

**GLOBALIZATION, SUSTAINABILITY AND JUSTICE:
JUST TRANSITIONS: HISTORY AND VARIETIES
POLS462, FALL 2019**

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Content of Course: This past December the countries negotiating global climate policy adopted the Silesia Declaration on Just Transition and Solidarity. Although the concept of Just Transition has been around since the early 1990s very few people outside of labor unions were familiar with it until about five years ago. During the last several years, however, its use and, thus, its meanings have proliferated. The main goals of this course are to explore JT as an increasingly contested concept, to explore important aspects of political ecology and to contribute to a data base on JTs. During the first part we will trace the history of JT through original documents and secondary writings (academic and popular). During the second part we will examine a variety of major just transition policies, using similar sources. During the second part of the course each group will present its research on a particular JT policy. The selection process will start during the first part and will be completed during the second part.

Learning Outcomes:

- 1) Familiarize you with the history and diffusion of just transitions. *Means of assessment: examination, research, class participation, and written assignments.*
- 2) Familiarize you with different Just Transitions policies. *Means of assessment: examination, research, class participation, and written assignments*
- 3) Focus on important JT policies that highlight its contested nature. *Means of assessment: examination, research, class participation, and written assignments.*
- 4) It is important to state that the major goal of this course is to reflect critically on Just Transition, like we would with any contested concept, rather than glorify it or dismiss it out of hand.

Contact Hours and Outside Work. The class will meet from 10-11 starting Monday August 26 and ending Friday, December 13. On an average week you should plan on 2 hours of outside work (e.g., reading, studying, writing) for each credit (this is a 3 credit class, so six hours). When working on examinations (essays and research) you should budget 4 hours of outside work per credit.

Class Operation:

Information: The course will be based on visuals, readings, lectures, discussions, and research. Since this is a capstone seminar discussions and research are central. The few lectures will interpret, complement, and add to the readings; they will not merely summarize

them. You should also review material to which I provide links in lectures. The visuals and readings on the syllabus should be completed in advance of the date on which they are assigned. Equally importantly, your own research will be a central part of the course information.

Collaboration Groups: The class will be divided into groups of 4-5 people. They will serve a variety of purposes including: discussions of class material and associated summaries and presentations; essays; mutual support and **research**. As necessary these groups will be reorganized during the second part of the course when research interests are clearer. (Please see *Class Assignments* below)

Class Etiquette and Disruptive Behavior. Only those electronic devices that can be used to also take notes can be visible in class. I am requesting that smartphones and similar electronic devices not be visible or used in class.

Academic Integrity. This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. Colorado State University has long upheld values of academic and scholastic integrity. The General Catalog's "Policies and Guiding Principles" asserts that CSU "expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution" - citing "principles of academic honesty" as the first example. (1.6 Page 1).

Class Assignments:

Discussions of Class Materials: In-class discussions are a central element of this seminar and I hope that we will have them during every session. In addition to ad hoc discussions, however, there will also have **six (6) systematic discussions** that will take place in two steps: group discussions followed by whole class discussions.

The goals of these discussions will be to broadly outline and bring together a set of readings and to connect them with the lectures or the research you have done or are doing. In order to do that we will normally address specific questions that I will post on Canvas. Before group discussion each group should choose **1-2 rapporteurs** who will summarize that group's deliberations in a minute or two during the class discussions that follow. Each one of you should serve as a rapporteur twice during the semester, once in Part I and once during Part II. Your performance as a rapporteur will be taken into account in your overall evaluations and in the allocation of the incentive (please see below).

In addition to serving as rapporteurs you should each produce **four (4) individual** summaries during the semester – two during Part I and two during Part II. **You cannot make up missed summaries during a subsequent part of the course. If you miss two summaries you will receive a failing grade in the class.**

Each group must ensure a proper division of labor so that there will be at least one summary from your group for each discussion. The summaries should be organized using the rubric, posted on Canvas, and are due, also on Canvas, by the specified date and time. The summaries must reflect what was discussed in your group but you can also note whether you differ.

Examinations: There will be two **(2) take-home examinations** that will consist of an essay (or shorter essays), a substantial research component, and a peer evaluation.

Research Posters: During the last part of the course each group will produce a poster which will reflect your collective work. Quite possibly you can take the poster to the CURC. Guidelines will follow.

Peer Evaluations. I will ask you to provide three peer evaluations during the semester, due along with each essay and the research poster. These will be used to allocate the incentive (see below). While not graded your examinations and Poster project will not be considered complete without the peer evaluation.

