

FIRST GLOBAL FORUM ON GREEN ECONOMY LEARNING

PARIS, 16-18 DECEMBER 2015



REPORT

Executive Summary

Why do we need to invest in inclusive green economy (IGE) learning? What have we learned from existing initiatives? And what actions can be taken to increase impact? These questions were explored at the 1st Global Forum on Green Economy Learning which took place from 16-18 December 2015 at the OECD Headquarters in Paris, France.

More than 100 individuals from over 60 institutions came together to discuss global and national approaches to green economy learning and identify opportunities to exchange knowledge and collaborate with the goal of up-scaling green economy learning. Participants included representatives from education and training institutions, policy-makers and development partners, as well as NGOs and business associations. The event was organized by the Partnership for Action on Green Economy (PAGE) in collaboration with the Green Growth Knowledge Platform (GGKP), the Organisation for Economic Co-operation and Development (OECD) and the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training.

The Forum achieved three main results. First, it extended knowledge and experience-sharing on IGE learning beyond existing networks and initiatives. Second, it laid the ground for the initiation of a global green economy learning network. Third, the Forum published the 'Paris Summary Statement on Learning for an Inclusive Green Economy'. The Statement represents the essential ideas and principles for IGE learning discussed at the Forum, providing a reference point for decision-makers, learning institutions and professionals to refer to and apply in their work.

The event evaluation showed that 97% of the respondents found the Forum 'excellent' or 'good' overall. In terms of relevance, respondents indicated that the sessions on "What is green economy learning and why do we need to invest in it?" as well as "Existing initiatives that support countries in promoting green economy education and training – What have we learned?" were particularly relevant to them (for full evaluation results see Annex 1).

In advance of the Forum more than 900 people participated in an online survey to map existing green economy learning activities and materials and explore opportunities for knowledge sharing and collaboration (see Annex 2).

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1 | Background

The Green Economy Learning Challenge

Recent events, such as the adoption of the Paris Agreement and the 2030 Agenda for Sustainable Development in 2015 provide major international momentum to advance the inclusive green economy concept and its focus on integrating environmental and social considerations in macro-economic planning and policy making.

For instance, the principles of an inclusive green economy have been reiterated through the Sustainable Development Goals, for example Goal 8 which calls for “sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all”.

The effective translation of the IGE concept into national policies creates challenges as well as opportunities, of which scaling up learning and skills development is one important area.

Topics such as valuing natural capital, ecosystem services, advancing resource efficiency, or green economy modelling and assessments, are often unfamiliar to decision-makers in the public and private sector. Yet, awareness, knowledge and skills related to these topics are a key determinant for IGE policy analysis, reform and implementation at all levels.

Beyond targeted training for decision-makers the transition towards an inclusive green economy requires national education and training systems to respond to new and changing skills needs. There will be decreased demand for some jobs (e.g. in the production and use of fossil fuels) and increased demand for others (e.g. in the area of public transport). The development of new technologies and practices also results in the emergence of some entirely new occupations, such as solar technicians. Moreover, skills profiles within existing occupations

will change (e.g. climate-smart agriculture skills needed by farmers).¹

To address IGE learning needs in a systematic manner, some countries have taken steps to take a strategic and long term approach to green economy learning, including strengthening of national learning institutions. For example, the PAGE partner countries Mongolia and Ghana have initiated the development of a National Green Economy Learning Strategy/Action Plan with a view to define learning priorities and strengthening the capacity of national institutions to provide IGE learning.

The strategies also help to raise the visibility of education and training as a means to achieve green economy objectives.

¹ International Labour Organization (2011) Skills for Green Jobs: A Global View

The Importance of Learning Institutions

To prepare for the increasing demand for IGE learning and capacity development, a growing number of development partners and initiatives offer training programmes that mainly target decision makers and professionals. In addition, national learning institutions in developed and developing countries, such as universities or professional training institutes, have started to explore how to integrate green economy considerations in their curricula and learning activities. Opportunities for strengthening institutional capacities to deliver IGE learning range from integrating green economy principles in existing courses (e.g. in economics, tourism, or engineering courses) to

developing and delivering dedicated green economy courses. For example, in the area of vocational education and training, curricula are changed to adapt to the greening of existing jobs and the emergence of new green jobs. Ultimately, building up institutional capacities to deliver green economy learning can help to build sustainability beyond individual training events that are supported by external resource persons.



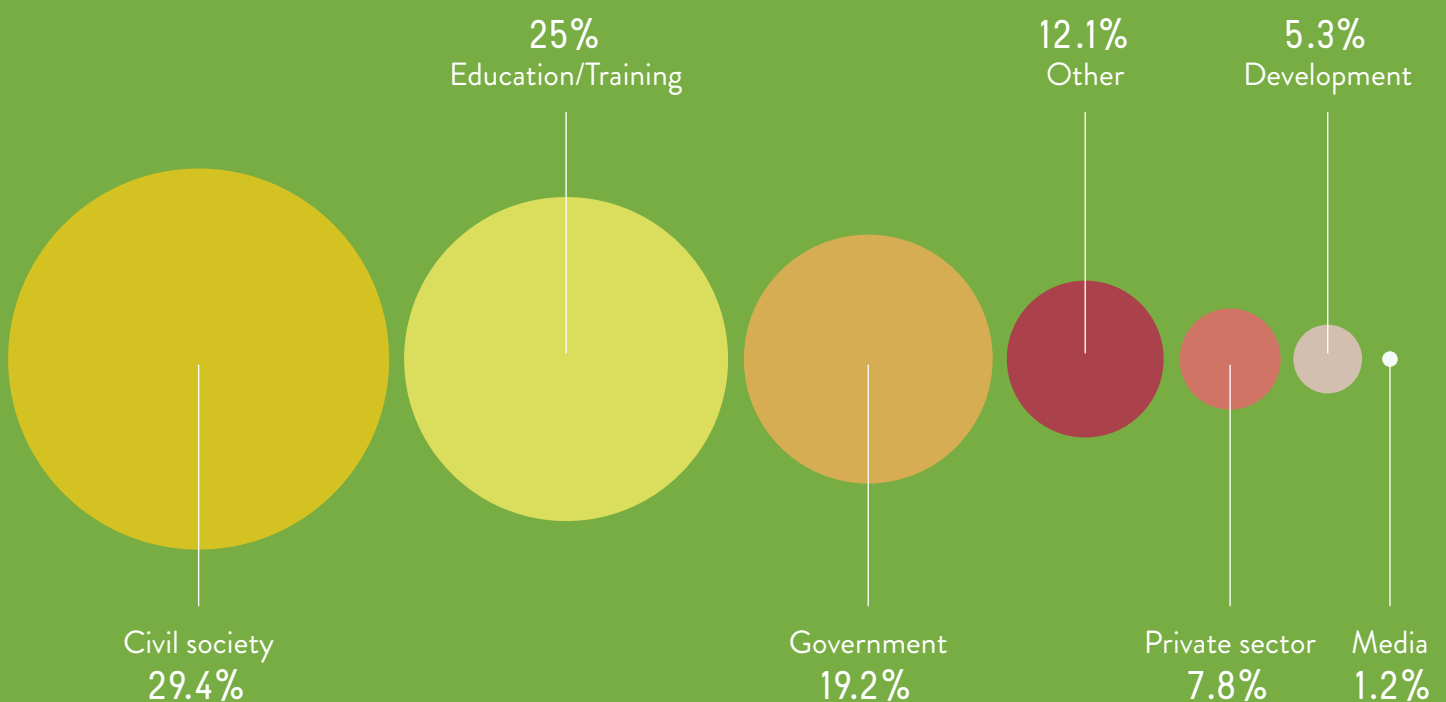
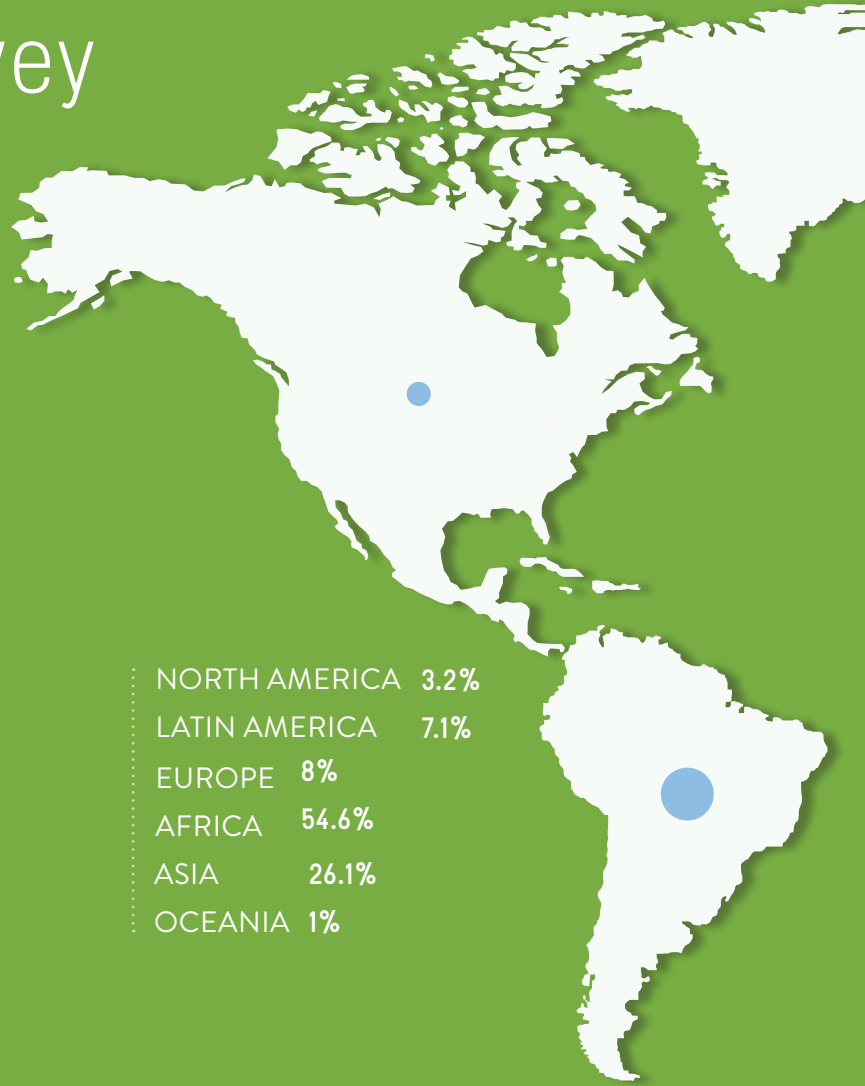
2 | Global Survey

