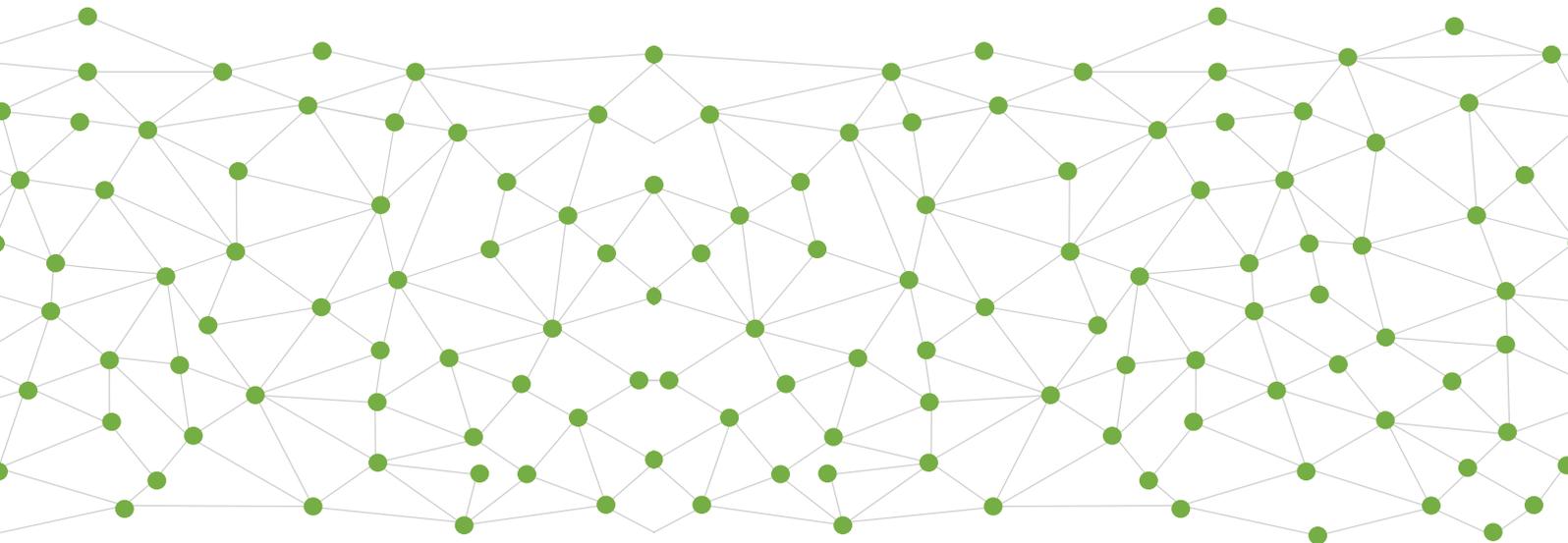


FIRST GLOBAL FORUM ON GREEN ECONOMY LEARNING

Engaging Learning Institutions and Professionals in
Shaping an Inclusive Green Economy

PARIS, 16-18 DECEMBER 2015



The Green Economy Learning Challenge

The Rio+20 Conference in 2012 provided a major international momentum to advance the green economy concept and its focus on integrating environmental and social considerations in macro-economic planning and policy making. More recently the principles of an ‘inclusive green economy’ (IGE) 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) (ILO 2011).

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.

The Importance of Learning Institutions

To address 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 a full-fledged university green economy course. 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.



Objectives of the Global Forum

The 1st Global Forum on Green Economy Learning brings together policy-makers, development partners, as well as representatives from education and training institutions, NGOs and business associations to identify opportunities for scaling-up green economy learning. More specifically, the Forum aims to:

- Facilitate information exchange, experience-sharing and coordination for green economy learning
- Review national approaches to develop a strategic approach to green economy learning
- Engage learning institutions in integrating green economy concepts within existing courses
- Initiate collaboration to develop self-standing green economy curricula
- Create a network of green economy learning professionals and institutions

“This 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.”

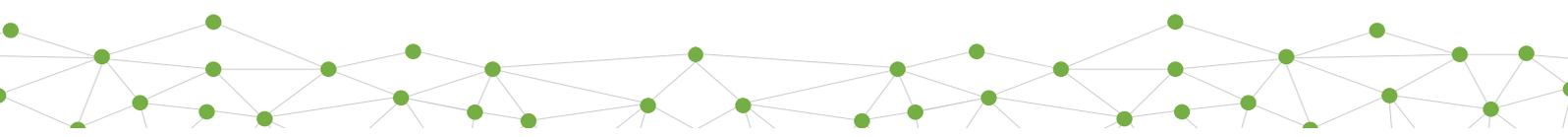
**Nikhil Seth, United Nations Assistant Secretary-General,
Executive Director, UNITAR**



PAGE - Partnership for Action on Green Economy



The Partnership for Action on Green Economy (PAGE) seeks to put sustainability at the heart of economic policymaking. PAGE 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.



Partnerships

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)

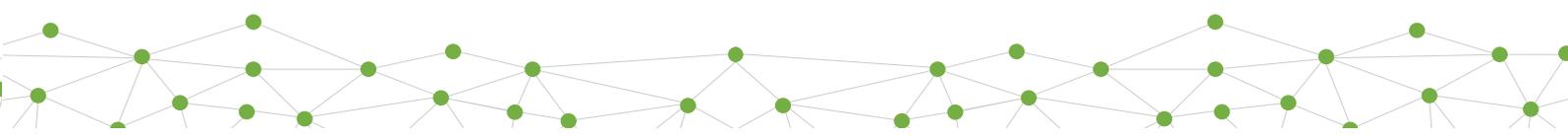


The mission of the OECD is to promote policies that improve the economic and social well-being of people around the world. The OECD provides a forum in which governments can work together to share experiences and seek solutions to common problems. It works with governments to understand what drives economic, 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.



PROGRAMME

16 December - Day 1

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. H el ene 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

17 December - Day 2

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 - Ms. Misug Jin, Vice President, Senior Research Fellow, Korea Research Institute for Vocational Education and Training (via video message) - Case study France (tbc) <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

18 December - Day 3

9.00 Auditorium	Introduction to Day 3
9.15 Auditorium and rooms: MZ04 MB 1122 MB 4122 MB 3122	Session 5: Advancing a network of learning professionals and institutions Objective: To discuss options for sustaining experience-sharing on green economy learning between institutions and to identify specific actions for collaboration. Expected results of session 5: <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' Moderator: Mr. Angus Mackay, Manager, Green Development and Climate Change Programme, UNITAR <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	Wrap-up 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
12.30	Closure of the Forum

Contacts

Organizing Team at UNITAR:

page@unitar.org

For programme inquiries:

Amrei Horstbrink, UNITAR Specialist
+41 77 431 11 32

OECD contact:

Deborah Holmes-Michel,
Green Growth & Global Relations Environment Directorate
+33 1 45 24 99 72

