear need for further education and training in ecology and green energy. This emphasizes that despite existing awareness, there is still a knowledge gap that can and should be filled by appropriate educational programs. The need for education and training is a uniform signal to action for all partners. This can be achieved through various forms of education, from workshops and training to advanced courses and certificates.

The respondents represent different sectors and professional statuses, which indicates the need for a diversified approach in education and training. Professional and sectoral diversity indicates that ecological issues are universal and concern various socio-professional groups. Such diversity requires an individualized approach to education and training. Educational programs should be adapted to the specificity of various professional groups, from blue-collar workers to specialists and managers.

For all partners, younger generations show a higher interest in ecological issues, which suggests that they are more open to changes and innovations in this area. Younger generations are often more open to new ideas and changes, which can be used to introduce innovative solutions and educational programs. Focusing on young generations in educational programs and awareness campaigns can bring long-term benefits, both in terms of increasing environmental awareness and in implementing specific projects.

In all cases, local communities are key stakeholders in ecology and sustainability activities. Local communities are most directly affected by ecological problems and therefore have the greatest interest in solving them. Programs and initiatives should be adapted to needs and conditions. This may require working closely with local leaders and organizations to understand the specifics and challenges.

All partners emphasize that ecology and sustainable development are problems that concern everyone, regardless of age, gender, education or origin.
This highlights the universality of ecological problems and the need for a global solution.
Programs and initiatives should be as inclusive and open to social diversity as possible. This may require various forms of communication and involvement of different social groups.

In the case of HIED, the majority of respondents are young people aged 20-30, while in Hipdet people aged 15-45 dominate. Different age groups have different priorities and needs, which can affect the effectiveness of educational programs and environmental initiatives. Educational programs and initiatives should be tailored to specific age groups. For example, younger generations may be more open to digital technologies, while older groups may prefer traditional education methods. At Hipdet, the majority of respondents work in the public sector, while at HIED, people from private institutions dominate. The employment sector can influence perceptions and priorities related to ecology and sustainability. Programs and initiatives should be adapted to the specificity of the employment sector. For example,

In HIED, all respondents are women from Kenya, while in Hipdet, 82.9% of respondents are women and the majority are from Cameroon. Gender and ethnicity can influence the way people perceive and engage with environmental issues.
Programs and initiatives should be adapted to gender and cultural diversity. This may require special programs targeting women or different ethnic groups.

In the case of PTU, most respondents have higher education, while in SVK people with secondary education dominate. The level of education may influence the understanding and interpretation of ecological problems, as well as the readiness to take specific actions. Educational programs and initiatives should be adapted to the educational level of respondents. More advanced programs and tools may be appropriate for people with higher levels of education, while those with lower levels of education may need more basic and accessible forms of education.

In Hiri, most respondents have access to the internet and digital technologies, while in PTU this is less common. Access to resources can influence the effectiveness and reach of educational programs and environmental initiatives. Programs and initiatives should be adapted to the availability of resources in a given region. For example, in places with limited internet access, traditional education methods such as workshops and live meetings may be more effective.

At SVK, the priority is waste management and recycling, while at HIED the interest in renewable energy sources dominates. Different groups may have different priorities and interests, which affects what programs and initiatives will be most effective. This should be tailored to local priorities and needs. This may require research and analysis to understand what the most important challenges and opportunities are in a given context.

7. Conclusions

Different age and demographic groups have different needs and priorities, which should be taken into account when planning educational programs. For example, younger generations may be more open to digital technologies, while older groups may prefer traditional education methods. High environmental awareness among respondents is social capital that can be used to introduce more advanced programs and initiatives. Since environmental awareness is already at a high level, we can start introducing more advanced programs and projects that will require deeper understanding and commitment from people. The diversity of professional status and employment sector indicates the need for a differentiated approach in education and training. Such diversity requires an individualized approach to education and training. Educational programs should be adapted to the specificity of various professional groups, from blue-collar workers to specialists and managers. The lack of unanimity on the issue of green transformation indicates the need for further research and discussion on this topic. A series of conferences, webinars and workshops can be organized to explore different perspectives and reach consensus on key issues related to the green transition. Programs and initiatives should be adapted to local needs and conditions. This will require close collaboration with local leaders and organizations to understand specific needs and challenges. For example, in regions with limited access to resources, programs based on community collaboration and local resources may be more effective. Programs and initiatives should be as inclusive and open to social diversity as possible. This may require various forms of communication and involvement of different social groups. Programs can be adapted to different ethnic groups, genders and people with different levels of education. In the era of digitalization, technology can be a powerful tool in environmental education. Online platforms can be used to conduct training, webinars and other forms of education. This not only increases the reach, but also allows you to adapt the materials to the individual needs of participants. For the effectiveness of all programs and initiatives, their constant monitoring and evaluation is necessary. Regular surveys, research and analyzes can provide valuable information about the effectiveness of programs, which will allow for their continuous optimization and adaptation to changing needs and conditions. Cooperation between different sectors (public, private, NGO) can significantly increase the effectiveness of activities. Partnerships and coalitions can bring together different resources, competencies and perspectives, which can lead to more holistic and effective solutions. Environmental education is not a one-time event, but a continuous process. Educational programs should be designed to enable continuous learning and competence development. This may include various forms of education, from basic workshops to advanced courses and certifications. which can lead to more holistic and effective solutions. Environmental education is not a one-time event, but a continuous process. Educational programs should be designed to enable continuous learning and competence development. This may include various forms of education, from basic workshops to advanced courses and certifications. which can lead to more holistic and effective solutions. Environmental education is not a one-time event, but a continuous process. Educational programs should be designed to enable continuous learning and competence development. This may include various forms of education, from basic workshops to advanced courses and certifications.

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