In the run-up to the 1st Global Forum on Green Economy Learning, PAGE and its partners implemented a global online survey with the following objectives:

1 - Map existing green economy learning activities and materials and explore opportunities for knowledge sharing and collaboration.

2 - Identify professionals and institutions that are interested in participating in the Green Economy Learning Forum.

The survey yielded a total of **908 responses** from **117 countries**. The graphics show the regional share and institutional background of the respondents.





Key findings indicate that more than half of the respondents already offer learning activities related to green economy.

Notably, more than nine out of ten institutions or individual professionals are interested in helping develop or pilot-test new green economy curricula. This interest is also reflected in the wide-spread ambition to link up with like-minded practitioners within a Community of Practice to facilitate knowledge-sharing and collaboration.

A comprehensive overview of all survey results is included in Annex 1.

55.8% offer learning on green economy



91.2% interested in offering green economy learning



94.2% interested in community of practice



3| Objectives of the Global Forum

The 1st Global Forum on Green Economy Learning brought together various stakeholders to identify opportunities for scaling-up green economy learning. More specifically, the Forum aimed to:

1

Facilitate information exchange, experience-sharing and coordination for green economy learning

2

Review national approaches to develop a strategic approach to green economy learning

3

Engage learning institutions in integrating green economy concepts within existing courses

4

Initiate collaboration to develop self-standing green economy curricula

5

Create a network of green economy learning professionals and institutions



"2015 is an important year for sustainable development. It is the year that saw the biggest and grandest agenda ever adopted by the United Nations in what is called Agenda 2030 – Transforming Our World through Sustainable Development. It is a year where we have just seen the end of COP21 and that will hopefully launch an era essentially of sustainable development. Our ability to learn from what we have done this year and to convert it into learning and skills development to make all these conceptual frameworks a reality in the lives of people and for our planet is going to be the challenge that lies ahead."

Nikhil Seth

UN Assistant Secretary-General, Executive Director, UNITAR





4 | Reflections and Highlights

The programme was divided into five sessions with specified objectives, spread over two and a half days (see Annex 3 for the full agenda).

The Forum was opened by Ms. Kumi Kitamori, Head, Green Growth & Global Relations Division at the Environment Directorate of the OECD and Mr. Tim Kasten, Deputy Director, Division of Technology, Industry and Economics of the United Nations Environment Programme (UNEP).

The discussions throughout the Forum informed the 'Paris

Summary Statement on Learning for an Inclusive Green Economy', which was jointly reviewed by all participants on the final day.

The Statement includes four sections which relate to the main sessions of the Forum:

1. The meaning and value of IGE learning
2. Increasing effectiveness and sustainability in IGE learning
3. Promoting IGE learning at national; and
4. Scaling up for impact.



Session 1:

What is green economy learning and why do we need to invest in it?



The first session sought to lay a conceptual foundation by asking what constitutes green economy learning and why it is worth investing in it. It featured a moderated panel discussion with representatives from education and training institutions, the private sector and Government (see box below). The session also provided space for interactive working groups to discuss the concept of IGE learning and expectations for the Forum.

SESSION 1 - PANELISTS:

Mr. **Kees van der Ree**, Coordinator, Green Jobs Programme, International Labour Organization (ILO) – moderator

Ms. **Leena Srivastava**, Vice-Chancellor, The Energy and Resources Institute (TERI), India

Ms. **Georgina Ryan**, Researcher, Trade and Industrial Policy Strategies (TIPS), South Africa

Mr. **Henri Mathieu Lo**, Professor, Institut des Sciences de l'Environnement, Senegal

Mr. **Eckart Lilienthal**, Deputy Head, Division 'Policy Issues Sustainability, Climate, Energy', Federal Ministry for Education and Research (BMBF), Germany

Ms. **Hélène Lebedeff**, Deputy Director, Sustainable Development Department, Veolia

Experiences from the panelists and participants in delivering education and training highlighted the following important considerations.

First, green economy learning comprises **a wide range of activities** carried out by both the public and private sector. Public sector examples include high-level government-led policy frameworks to mainstream inclusive green economy learning across the education sector, often under the umbrella of Education for Sustainable Development (ESD). International and local NGOs contribute to extending education for sustainable development to rural or marginalized groups. The private sector is also active. For example, Veolia is investing in green skills development through their own campus since 20 years. Moreover, international organizations engage in green economy learning on several fronts by providing capacity building to policymakers and entrepreneurs and through information and experience-sharing.

Second, green economy learning addresses **a diversity of learners in various education environments**. Beneficiaries come from all levels of schooling, e.g. pre-primary to tertiary education, technical vocational and educational training, workplace based training etc. IGE

learning also includes education in non-formal settings, in order to reach those individuals that have poor access to general education, i.e. the most vulnerable, rural communities, informal workers. Third, in the wake major international agreements, **demand for skills development** from policymakers, entrepreneurs, students and workers is high and likely to increase.

This includes skills for ‘advancing a green economy’ (e.g. policy and analytical skills) as well as for ‘participating in a green economy’ (i.e. changing skills profiles across the economy).

Finally, applying green economy learning in the private sector can translate into **significant returns for businesses**.

