2nd Global Forum on Green Economy Learning

Green Economy: New Challenges. New Skills

PARIS, 26 - 27 NOVEMBER 2018, OECD Conference Center, Paris
How can countries build up a critical mass of professionals that can put in place the right policies and incentives for a transition to an inclusive green economy?

This was the central question at the 2nd Global Forum on Green Economy Learning which took place from 26-27 November 2018 at the OECD Headquarters in Paris, France. More than 100 individuals from over 80 institutions came together to discuss the role of knowledge and skills in designing inclusive green economy solutions and enhance partnerships for green economy learning. Participants included representatives from education and training institutions, civil society, policy-makers, development partners and business associations.

KEY ACHIEVEMENTS OF THE FORUM

SKILL GAPS

The Forum identified critical knowledge and skills gaps among professionals involved in green economy policy design and implementation.

LEARNING ACTION

Based on existing initiatives, the Forum distilled success factors, lessons learnt and recommendations for effective learning actions.

PARTNERSHIPS

The forum resulted in the elaboration of four concrete, innovative partnership proposals aiming at upscaling joint action and collaboration for green economy learning.
The event was Jointly organized by the Partnership for Action on Green Economy (PAGE), the Green Growth Knowledge Platform (GGKP), the Organization for Economic Cooperation and Development (OECD), the Global Green Growth Institute (GGGI), the Green Economy Coalition (GEC) and Environment for Development (EfD).
3 years ago...

The 1st Forum on Green Economy Learning was organized in Paris in December 2015.

The Forum resulted in the "Paris Statement on Learning for an Inclusive Green Economy", denoting that in order to scale up learning and achieve impact 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.

The Forum’s 1st edition allowed to lay the ground for the initiation of a global green economy learning network.

Building on this experience, PAGE and various partners, organised the Second edition to upscale green learning solutions and enhance further partnerships and collaboration.
Prior to the 2\textsuperscript{nd} edition of the Forum, a global online survey was carried out to inform and shape the discussion. A total of 422 responses from various countries and professional backgrounds were collected.
SURVEY FINDINGS

How do we upscale learning?
By mainstreaming green economy topics systematically in training programmes and curricula
By contextualizing training through increased collaboration with local institutions
By facilitating experience and knowledge sharing between learning institutions
By increasing collaboration with local institutions at the provincial/subnational level

Why collaborate with other learning institutions?
To solve common problems
To set common standards and raise visibility
To develop joint programmes
To share experience

What challenges do learning institutions face?
Lack of funding
Lack of coordination among stakeholders
Insufficient human capital and know-how

Are learning needs assessed systematically?
Assessing learning needs is important for majority of learning institutions
Assessment methodologies vary and are not consistently applied
FORUM OBJECTIVES

- Identify main knowledge and skills gaps of decision makers
- Identify examples of effective learning actions
- Identify the approaches for effective skills development and training
- Engage education and training institutions in delivering green economy learning actions
- Initiate South-South-North partnerships for green economy learning
What Happened at the Forum

The Forum was spread over one and a half days. It covered 3 sessions, each with a specific objective.

Session 1
What are the issues?
Identifying critical knowledge and skills gaps for designing inclusive green economy policies

Session 2
What solutions can work?
Effective learning actions for a just transition

Session 3
How can we join forces?
Fostering long-term partnerships for green economy learning
SESSION 1: What are the issues?

Session objective: Identify critical knowledge and skills gaps for designing inclusive green economy policies

Moderator: Mr. Kamal Gueye, Coordinator, Green Jobs Programme, International Labour Organization (ILO)

Ms. Maya Valcheva, Training Associate
UN Institute for Training and Research (UNITAR)

Prof. Eureta Rosenberg, Murray and Roberts Chair of Environment and Sustainability Education, Environmental Learning Research Centre (ELRC), Rhodes University
The session started with an interactive card game developed by UNITAR to help participants think through and assess the myriad of skills that policy makers need to design effective green economy policies.

Observations:

1. Green economy is multi-dimensional, cross-sectoral, and involves a range of stakeholders: a number of specific skills are needed to design and enact single policies.
2. When green economy skills are perceived as scarce, this may lead to competition or collaboration between officials or institutions.
3. Policy makers are lacking key skills to implement green economy policies, including: technical skills to perform evidence-based analysis, participatory skills to engage with stakeholders, and management skills to allow them to execute specific policies (such as public procurement).
SESSION 2: What are the solutions?

Session objective: Identify effective learning actions for a just transition.

