

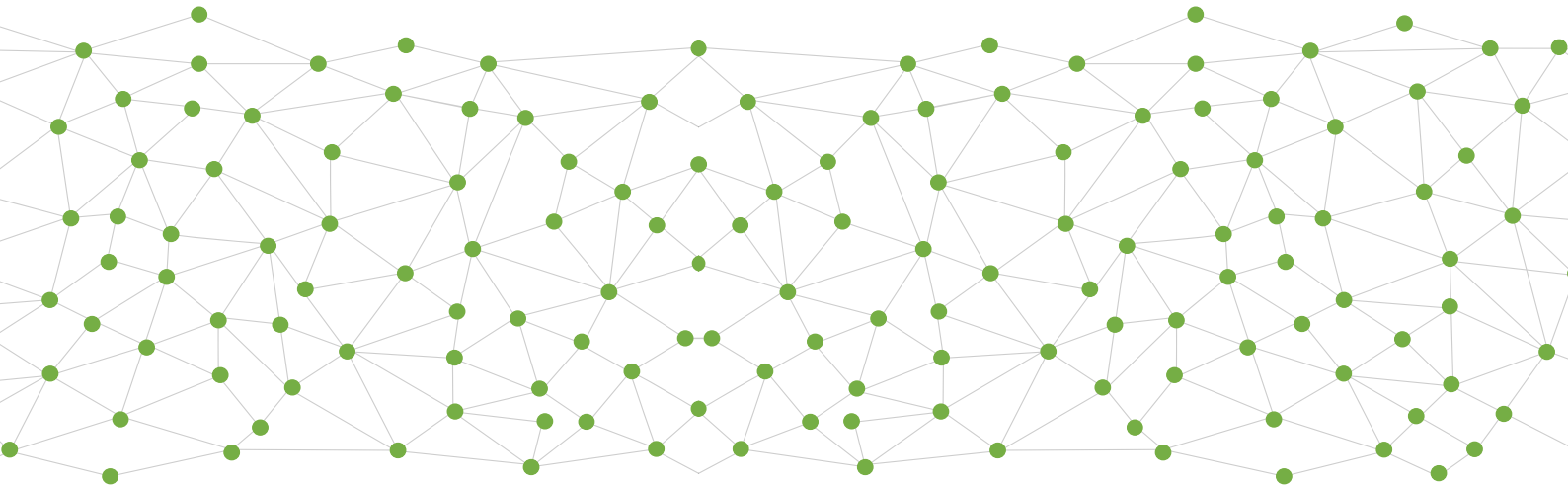
# THE PARIS SUMMARY STATEMENT ON LEARNING FOR AN INCLUSIVE GREEN ECONOMY

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Drafted and agreed at the First Global Forum on Green Economy Learning

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PARIS, 18 DECEMBER 2015



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### **The Paris Summary Statement on Learning for an Inclusive Green Economy:**

The recommendations contained within this Summary Statement on learning for IGE were developed at the Global Forum on Green Economy Learning, held at the OECD in Paris from 16-18 December 2015. This event was hosted by the Partnership for Action on Green Economy (PAGE) in collaboration with OECD, the Green Growth Knowledge Platform and the International Centre for Technical and Vocational Education and Training.

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### **Organisations represented at the First Global Forum on Green Economy Learning:**

Association des jeunes pour l'éducation et la culture (Ajec), Bank of Mauritius, Bond University, Business School of the National University of Mongolia, Cégep de la Gaspésie et des Îles, Centre d'initiation à la recherche et d'aide au développement durable (CIRADD), Centre for Technical Vocational Education, Training & Research at University of Nigeria, Climate-KIC, Common Market for Eastern and Southern Africa (COMESA), Development Bank of Southern Africa, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), École Nationale Supérieure d'Ingénieurs de Tunis, Economics Department of the Agency for Environment and Energy Management (ADEME), Environment for Development (EfD), Environmental Protection Agency (Ghana), European Commission, Federal Ministry of Education and Women's Affairs – Austria, Food and Agriculture Organization of the United Nations (FAO), Global Developments Fund, Global Green Growth Institute (GGGI), Green Growth Knowledge Platform (GGKP), Green Rubber Ltd, Groupe de Recherche et d'Analyse Appliquées pour le Développement (GRAAD-Burkina), Haute Ecole de Bruxelles (H.E.B.), Higher School of Economics – Russia, Institut des Sciences de l'Environnement – Senegal, Instituto de Ciencias Sociais – Portugal, International Association for Growth and Entrepreneurship, International Labour Organization (ILO), Metropolitan Autonomous University – Mexico, Ministère de L'Environnement et du Développement Durable – République Démocratique du Congo, Ministry of Education and Culture – Paraguay, Ministry of Environment and Drainage – Barbados, Ministry of Environment, Green Development and Tourism – Mongolia, Monde Volontaire au Développement, National Cleaner Production Centre – South Africa, Norwegian University of Life Sciences (NMBU), Organisation for Economic Co-operation and Development (OECD), Otto-von-Guericke-University Magdeburg, Plan International UK, Policy Research Center for Environment and Economy at Ministry of Environmental Protection – China, Renewable Energy and Energy Efficiency Partnership (REEEP)/ Climate Knowledge Brokers, Regional Institute for Population Studies (RIPS) at University of Ghana, T.A. Marrayshow Community College, Technical and Vocational Training Corporation (TVTC) – Saudi Arabia, Technical Education and Skills Development Authority (TESDA), Technopolis Group, TERI University, Trade and Industrial Policy Strategies, UNDP, UNEP, United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP), United Nations Economic Commission for Africa (UNECA), UNESCO-UNEVOC, UNIDO Institute for Capacity Development, UNITAR, Université de Moncton – Canada, University of Economics and Business at Vietnam National University, Faculty of Management at University of Warsaw, US Agency for International Development (USAID), Veolia, Yaba College of Technology - Nigeria, Zhejiang Technical Institute of Economics (ZJTIE).

## Preamble

Agenda 2030 and the Sustainable Development Goals (SDGs) call for an integrated approach to development based on poverty eradication in all its forms and dimensions, while creating socially inclusive and sustainable growth. The recent COP 21 Decision on adoption of the Paris Agreement on Climate Change provides further impetus for countries to transform societies, including important new measures on enhancing capacity building.

Education for Sustainable Development (ESD) allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. The Partnership for Action on Green Economy (PAGE) offers technical support and analysis to its partner countries to help to reframe economic policies towards greener and more inclusive action.

Effective education, training and knowledge delivery can help to bridge common disconnects along the research-policy-practice continuum, and stimulate action on the ground. As countries seek to translate international vision and intent into practice, requests for knowledge and skills development are multiplying, providing a motivating force for education and training institutions to join up and scale up their efforts.

This statement on learning for an Inclusive Green Economy (IGE) is anchored in principles that seek to influence attitudes, stimulate behavioural change and promote system-wide and nationally appropriate learning strategies and delivery mechanisms. It provides a set of principles and a reference point for decision makers, learning institutions and professionals to refer to and apply in their work, covering four inter-related areas:

- (i) The meaning and value of IGE learning
- (ii) Increasing effectiveness and sustainability in IGE learning
- (iii) Promoting IGE learning at national and local level; and
- (iv) Scaling up for impact.



## **‘Inclusive Green Economy Learning’ 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.

## **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.



## National and local 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.

## 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 organisations – 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.



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.



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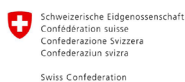


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