The meaning of IGE learning is summarized in paragraphs (i) to (vi) of the Paris Statement:

‘INCLUSIVE GREEN ECONOMY’ means:

- (i) learning which promotes interdisciplinary, multi-sectoral and multi-level approaches to empower individuals, communities and societies towards achievement of the SDGs.
- (ii) learning which puts sustainability at the heart of economic policies and practices and is founded on concepts such as green growth, ecological civilization or low carbon and climate resilient growth.
- (iii) changing attitudes, mindsets and behaviours to support a reframing of the current economic growth paradigm.
- (iv) seeking to inform the earliest stages of educational development in ways that are constructive, positive and solution-oriented.
- (v) making learning and knowledge available to all in society, through open access methods and approaches and by seeking to ‘reach the furthest first’ and ‘leave no one behind’.
- (vi) learning that is truly transformational in intent.



Session 2:

Existing initiatives that support countries in promoting green economy education and training – What have we learned?

Session 2 aimed to share information about existing initiatives that contribute to inclusive green economy learning, discuss lessons learned on effectiveness and sustainability, and identify opportunities for strengthening coordination. It started with a moderated panel discussion with representatives from PAGE, OECD, GGKP, UNESCO-UNEVOC as well as the Global Green Growth Institute (GGGI). The session concluded with a Knowledge Fair during which representatives from 14 organizations shared and discussed their activities and products related to green economy education and training.

Based on lessons learned from existing initiatives a series of

challenges to meet demand for green economy learning as well as recommendations for enhancing the effectiveness and sustainability of current efforts were identified.

The discussion on challenges determined four major issues to be addressed.

First, there is a need to **better align different learning initiatives strategies** at the institutional, sectoral, (sub)national and global levels to minimize duplication and capitalize on synergies.

Second, **high turnover of staff** is a challenge for building sufficient human capacity in key Ministries. International organizations should therefore move from a 'retail' to a 'wholesale' approach, i.e. engaging

SESSION 2 - PANELISTS:

Mr. **Steven Stone**, Chief, Economy and Trade Branch, UNEP – moderator

Mr. **Angus Mackay**, Manager, Green Development and Climate Change Programme, UNITAR, on behalf of the Partnership for Action on Green Economy (PAGE)

Mr. **Ben Simmons**, Head, Green Growth Knowledge Platform (GGKP)

Mr. **Shyamal Majumdar**, Head, UNESCO-UNEVOC International Centre for TVET

Ms. **Nathalie Cliquot**, Policy Analyst, Local Economic and Employment Development Programme, OECD

Mr. **Jason Lee**, Principal Economist, Knowledge Solutions Division Representative, Global Green Growth Institute (GGGI)



national institutions in training delivery.

Third, green training and skills development is an important endeavor in its own right, but people also need to find jobs. Therefore, future initiatives need to address the question of how to better **match the supply of capacity development with market demand**.

Finally, changing political leadership and policy priorities pose a threat to the **longevity of initiatives**. Many participants reiterated, however, that transforming education systems requires time and patience to produce lasting benefits.

To enhance effectiveness and sustainability of green economy learning, five recommendations are highlighted in the Paris Summary Statement (vii-xi).

Effective and Sustainable IGE learning can be achieved by:

- (vii) lifelong learning approaches at all levels including pre-primary and primary education, secondary and post-secondary education, technical vocational education and training (TVET), higher education, workplace based, continuing education, and education in non-formal settings.
- (viii) demystifying IGE concepts and principles by linking them with learner life experience in relevant sectors such energy, water, human health, transportation, and agriculture, but equally in broader disciplines such as engineering, banking, tax, finance, economics, innovation, labour and social policy.
- (ix) building on well documented success stories which demonstrate how strengthened individual and institutional capacities can lead to transformational change.
- (x) benchmarking against accepted good practices so that education and training institutions can effectively assess, validate and showcase performance.
- (xi) recognizing that IGE learning should be fully integrated to a strategic and collaborative governance approach and enabling policy framework.



Session 3:

Strategies and policies to promote inclusive green economy learning – Country case studies

The third session served to discuss challenges and success factors in developing effective policy frameworks for IGE learning at the national level. It featured five country case studies – including Mongolia, Ghana, South Africa, South Korea, and France – as well as interactive discussions in a working group format.

SESSION 3 - PANELISTS:

Mr. Borhene Chakroun, Chief, Section of Youth, Literacy and Skills Development, Division for Policies and Lifelong Learning Systems, UNESCO – moderator

Ms. Tumendemberel Bulgan, Director, Department of Green Policy and Strategic Planning, Ministry of Environment, Green Development and Tourism, Mongolia

Mr. Emmanuel Tachie-Obeng, Principal Programme Officer, Environmental Protection Agency, Ghana

Mr. Wynand van der Merwe, Skills Development Manager, National Cleaner Production Centre, South Africa

Ms. Misug Jin, Vice President, Senior Research Fellow, Korea Research Institute for Vocational Education and Training (via video message)

Mr. Thomas Gaudin, Economics Department, Agency for Environment and Energy Management (ADEME)

Mr. Henri Le Marois, Consultant, Alliance Ville Emploi

Different national and local approaches to green economy learning were showcased, including:

- Engaging stakeholders in a national dialogue on green economy learning priorities and actions (Mongolia, Ghana);
- Backing a national economic transition through involvement of leading research and training institutions (South Korea);
- Raising awareness and building skills at the local level to facilitate the greening of a key economic sector (construction sector France);
- Providing an enabling framework for green skills development, including definition of occupational qualifications for green jobs (South Africa).

The discussions revealed a number recurrent challenges faced by several countries, such as:

- Varying participation of government agencies beyond few ministries in IGE learning policy development and implementation;
- Generally low recognition of need for green skills development in the private sector;
- Lack of quality materials for education and training in line with the national/local context;
- Limited availability of resources for education and training.





Several success factors were identified as well, among them:

- High-level political buy-in towards IGE learning agenda;
- Forging of cross-sectoral strategic alliances to leverage implementation;
- Support and expertise from international community, e.g. development partners, research institutions, think tanks;
- Stimulating demand for green skills through communication of tangible benefits for businesses and learners;

In light of the collected experiences, paragraphs (xii) to (xviii) of the Paris Statement express a number of recommendations for advancing IGE learning at national level.

National level IGE learning should:

- (xii) help to progressively develop skills to strengthen national policies and goals for a transition towards a green economy;
- (xiii) draw from, and be inspired by, relevant regional and global policies and agreements;
- (xiv) be based on needs analysis taking into account past, present and planned education and training initiatives, the capacities of education and training institutions;
- (xv) identify desired IGE competencies among all target audiences including most vulnerable and traditionally excluded groups, such as out-of-school, unemployed youth and persons with disabilities, in accordance with the broader objective to 'leave no one behind';
- (xvi) be comprehensive in intent for the medium to long term, yet focused on short term immediate priorities in order to build momentum and visibility;
- (xvii) be made meaningful to national and local realities so that IGE can be understood, valued and implemented.
- (xviii) wherever possible, measure, record and report on results.

Session 4 (break-out sessions):

Scaling up institutional delivery of green economy learning

The fourth session aimed to formulate (1) action items for up-scaling delivery of green economy learning through national education and training institutions and (2) recommendations on experience and knowledge-sharing among learning institutions. The session was organized in four parallel break-out sessions which focused on different types of learning, including skills development for decision-makers, university education, TVET, and private sector training.

Group 1: Training key change agents for policy reform (Lead: UNITAR with UNESCAP)

The first break-out session looked at what skills profiles key change agents require to be effectively involved in green policy reform and developed recommendations for relevant training programmes.

Participants pointed to the need to differentiate between immanent qualities people have (like impartiality or being a system thinker) and knowledge and skills that can be developed through training (e.g. technical expertise or communication skills). They also highlighted that different competencies are needed in different stages of the policy cycle, e.g. communicating a vision and strategic directions for IGE will require different skills than facilitating implementation at sector level.

In terms of designing effective training programmes a number of suggestions emerged from the discussions, including high-level peer-to-peer learning events, support for emerging leaders that are starting their career, and long-term mentorship/coaching programmes.

Group 2: Engaging universities in green economy learning (Lead: GGKP)

The second break-out session looked at opportunities for up-scaling IGE learning at university level.