CASE STUDIES

6 case studies for green economy learning were reviewed

**Capacity building programme for senior policy planners and decision-makers in Africa and Asia on Strategic Environmental Assessment (SEA)**
by Dr Anders Ekbom, Deputy Director, Gothenburg Centre for Sustainable Development

Best practices identified:
1) influence on strategic policy planning;
2) practical application, with significant impact;
3) building agents of change, gradual transformation of institutions;
4) long-term, comprehensive training;

Possibilities for upscaling and replication:
1) can be mandated by government regulation;
2) easily replicated, if funding is available;
3) good opportunities for linking training to impact (impact harvesting);
4) can be extended to feature regular trainings in ministries;

**Capacitating community leaders in the province of Palawan, the Philippines**, by Ms. Ninfa B. Rubio, Provincial Planning and Development Coordinator, Philippines

Best practices identified:
1) community engagement;
2) cross-sectoral, multi-stakeholder training (including indigenous people);
3) long-term approach, aiming at institutional change;
4) real-life application aimed at improving livelihood;

Possibilities for upscaling and replication:
1) replication to other provinces by partnering with local institutions;
2) translation to local languages and additional awareness raising would increase uptake and effectiveness;
Best practices identified:
1) building on existing training product and contextualizing to national reality;
2) use of modern technology to increase impact and minimize costs;
3) partnerships with government agencies to ensure interest from the target audience;
1) applied, learners develop an action plan;

Possibilities for upscaling and replication:
1) can be used as a short course for executive and as part of curriculum for regular students;
2) collaboration with other learning institutions in South Africa to maximize outreach;
3) career development recognition and improved accreditation can upscale impact;

**Training for public officials and future policy makers through a foundational online course on green economy in South Africa**, by Mr. Theunis Mayer, North-West University, South Africa

Best practices identified:
1) a comprehensive approach to training;
2) active and broad stakeholders participation (including local agencies and women groups), which helps achieve acceptability and faster results;
3) using social media to bring together stakeholders and partners;
4) clearly defined government mechanisms for achieving set green economy goals;

Possibilities for upscaling replication:
1) the framework can be replicated, however additional piloting in key sectors is needed;
2) include input from modelling work in specific sectors for more impact;

**Capacity development for policy makers in the province of Sonora, Mexico**, by Mr. Luis Carlos Romo, Executive Commissioner of Ecology and Sustainable Development (CEDES) in Sonora, Mexico

Best practices identified:
1) training is highly relevant, responds to the need of the market;
2) collaboration between several learning institutions;
3) high level of interest from students and support from the university body;

Possibilities for upscaling replication:
1) replication to other universities and majors;
2) include in a regular curriculum, not just as elective;

**Changing the curriculum in Mongolian universities**, by Dr Ganzorig Gonchigsumlaa
Senior Lecturer, Mongolian University of Life Sciences

Best practices identified:
1) glocal approach - global concepts applied to local realities;
2) use empathy increases retention and results;
3) practical, on-the-job component;
4) increased collaboration and understudying, builds participatory skills;

Possibilities for upscaling and replication:
1) easily replicated to other students groups (non-economic students, policy makers, TVET training);
2) easy to apply to other countries;

**Collaborative Program in Climate Change and Development Economics**, by Dr. Richard Mulwa, Senior Lecturer, Environmental Economics and Policy, University of Nairobi

Best practices identified:
1) replication to other universities and majors;
2) include in a regular curriculum, not just as elective;
Recommendations for upscaling learning actions

The panellists and the Forum participants distilled key recommendations and approaches for effective green economy learning. Some of the findings include:

- Innovative partnership across government, stakeholder groups and learning entities have a great chance for success where traditional formal education is not effective.
- Systematic, universal training is effective, as long as it can be tailored to take into account local context.
- Training by doing ensures retention of knowledge and use of skills.
- Where institutional or social barriers exist, starting small and expanding learning actions gradually (e.g. to new audiences or programmes) helps make the case and build a critical mass of learners and practitioners.
- Linking training to one’s own environment, but also to new ideas and innovative approaches is key.

Moderator: Ms. Inhee Chung, Senior Sustainability and Safeguards Specialist, Global Green Growth Institute (GGGI)

Dr. Ramesh Durbarry, Director, Civil Service College, Mauritius

Dr. Jenitha Badul, Senior Policy Advisor: Greening Programmes and Fund Department of Environmental Affairs, South Africa

Ms. Alejandra Gonzalez Giraldi, Head of the Capacity Building Area of the “Uruguay Más Cerca” Program

Ms. Kanykey Orozbaeva, UNDP, Kyrgyz Republic
SESSION 3: How can we join forces?