Evaluation:

The two **take-home examinations** will be worth **25%** of your grade each (100 points each)

The research poster will be worth **30% of your grade (20% collective and 10% individual)** (120 points). Attendance and contribution to group work (which can take place during class time) and the third peer evaluation will play an important role in the evaluation of the Research Poster. **I will not automatically give the collective grade if you do not contribute.**

Each summary will be worth 5% (20 points each). Late submissions of examinations will result in lowering your grade by 1% out of 5% per day. **If you miss two summaries you will receive a failing grade in the class.**

Accordingly the top score for the class will be 400 points.

Assignments will not be accepted after the third day beyond the deadline.

I use the +/- system, e.g., 89-91=A-; 92-96=A, 97-100=A+.

Participation, Attendance and Timeliness:

Attendance will be taken regularly. **Starting with the second formal discussion or other planned session absence (those in bold letters and within * *) I will subtract 20 points, each, from your total points. Starting with the sixth absence from a regular class session I will subtract 10 points, each, from your total points.** Otherwise your attendance will have no impact. Absences will not be counted only if there is some university reason, an emergency or a chronic problem, provided that you compensate by not missing any more than the unavoidable class sessions. It is your responsibility to provide written evidence the soonest possible. Absences due to personal reasons (e.g., weddings, family reunions, travel, and so on) will not be excused. **Please note that these policies will be followed very strictly.**

Incentive:

Outstanding attendance - defined as two (2) absences or less of regular class sessions and one (1) absence or less of all scheduled discussions and class sessions (those with *), constructive participation in group and class discussions, good preparation of discussion summaries, and timeliness in submission of assignments will result in your best examination weighing as 10% more and the worst as 10% less. **The three peer evaluations that I will request will play a key role in determining whether you are eligible for this incentive. This includes the quality of your comments on others.**

SCHEDULE

August 26 **Introductions**
Our backgrounds and interests
Organization of the Class
Themes of the Class

PART I: GLOBALIZATION OF JUST TRANSITION

August 28 **Historical Overview and Analytical Considerations**

JTRC (2018) Mapping Just Transitions to a Low Carbon World: 3-10 [Canvas Readings Part I]

Paul Hampton (2015) *Workers and Trade Unions for Climate Solidarity: Tackling Climate Change in a Neoliberal World*. Routledge. Ch 3, particularly pages 68-79. [Canvas Readings Part I]

August 30 **Analytical Considerations**

Hopwood, Bill, Mary Mellor and Geoff O'Brien (2005) Sustainable Development: Mapping Different Approaches. *Sustainable Development* 13(1): 38-52. [Canvas Readings Part I]

Group formation

September 2 **Labor Day – No Class**

September 4 **Analytical Considerations**

JTRC (2018) Mapping Just Transitions to a Low Carbon World: 10-15 [Canvas Readings Part I]

Group finalization

Discussion #1

September 6 ***Discussion #1 (continued)***

September 9 Labor and the Origins of Just Transitions

OCAW (1991) Understanding the Conflict between Jobs and the Environment. [Canvas Readings Part I]

Tony Mazzocchi (1993) An Answer to the Jobs-environment Conflict? At <https://www.greenleft.org.au/content/answer-jobs-environment-conflict>

Jim Young (1998) Just Transition: A New Approach to Jobs vs Environment. *Working USA* July/August 1998: 42-48. [Canvas Readings Part I]

September 11 Labor and the Global Diffusion of Just Transition

Anabella Rosemberg (2020) ‘No Jobs on a Dead Planet’: The International Trade Union Movement and Just Transition (ms) [Canvas Readings Part I]

September 13 Labor and the Global Diffusion of Just Transition

Samantha Harvey (2018) Leave No Worker Behind. *Earth Island Journal*. At http://www.earthisland.org/journal/index.php/magazine/entry/leave_no_worker_behind/

September 16 *Discussion #2*

Preliminary Research Planning

September 18 The Diffusion and Proliferation of Just Transition: Society

Labor Network for Sustainability and Strategic Practice (2016) “Just Transition” – Just What is It? An Analysis of Language, Strategies and Projects. URL: <http://www.labor4sustainability.org/uncategorized/just-transition-just-what-is-it/>

September 20 The Diffusion and Proliferation of Just Transition: All levels

International Trade Union Confederation, Just Transition Center (2017) *Just Transition: A Report for the OECD*. At <https://www.oecd.org/environment/cc/g20-climate/collapsecontents/Just-Transition-Centre-report-just-transition.pdf>

September 23 The Diffusion and Proliferation of Just Transition: Business

Just Transition Centre and The B Team (2018) Just Transition: A Business Guide. At <http://www.bteam.org/announcements/just-transition-a-business-guide/>

International Chamber of Commerce (2018) *Principles for a Just Transition*. At <https://iccwbo.org/content/uploads/sites/3/2018/11/2018-icc-principles-for-a-just-transition-paper.pdf>

September 25 The Diffusion and Proliferation of Just Transition: IGOs

ILO (2015) *Guidelines for a just transition towards environmentally sustainable economies and societies for all*. ILO at https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/documents/publication/wcms_432859.pdf