Participants agreed that IGE learning requires an interdisciplinary approach, i.e. one that goes beyond existing departmental structure of many universities. They also pointed to the need for changing incentives, as professors are often not rewarded for devoting their time outside of core subjects.

Individual and institutional curriculum change is thus hard. In order to overcome structural barriers, the session suggested to forge buy-in at a high political level to reform incentive structures for both individual teachers and the institutions that support them.



Group 3: Integrating green skills in existing TVET programmes (Lead: UNESCO, OECD and ILO)

The third break-out session was concerned with better linking delivery of TVET and green skills with rapid structural changes occurring in economies across the globe. Today, the scale of TVET programmes make it difficult to cater to potential beneficiaries whose number typically exceeds training capacity. Also, redesigning training is challenging due to lack of expertise in green economy concepts.

It was recommended to make greater use of partnerships to compensate shortcomings of individual institutions. Partnerships can help enrich programmes with the latest needs assessments and IGE materials as well as to improve alignment with private sector demand.

Group 4: Private sector training for green entrepreneurship (Lead: ILO)

The fourth break-out session identified various entrepreneur training activities with an increasingly green focus.

The discussions revealed that due to the lack of consistent data on socioeconomic benefits, it is difficult to estimate actual impacts of delivered trainings and the degree of internalization of green business concepts. Investments in sustainable products and services remain low, especially in least developed countries.

Participants proposed to seek cooperation with business enterprises, both small and large, to help close the observed evidence gap and to sensitize future generations of entrepreneurs about green business opportunities.

All break-out groups converged in their suggestions to leverage existing initiatives and to identify reliable mechanisms for financing and measurement. The results of the working group discussions are reflected in paragraphs (xix) to (xxv) of the Paris Statement.

In order to scale up IGE learning and achieve impact:

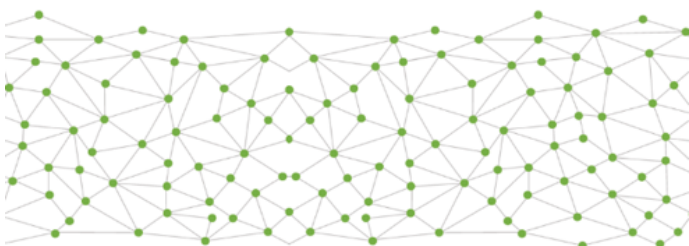
- (xix) education and training institutions should form and sustain partnerships with like-minded entities to create, share and promote knowledge, good practice, and innovation, as well as increase the 'reach' of their actions.
- (xx) educational institutions should bridge across academic silos and reach out to all available networks, through incentives that motivate buy-in at all levels, from students to teachers to administrators.
- (xxi) cooperation with business enterprises, from SMEs to multinationals, should be established and sustained using training to orientate investments towards sustainable outcomes.
- (xxii) local government and municipal authorities should be involved (at the earliest stages) in strategy development for learning and viewed as a prime beneficiary of education and training actions.
- (xxiii) IGE learners – including lifelong learners, youth trainees, students and their representative organizations – should be engaged in all steps in the process from policy reforms to the design, implementation, monitoring and evaluation of specific green economy learning and skills development strategies and programmes.
- (xxiv) existing global platforms and networks should be leveraged to develop and share new knowledge that can maintain momentum towards a green economy.
- (xxv) mechanisms for predictable and continuous financing should be identified, linked to an evidence base of measurable impacts.

Session 5:

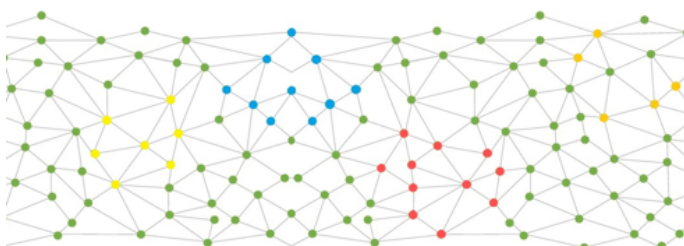
Advancing a network of learning professionals and institutions

The concluding session aimed to identify options for sustaining experience-sharing on green economy learning and to identify specific actions for collaboration. Initial ideas about the value added and possible elements of a green economy learning network stemming from the discussions during the first two days of the Forum were summarized in a series of visuals:

1 A green economy learning network emerges...

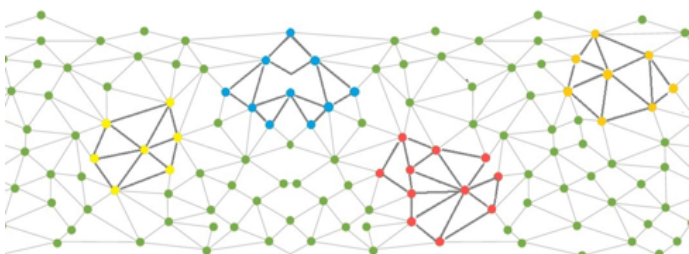


2 ...building on existing initiatives.

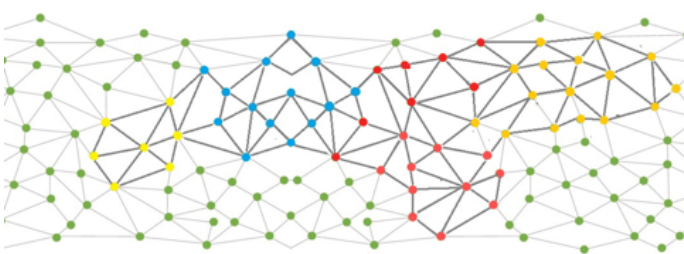


Discussions on the role of the network emphasized the need to move from status quo, i.e. concentrated expertise in specific thematic areas or sectors, to greater collaboration. In particular, collaboration through a global network is thought to lend more visibility to both ongoing institutional efforts and to green economy learning as a legitimate policy issue. Furthermore, collaboration shall also contribute to gather more evidence from a larger set of regions and sectors about which approaches and programmes work well and can be useful in other contexts.

3 The network lends visibility to existing initiatives.

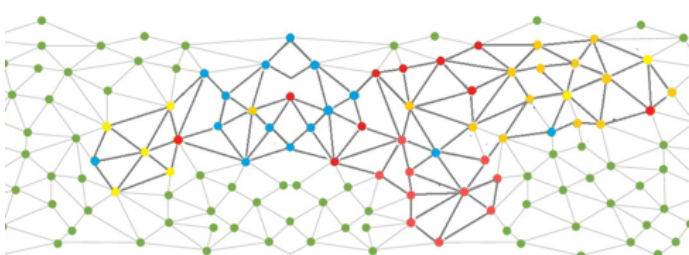


4 Connections gradually strengthen and the network is growing over time



Ultimately, a global network could help to go beyond the traditional thematic boundaries of individual network members to support learning which is interdisciplinary and enables life-long learning.

6 Learning institutions and professionals cross traditional boundaries.



A panel with representatives from PAGE, GGKP, GGGI, OECD and the Climate Knowledge Brokers Group also discussed a number of practical considerations for establishing a global IGE learning network:

- Online tools can be very effective in providing information in a smart way.
- The GGKP web platform is already providing access to a range of IGE learning materials and the database could be further developed.
- In addition, interactive forms of experience-sharing should be explored including social media and possibly a dedicated community of practice.
- Advocacy for the importance of IGE learning and providing evidence of its benefits should be one of the main functions of the network.
- Launching a global network would require a substantive initial investment and a dedicated coordination entity.



5| Forum Results

The Forum achieved three main results:

1

It extended knowledge and experience-sharing on IGE learning beyond existing networks and initiatives.

- First Forum of its kind bringing together networks working on TVET, university education and professional skills development;
- Specific challenges and success factors for delivering IGE learning identified, including lessons learned for effective policies and strategies;
- More than 1,000 people reached through the online survey and face-to-face event.

2

It laid the ground for the initiation of a global green economy learning network.

- Value added and main elements of a global network discussed and next steps agreed;
- Support expressed by major initiatives and institutions including PAGE, GGGI, GGKP, UNESCO-UNEVOC and OECD.