Session objective: Foster long-term partnerships for green economy learning

The session featured three concrete ideas for organizing and upscaling partnerships, presented by three forum participants. The pitches were followed by a Q&A and expressions of interest in collaboration. A “pitch generator” collected and recorded support for new ideas for collaboration.
Coordinating Capacity Development on Country Level

Promote a joint-up approach to meet the human capacity needs in a country committed to a green economy. Example of Ethiopia

Presented by **Mr. Haileselassie Medhin**
Ethiopian Development Research Institute

**Benefits of partnering:**

- Reduce duplication and utilize synergies across actors active in the same space on similar issues.
- Return on investment and greater effectiveness of green economy initiatives
- Develop and implement a holistic green economy learning strategy
- South-south cooperation and learning

**Next steps:**

- Operationalize an institutional approach to learning in Ethiopia.
- Bring together academics, international community and businesses to discuss emerging opportunities and gaps in order to upscale learning

**Lead:**

- Education for Development (EfD)
Green Learning Network

Guidance and support for the development of new training programmes on inclusive green economy at the tertiary level through upscaled collaboration, sharing of expertise and resources between learning institutions.

Presented by Mr. In Woo Jung,
Country Engagement Coordinator, GGKP Secretariat

Benefits of partnering:

• Maximizing the effectiveness of learning, while minimizing financial, and human resources implications for learning institutions;
• Increased quality of green learning action through peer-reviews and experience sharing
• Upscale of opportunities for green economy learning globally

Next steps:

• Set up a green learning network working group to define the objectives and guiding principles of the collaboration
• Develop a funding proposal
• Set up an on-line presence and upscale collaboration across learning institutions.

Lead:

• Leads: GGKP and UNITAR
**Green Public Administration**

Aligning the supply, raising the demand and enhancing the impact of training for in-service staff through better collaboration between learning institutions and public administrations.

Presented by **Ms. Mariski Nirwan**  
Knowledge and Capacity Development Lead, GGGI Indonesia

**Benefits of partnering:**

- Knowledge and resource sharing by building on existing initiatives and experiences to shorten the learning curve
- South south and triangular collaboration between schools of public administration.
- Cost effectiveness: minimizing duplications and maximizing impact and synergies through effective collaboration between learning institutions and government agencies.

**Next steps:**

- Connect with interested parties to share knowledge and design a universal course on “Green Public Administration”
- Establish an effective collaboration with relevant government institutions to ensure that the “green public administration” training reflects the development goals and strategies of the government.
- Pilot training of new staff in government.
- Develop a funding proposal; align proposal with budgeting cycles.
- Tap into budget resources from state/local government to train provincial administration

**Lead:**

- GGGI Indonesia
Participants put forward additional areas for future collaboration, including:

**Smart impact measurement:**
**Lead:** United Nations Institute for Training and Research

**Designing an inclusive green economy curriculum**
**Lead:** University of Aberdeen

**Learning Strategies**
**Lead:** Ghana, Environmental Protection Agency

Some of the ideas were met with support by the learning community and will become areas of further collaboration. One such area is the "smart impact assessment".
KEY FORUM RESULTS

Upscaling Joint Action and Collaboration

The discussions throughout the Forum allowed for the identification of critical knowledge and skill gaps among professionals involved in policy making, as well as for a fruitful discussion and identification of effective learning actions. Four concrete, innovative partnership proposals were elaborated aiming at upscaling joint action and collaboration:

- **Co-ordinated Capacity Development**: Joint-up approach to capacity development in a country context
- **Platform for Collaboration**: Collaborative green economy learning network
- **Green Public Administration**: Building a systemic approach to educating and training in-service civil servants
- **Smart Impact Assessment**: Impact assessment of green economy training
With a view to sustain the collaboration that has been initiated through the Forum and further develop the partnership ideas generated during the forum, the following steps will be taken under the leadership of PAGE.

• Each of the designated leads will follow up on the partnership idea they pitched and investigate the possibility of establishing a formal collaboration with interested institutions and individuals.

• GGKP and UNITAR will set up a working group to explore the continuation of the collaboration, experience sharing, and South-South and Triangular Cooperation in the area of inclusive green economy learning in an on-line format.

• A third edition of the Forum will take place in 2020 to review progress made, identify collaboration success stories, obstacles and opportunities for upscaling learning on green economy.

WHAT’S NEXT?
Networking and Exchange at the Forum

The Forum provided ample opportunities for networking and exchange. During a designated knowledge fair 16 organizations presented their work and activities on green economy learning.