September 27 The Diffusion and Proliferation of Just Transition: Climate Policy

COP24 Just Transition Declaration (including links). At <https://cop24.gov.pl/presidency/initiatives/just-transition-declaration/>

Kirsten Jenkins (2019) *Implementing Just Transition After COP24*. Climate Strategies Policy Brief. At https://climatestrategies.org/wp-content/uploads/2019/01/Implementing-Just-Transition-after-COP24_FINAL.pdf

September 30 **Discussion #3**

**October 2 *Discussion #3*
*Preliminary Research Planning***

**October 4 *Review and Synthesis*
*Preliminary Research Planning***

October 7 First Examination Due on Canvas (10am)

PART II: IMPLEMENTING JUST TRANSITIONS

October 7 First Examination Paper Copy due in Class

Just Transitions for All

Reitzenstein, Alexander et al. (2018) *A Just Transition for All or Just a Transition?* Read introductory material on site *and* whole Discussion Paper. At <https://www.e3g.org/library/a-just-transition-for-all-or-just-a-transition>

WEDO (2016) Gender, Equality and Just Transition. At <https://wedo.org/wp-content/uploads/2016/08/gjtransition.pdf>

October 9 Just Transitions for All

International Labour Office (2018) *Just transition towards environmentally sustainable economies and societies for all - ILO ACTRAV Policy Brief*. Written by Béla Galgóczi, Senior Researcher at the European Trade Union Institute (ETUI). At https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---actrav/documents/publication/wcms_647648.pdf

October 11 Just Transitions for All

Ciplet, David & Jill Harrison. 2019. “Transition Tensions: Mapping Conflicts in Movements for a Just and Sustainable Transition”, *Environmental Politics*, published online, 31 March. <https://doi.org/10.1080/09644016.2019.1595883>

October 14 ***Discussion #4***
Research Planning

October 16 **Just Transitions from the Past**

Just Transitions Research Collaborative (2018) Just Transition(s) to a Low Carbon. At <https://medium.com/just-transitions> Read the following posts: Contesting the Colour of Just Transition...; Just Transition as a Process...; Lessons Learned and Guiding Principles...; Who Deserves and Just Transition

Rachel Cohen (July 24, 2019) The Just Transition for Coal Workers Can Start Now. Colorado Is Showing How. In These Times. At <https://inthesetimes.com/working/entry/21975/colorado-just-transition-labor-coal-mine-workers-peoples-climate-movement>

October 18 **Just Transitions from the Past**

Piggot, Georgia et al. (2019) *Realizing a Just and Equitable Transition from Fossil Fuels*. Intro and whole brief. Stockholm Environment Institute (SEI). At <https://www.sei.org/publications/just-and-equitable-transition-fossil-fuels/>

October 21 **Just Transitions from the Past**

Chan, Michelle (2016) History Made: The Deal to Shut Down the Diablo Nuclear Power Plant. At <https://medium.com/climate-energy/history-made-the-deal-to-shut-down-the-diablo-nuclear-power-plant-4176aa746023>

National Resource Defense Fund (2018) *Transitioning Away from Uneconomical Nuclear Power Plants*. At <https://www.nrdc.org/sites/default/files/transition-away-uneconomical-nuclear-plants-ib.pdf>

October 23 ***Discussion #5***
Research Planning

October 25 **Just Transitions into the Future**

Mulvaney, Dustin (2014) Are Green Jobs Just Jobs? Cadmium Narratives in the Lifecycle of Photovoltaics. *Geoforum* 54: 178-186 along with exchange between Alex Heard and Dustin Mulvaney. (Canvas, Readings, Part II).

October 28 **Just Transitions into the Future**

Zabin, Carol et al. (2016) *Advancing Equity in California Climate Policy: A New Social Contract for Low-Carbon Transition*. At <http://laborcenter.berkeley.edu/pdf/2016/Advancing-Equity-Executive-Summary.pdf>

October 30 Just Transitions into the Future

H.Res.109 – Recognizing the Duty of the Federal Government to Create a Green New Deal.
At <https://www.congress.gov/bill/116th-congress/house-resolution/109/text>

Holland, Joshua (2019) The Green New Deal is Cheaper than Climate Change. The Nation (September 4/11). At <https://www.thenation.com/article/climate-change-costs-inaction-green-new-deal/>

Rahman, Asad (2019) The ‘green new deal’ supported by Ocasio-Cortez and Corbyn is Just a New Form of Colonialism. At <https://www.independent.co.uk/voices/green-new-deal-alexandria-ocasio-cortez-corbyn-colonialism-climate-change-a8899876.html>