3

Agreement on the Paris Summary Statement on Learning for an Inclusive Green Economy.

- Set of key principles and approaches to scale up IGE learning jointly reviewed and agreed by Forum participants;
- Statement provides a framework for taking action to scale up IGE learning.



6 | Next Steps

With a view to sustain the collaboration that has been initiated through the Forum and further define options for developing a IGE learning network, the following steps will be taken under the leadership of PAGE.

1

A **mapping of existing learning products** will be completed by PAGE by the end of April 2016. Data for this mapping shall be retrieved mainly from two sources:

- an in-depth review of the survey conducted prior to the Forum, and
- a mapping exercise based on targeted research and information collected from partner agencies.

The data will be organized in a user-friendly way along a set of pre-defined categories and made available on the GGKP website.

2

A **resource guide of green economy learning initiatives** will be developed by PAGE by the end of May 2016. Within this guide, key initiatives and institutions providing green economy learning will be identified, analyzed and profiled.

3

The mapping and resource guide will inform the **development of a dedicated concept note for a global green economy learning network**.

Building on the Paris Summary Statement, the purpose of the concept note is to specify rationale, objectives, proposed services and outputs, governance structures, and proposed operational modalities of the network. The note will be completed by PAGE by the end of June 2016 in collaboration with interested partners.

4

Finally, **a second edition of the Forum is envisioned for 2017**. The follow-up meeting shall provide an opportunity to review progress made, identify potential success stories and obstacles in view of the network's vision, as captured by the Statement's preamble and principles.





Annexes

| | |
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Evaluation Results

Number of respondents: 34

1. Please indicate the degree to which the three main objectives of the Forum were met.

| | Fully met | Mostly met | More or less met | Partially met | Not met |
|---|-----------|------------|------------------|---------------|---------|
| Facilitate information exchange, experience-sharing and coordination for green economy learning | 47% | 44% | 6% | 3% | / |
| | 91% | | | | |
| Review national approaches to develop a strategic approach to green economy learning | 12% | 45% | 27% | 16% | / |
| | 57% | | | | |
| Engage learning institutions in integrating green economy concepts within existing courses | 9% | 59% | 20% | 12% | / |
| | 68% | | | | |
| Initiate collaboration to develop self-standing green economy curricula | 18% | 39% | 24% | 19% | / |
| | 57% | | | | |
| Create a network of green economy learning professionals and institutions | 42% | 39% | 6.5% | 12.5% | / |
| | 81% | | | | |

2. Were there any other specific benefits or results generated by the Forum that you would like to share? If yes, please specify.

- Everyone's voice was heard and inclusive draft was made.
- Lots of inspiration and motivation from the forum.
- Strategic partnership with private sector to run training programs.
- Access to learning materials and meeting colleagues with the same interests.
- Showcasing of current green economy learning opportunities.
- Forum very beneficial for getting a sense of global developments in green economy learning.
- Very interactive model of knowledge and experience sharing.
- Networking and assessment of the relevance of the work we have conducted in the development of a green economy programme.
- Opportunity to meet and explore potential collaboration and partnerships.
- Information exchange and relationship building.
- Paris Statement on IGE learning was a great take-home.
- Meeting new change agent institutions very useful.
- Forming professional relationships and having participant interact.
- Partnership.
- Opportunity to develop local, regional and global professional network.
- Opportunity to develop personal professional network.

3. Please rate the relevance of the sessions.

| | Very relevant | Mostly relevant | More or less relevant | Partially relevant | Not relevant |
|--|---------------|-----------------|-----------------------|--------------------|--------------|
| Session 1: What is green economy learning and why do we need to invest in it? | 47% | 41% | 5.5% | 5.5% | / |
| | 88% | | | | |
| Session 2: Existing initiatives that support countries in promoting green economy education and training – What have we learned? | 38% | 53% | 9% | / | / |
| | 91% | | | | |
| Session 3: Strategies and policies to promote inclusive green economy learning | 38% | 38% | 21% | 3% | / |
| | 76% | | | | |
| Session 4 (break-out sessions): Scaling up institutional delivery of green economy learning | 31% | 44% | 22% | 3% | / |
| | 75% | | | | |
| Session 5: Advancing a network of learning professionals and institutions | 36% | 45% | 19% | / | / |
| | 81% | | | | |

4. Please rate the usefulness of the working groups.

| | Very useful | Mostly useful | More or less useful | Partially useful | Not useful |
|---|-------------|---------------|---------------------|------------------|------------|
| Session 1: Group activity on IGE learning concept, network ideas and expectations for the Forum | 50% | 44% | 6% | / | / |
| | 94% | | | | |
| Session 2: Knowledge Fair | 35% | 42% | 16% | 6% | / |
| | 77% | | | | |
| Session 3: Working groups on strategies, policies for IGE learning | 55% | 39% | / | 6% | / |
| | 94% | | | | |
| Session 4 (break-out sessions): Scaling up institutional delivery of green economy learning | 36% | 48% | 9% | 6% | / |
| | 84% | | | | |
| Session 5: Advancing a network of learning professionals and institutions | 38% | 50% | 3% | 6% | / |
| | 88% | | | | |

5. Please rate the logistical arrangements of the Forum.

| Excellent | Good | Average | Weak | Poor |
|-----------|------|---------|------|------|
| 44% | 44% | 9% | 3% | / |

6. Overall, how would you rate the Forum?

| Excellent | Good | Average | Weak | Poor |
|-----------|------|---------|------|------|
| 50% | 47% | 3% | / | / |

Comments:

- Excellent organizers team. Very good facilitators and panelists. Good mix of interactive and panel discussions. Perhaps more “breaking” time between sessions for networking?
- Fantastic start – congratulations!
- It is a first experience on the subject and there is a potential.
- The forum should offer a specific network.
- Worth every minute of my time.
- Well done for the forum idea and for bringing it to life.
- A great opportunity for people who are self-starters to take advantage.
- It was great how interactive it was with so many participant contributions.
- All was handled excellently.
- Worthwhile, time well spent.

Survey Results

In the run-up to the 1st Global Forum on Green Economy Learning, 16–18 December 2015, Paris, France, PAGE and its partners implemented a global online survey with the following objectives:

1. **Map existing green economy learning activities and materials** and explore opportunities for knowledge sharing and collaboration
2. **Identify professionals and institutions that are interested in participating** in the Green Economy Learning Forum

The data collection period ran from 20 August to 31 October 2015.
The survey yielded a total of **908 responses**.

The main results of the survey are presented below. The total number of responses for each question is indicated in parentheses.

1. Origin (country) of respondents

(Respondents = 908)

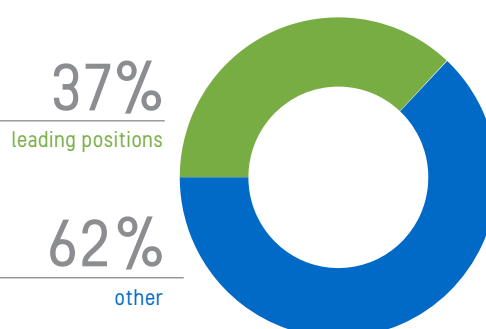
- Responses were collected from **102 different countries**
- Ratio of developing to developed countries: 787 (**86.7%**) to 121 (**13.3%**)
- The five countries with most responses:

| | |
|------------|--------|
| – Nigeria: | 9.47% |
| – India: | 7.05% |
| – Ghana: | 4.30 % |
| – Nepal: | 3.96% |
| – Kenya: | 3.85% |

2. Function/position of the respondents

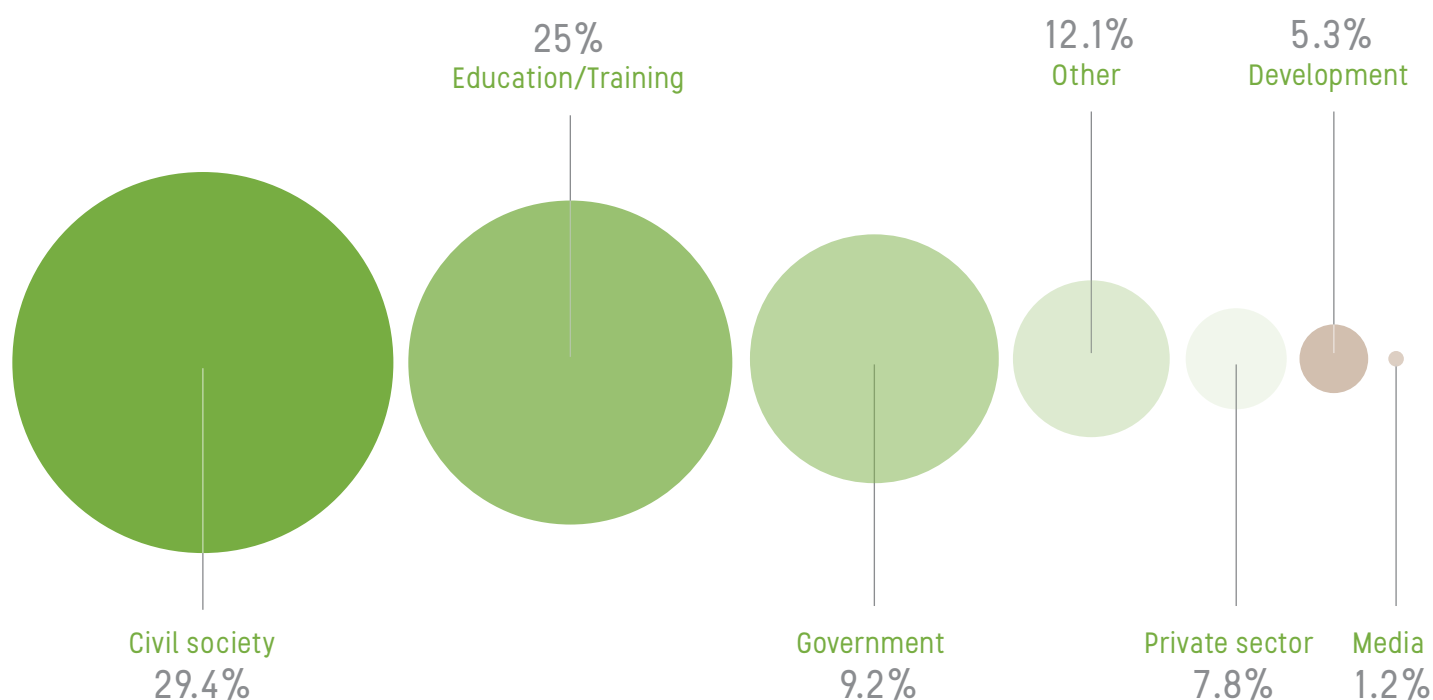
(Respondents = 908)

- Respondents in **leading functions/positions** (e.g. directors, presidents, heads, chairmen, managers) represent **37%** (n=332) of total respondents.
- Other positions include professors, PhD students, researchers, project managers, policy advisors, consultants, engineers, among many others.



3. Type of Institution

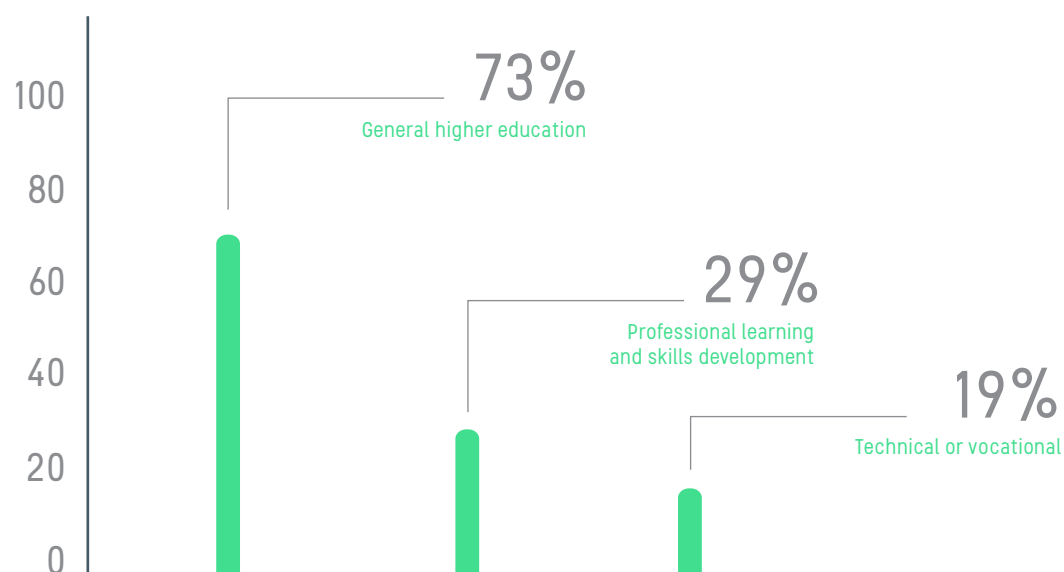
(Respondents = 908)



4. What type of learning does the institution deliver?

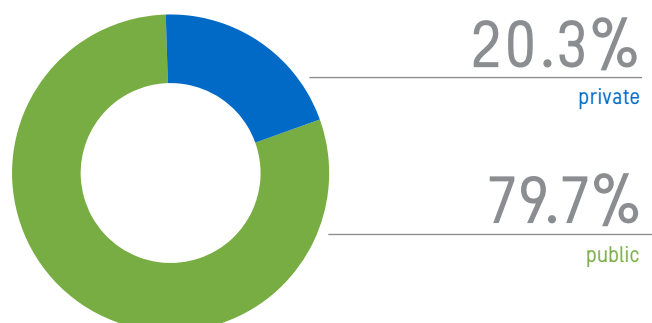
(Question only for education and training institutions)

(Respondents = 222)



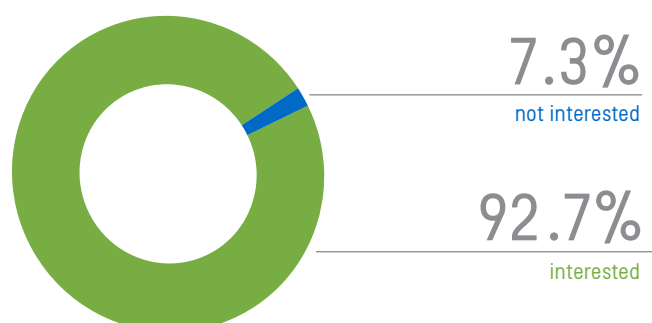
5. Is your institution private or public?
(Question only for education and training institutions)

(Respondents = 217)



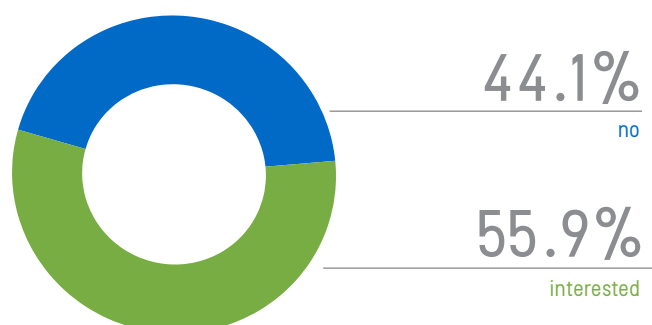
6. Is your institution interested in delivering learning activities related to inclusive green economy?

(Respondents = 670)



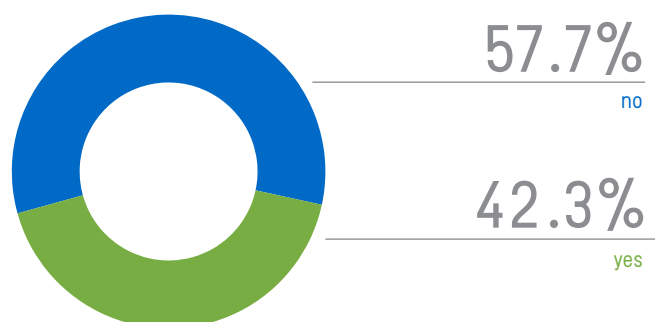
7. Does your institution offer any existing learning activities on, or related to a green economy (e.g. face-to-face courses, e-learning courses, webinars, etc.)?

(Respondents = 673)



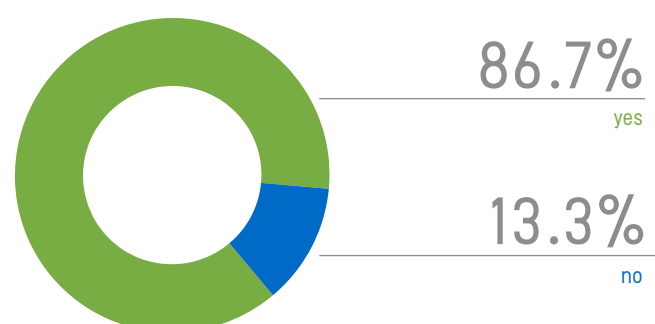
8. Does your institution have any learning materials related to a green economy that could be shared with and used by other interested education and training institutions (e.g. relevant training manuals or course curricula)? Are these materials offered free of charge?

(Respondents = 763)



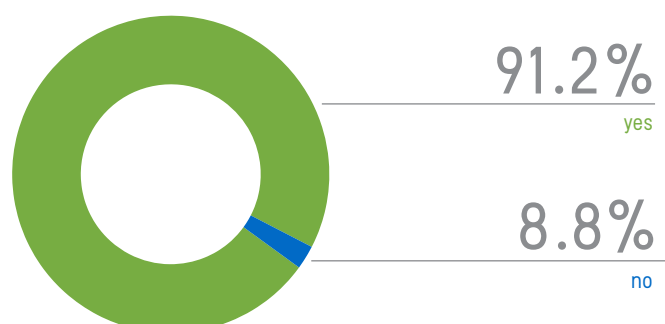
9. Would your institution be interested in piloting green economy concepts within an existing course in collaboration with PAGE and its partners?

(Respondents = 737)



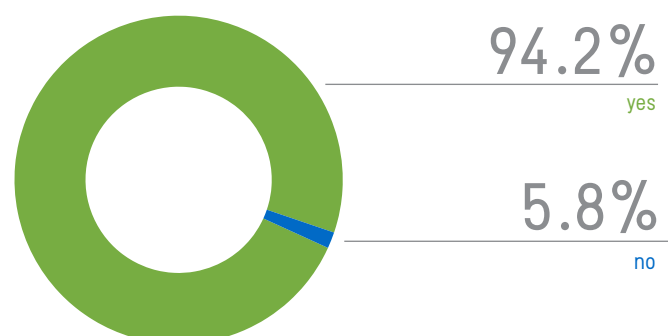
10. Would you be interested in helping develop or pilot-test a dedicated green economy or green growth curriculum? (n=705)

(Respondents = 705)



11. Is your institution interested in participating in a Community of Practice on green economy learning?

(Respondents = 656)



12. What could you or your institution contribute to such a community?

(Respondents = 534)

Responses featured a wealth of potential contributions to a community of practice. Examples are listed below. Inter alia, respondents offer to:

- Share knowledge on specific green economy issues
- Discuss lessons learned from existing initiatives/projects
- Share project databases, field experience with trainers/teachers
- Provide infrastructure, facilities, administrative support and website space
- Reach out to different stakeholder groups (e.g. members of parliament, rural community networks)
- Bring in grassroots youth perspective
- Help organize exchange visits
- Share green campus plans
- Provide assessments of regional skills needs

13. What would you or your institution hope to get out of participation in such a community?

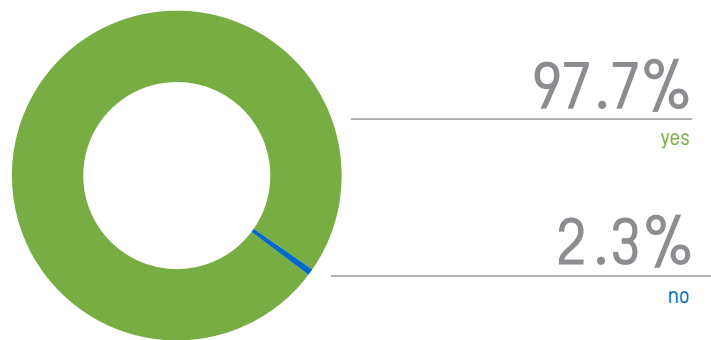
(Respondents = 522)

Expectations of benefits are diverse, but show a more homogeneous pattern than potential contributions. Repeated responses include the following:

- Best practices
- Capacity building
- Identification of skills needs in their own country
- Connecting/networking with like-minded entities/professionals
- Inspiration for future green economy activities
- Ability to reach wider audience
- Access to materials

14. Are you or is your institution interested in participating in the 1st Global Forum on Green Economy Learning?

(Respondents = 620)



Agenda

Day 1 | 16 / 12 / 2015

9.00

Auditorium

Registration

9.30

Auditorium

Welcome and introduction

Welcome by Ms. Kumi Kitamori, Head, Green Growth & Global Relations Division at the Environment Directorate of the Organization for Economic Cooperation and Development (OECD) and Mr. Tim Kasten, Deputy Director, Division of Technology, Industry and Economics of the United Nations Environment Programme (UNEP)

Objectives of the Forum and highlights from the survey on green economy learning, Ms. Amrei Horstbrink, Specialist, Green Development and Climate Change Programme, United Nations Institute for Training and Research (UNITAR)

9.45

Auditorium

Session 1: What is green economy learning and why do we need to invest in it?

Objective: To get a common understanding of what green economy learning encompasses and to discuss the important role of education and training institutions in advancing a green economy globally and nationally.

Expected results of session 1:

- Clear rationale of why education and training is important to advance a green economy.
- Concept of green economy learning framed in relationship with other important initiatives and frameworks (including the 2030 development agenda).
- Possible role of a global network of learning institutions in up-scaling green economy education and training.

Moderator: Mr. Kees van der Ree, Coordinator, Green Jobs Programme, International Labour Organization (ILO)

Message by Mr. Nikhil Seth, Executive Director, UN Institute for Training and Research (UNITAR): "Green economy learning and the 2030 development agenda" (via video)

Moderated panel discussion

Panelists:

Ms. Leena Srivastava, Vice-Chancellor, The Energy and Resources Institute (TERI), India
Ms. Georgina Ryan, Researcher, Trade and Industrial Policy Strategies (TIPS), South Africa

Mr. Henri Mathieu Lo, Professor, Institut des Sciences de l'Environnement, Senegal

Mr. Eckart Lilienthal, Deputy Head, Division 'Policy Issues Sustainability, Climate, Energy', Federal Ministry for Education and Research (BMBF), Germany

Ms. Hélène Lebedeff, Deputy Director, Sustainable Development Department, Veolia

Moderated Q&A

11.00

Coffee break

11.15

Rooms: MZ04,
MB 1122, MB 4122,
MB 2122

Group activity on expectations for the Forum involving all participants.

| | |
|--|---|
| 12.15 Auditorium | Reporting back in plenary |
| 12.45 | Lunch break |
| 14.00 Auditorium | <p>Session 2: Existing initiatives that support countries in promoting green economy education and training – What have we learned?</p> <p>Objective: To share information about existing major initiatives that contribute to inclusive green economy learning, discuss lessons learned on effectiveness and sustainability, and identify opportunities for strengthening coordination.</p> <p>Expected results of session 2:</p> <ul style="list-style-type: none"> - Challenges to meeting the demand for green economy education and training identified. - Recommendations for enhancing scale, effectiveness and sustainability of green economy learning developed. - Opportunities for strengthening coordination and sustaining knowledge-sharing between green economy learning initiatives identified. <p>Moderator: Mr. Steven Stone, Chief, Economy and Trade Branch, UNEP</p> <p>Moderated panel discussion</p> <p>Panelists:</p> <ul style="list-style-type: none"> - Mr. Angus Mackay, Manager, Green Development and Climate Change Programme, UNITAR, on behalf of the Partnership for Action on Green Economy (PAGE) - Mr. Ben Simmons, Head, Green Growth Knowledge Platform (GGKP) - Mr. Shyamal Majumdar, Head, UNESCO-UNEVOC International Centre for TVET - Ms. Nathalie Cliquot, Policy Analyst, Local Economic and Employment Development Programme, OECD - Mr. Jason Lee, Principal Economist, Knowledge Solutions Division Representative, Global Green Growth Institute (GGGI) <p>Moderated Q&A</p> |
| 15.30 | Coffee break |
| 15.45 Auditorium, Cafeteria, Rooms CC16, MZ04 | Knowledge Fair to share information about existing initiatives among participants. |
| 17.30 Auditorium | Review of Day 1 |
| 17.45 | End of Day 1 |

Day 2 | 17 / 12 / 2015

| | |
|--|---|
| 9.00 Auditorium | Introduction to Day 2 |
| 9.15 Auditorium | <p>Session 3: Strategies and policies to promote inclusive green economy learning – Country case studies</p> <p>Objective: To share challenges and opportunities countries are facing in advancing green economy learning, including national learning assessments, policies and strategies.</p> <p>Expected results of session 3:</p> <ul style="list-style-type: none"> - Understanding of what specific policies and strategies can promote inclusive green economy learning. - Challenges and success factors in developing effective policy/strategic frameworks for inclusive green economy learning. <p>Moderator: Mr. Borhene Chakroun, Chief, Section of Youth, Literacy and Skills Development, Division for Policies and Lifelong Learning Systems, UNESCO</p> <p>Presentations by country representatives:</p> <ul style="list-style-type: none"> - Ms. Tumendemberel Bulgan, Director, Department of Green Policy and Strategic Planning, Ministry of Environment, Green Development and Tourism, Mongolia - Mr. Emmanuel Tachie-Obeng, Principal Programme Officer, Environmental Protection Agency, Ghana - Mr. Wynand van der Merwe, Skills Development Manager, National Cleaner Production Centre, South Africa - Ms. Misug Jin, Vice President, Senior Research Fellow, Korea Research Institute for Vocational Education and Training (via video message) - Mr. Thomas Gaudin, Economics Department, Agency for Environment and Energy Management (ADEME) and Mr. Henri Le Marois, Consultant, Alliance Ville Emploi, France <p>Moderated Q&A</p> |
| 11.00 | Coffee break |
| 11.15 Rooms: MZ04 MB 1122, MB 4122 MB 2122 | <p>Working groups to:</p> <ol style="list-style-type: none"> 1. discuss challenges and success factors in advancing national strategies and policies in support of green economy learning, and 2. identify actions to sustain experience-sharing among countries. |
| 12.15 Auditorium | Reporting back in plenary |
| 12.45 | <p>Lunch break</p> <p><i>*GGKP Brown Bag Lunch (Auditorium)</i></p> <p><i>This brown bag lunch is intended to present GGKP's work and approach to OECD staff as well as discuss next steps (open to Forum participants).</i></p> |

14.00

Rooms:

MZ04

MB 1122

MB 4122

MB 2122

Session 4 (break-out sessions):

Scaling up institutional delivery of green economy learning

Objective: To define actions to (1) integrate green economy concepts within existing learning programmes and (2) to design and deliver dedicated courses.

Expected results of session 4:

- Action items for up-scaling the delivery of green economy learning through national education and training institutions.
- Recommendations on experience- and knowledge-sharing among learning institutions.

Sessions:

1. Training key change agents for policy reform (Lead: UNITAR with UNESCAP)
2. Engaging universities in green economy learning (Lead: GGKP)
3. Integrating green skills in existing TVET programmes (Lead: UNESCO with OECD and ILO)
4. Private sector training for green entrepreneurship (Lead: ILO)

Each session will be 1.5 hours long and will be delivered twice so that participants have the possibility to participate in two different sessions.

17.00

Auditorium

Reporting back in plenary

17.30

Auditorium

Review of Day 2

17.45

End of Day 2

**Social event in the evening: Balade à Montmartre.
Meeting at 18.00 at the main OECD entrance**

Day 3 | 18 / 12 / 2015

| | |
|--|--|
| 9.00 Auditorium | Introduction to Day 3 |
| 9.15 Auditorium and rooms: MZ04 MB 1122 MB 4122 MB 3122 | <p>Session 5: Advancing a network of learning professionals and institutions</p> <p>Objective: To discuss options for sustaining experience-sharing on green economy learning between institutions and to identify specific actions for collaboration.</p> <p>Expected results of session 5:</p> <ul style="list-style-type: none"> - Agreement on main objectives and possible elements of a network of professionals and institutions to advance green economy learning - Definition of next steps/follow-up actions - Final draft text for a 'Paris Statement on Green Economy Learning' <p>Moderator: Mr. Angus Mackay, Manager, Green Development and Climate Change Programme, UNITAR</p> <ul style="list-style-type: none"> - Summary of key points/actions from Day 1 and 2 - Discussion on specific opportunities for collaboration and possible features of a network |
| 11.00 | Coffee break |
| 11.15 Auditorium | Agreement on follow-up actions and a 'Paris Statement on Green Economy Learning' |
| 12.00 Auditorium | <p>Wrap-up</p> <p>Closing remarks by Ms. Najma Mohamed, Policy Advisor, Green Fund, Development Bank of Southern Africa and Mr. Jacek Cukrowski, Chief, UNIDO Institute for Capacity Development</p> |
| 12.30 | Closure of the Forum |



FIRST GLOBAL FORUM ON GREEN ECONOMY LEARNING

LIST OF PARTICIPANTS



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Green Growth Knowledge Platform (GGKP)



The GGKP is a global network of international organizations and experts that identifies and addresses major knowledge gaps in green growth theory and practice. By encouraging widespread collaboration and world-class research, the GGKP offers practitioners and policymakers the policy guidance, good practices, tools, and data necessary to support the transition to a green economy. The GGKP was established in January 2012 by the Global Green Growth Institute, the Organisation for Economic Co-operation and Development, the United Nations Environment Programme and the World Bank.

Organisation for Economic Co-operation and Development (OECD)



The mission of the OECD is to promote policies that improve the economic and social well-being of people around the world. The OECD provides a forum in which governments can work together to share experiences and seek solutions to common problems. It works with governments to understand what drives economic, social and environmental change. It measures productivity and global flows of trade and investment. It analyses and compares data to predict future trends. It sets international standards on a wide range of things, from agriculture and tax to the safety of chemicals. The OECD has been a forerunner of the green growth agenda.

UNESCO-UNEVOC International Centre for TVET



UNESCO-UNEVOC is UNESCO's specialized Centre for technical and vocational education and training (TVET). It assists UNESCO Member States in strengthening and upgrading their TVET systems. It links and fosters interaction and learning among diverse institutions of TVET stakeholders around the world. The work on TVET and sustainable development is a prominent priority of UNESCO-UNEVOC in view of the technological and societal developments and growing concerns about climate change, environmental degradation and scarcity of resources which are changing the nature of work and skills demand. UNESCO-UNEVOC addresses these issues by supporting Member States through capacity and resource development as well as knowledge mobilization.

The Partnership for Action on Green Economy (PAGE) seeks to put sustainability at the heart of economic policymaking. 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. Bringing together the expertise of five UN agencies - UNEP, ILO, UNDP, UNIDO and UNITAR - and working closely with national governments, PAGE offers a comprehensive and coordinated package of technical assistance and capacity building services.



www.un-page.org



twitter.org/PAGEXchange

For more information about the Forum, email us at:



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PAGE partners



Funding partners



Schweizerische Eidgenossenschaft
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Confederaziun svizra
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Federal Department of Economic Affairs,
Education and Research EAER
State Secretariat for Economic Affairs SECO



Federal Ministry for the
Environment, Nature Conservation,
Building and Nuclear Safety



Government Offices of Sweden