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| November 2 | *Discussion #6*
Research Planning |
| November 4 | Review and Synthesis |
| November 6&8 | Absent for Professional Reasons |
| November 11 | Second Examination Due on Canvas and in Class (10am) |
| PART III | RESEARCH POSTER |
| November 11-15 | *Consultations on Research (one for each group)* |
| November 18-22 | Research |
| November 25-29 | Thanksgiving Break |
| December 2&4 | *Consultations on Research (one for each group)* |
| December 6,9,11 | *Poster Sessions* |
| December 13 | *Review and Synthesis* |
| December 20 | Third Examination (Poster, short associated essays and third peer review) due in class and on Canvas by 9:30am. Earlier submissions encouraged and welcome) |

STEPS OF RESEARCH PROJECT

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I. RESEARCH IDEA/TOPIC/CASE (Part I of Course)

This is the first step in the research process. In order for a research idea – in our case a just transition case or cases- to be useful and doable you will need to do some preliminary reading and investigation. You must have some reasonable evidence that this is an empirical and/or theoretical topic worthy of research and that there is relevant information and research on the subject (whether direct or indirect).

In some cases you can formulate your research idea in the form of a question that can be answered in a variety of ways, depending on the information. In other cases you may not be ready to do so. You may know that you are interested in a topic or case but may not know how to frame your question. It is for this reason that we are adopting a multi-step process to the research question (next step).

II. RESEARCH (Parts II & III of Course)

We will work on this during Parts II and III of the course, including in second examination. Here are the goals of this stage.

a. Provisional title. The title should clearly anticipate your Research Question. Titles are not a routine or last minute choice.

b. Narrative about your case/topic. Once your research topic or idea has been vetted you should start collecting information in the form of additional primary and secondary materials about your topic and learn as much as you can about it. While doing so think about connections with the class material as well as between the various readings so you can formulate a main research question. Why is your topic or case important? Is there something special about it, even though it is unique (like the big bang), is it an important exception from the pattern, is it evidence of a pattern, does it allow you to explore an important broader social and theoretical question?

c. Research Question. Craft a research question and indicate how it will help you address your topic. A research question is not the same thing as a research idea, case or topic. Rather, as the title suggests, it should state your goal in the form of a question that can be answered through your research. A good research question can be answered in various ways, reflecting the evidence. Stated otherwise, it should not be a statement of your expected answer that cannot be modified or negated by the evidence.

Your research question should not be too broad, e.g., How good or bad is the US health system. Nor should it be too narrow, e.g., what is the impact of billing on accessibility to health care (although that could be a good project for a health care economist). Craft a

question that allows you address a medium breadth, e.g., How accessible is the US Medicare health system currently?

Main Research Questions are routinely accompanied by auxiliary questions that direct you to causal dynamics. For example, what factors affect accessibility to the US Medicare health system?

d. Sources of Evidence. The evidence that researchers use varies with the topic and the discipline. In our case the evidence consists of primary documents, academic publications, reports by research and policy organizations and news items. Perhaps some of you may also be able to ask questions of participants in a policy. What kind of evidence will you use and why is that kind of evidence appropriate? Will you be using primary material? Are your secondary sources dependable? Do they reflect the whole topic or are they limited to one aspect of it?

e. Plausible Answers/Findings. Start exploring your references/sources for plausible answers (“findings”) to your research question as you are learning more about the topic. This will further help you identify what further evidence you need. Does your evidence suggest that the US Medicare health system is very accessible? What evidence leads you in that direction? Try to identify broad patterns. What evidence may push in a different direction?

f. Discussion of findings and conclusion. Has your answer been answered satisfactorily? What is the major contribution of your findings towards advancing our knowledge on the subject? What is the major contribution towards advancing practice on the subject? What is missing? What needs to be done in the future?

g. References. There is no maximum number of sources but I would aim for at least 10. Identify and read closely at least the following kinds of references/sources. Your references/sources should include the text(s) of the actual policy or policies (ILO Guidelines; The B Team guidelines; OCAW resolution), as well as additional key primary material – e.g., reports of task forces. Try to have at least 2 primary sources, including the key primary sources. If you can find only one primary source, or if you are uncertain about whether a source is primary, do let me know. You should also include at least 3 academic sources (examples of academic sources include Cipler and Harrison, Mulvaney, Hampton, Hopwood) that are relevant in terms of ideas, even if those are not directly related to your case. They may well deal with concepts that are relevant. Finally, include at least 4 non-academic items about the issue. These can be long news items (e.g., Harvey, Chan, Cohen) or reports by think tanks (e.g., LNS, ITUC, Piggot et al.) *Please review research sources on Canvas.*

III. POSTER (Part III of Course): Think of a poster as the write up of the research, except that it is visual.

IV. SHORT REFLECTION ESSAY (Part III)

In addition to the poster I will also ask each one of you to submit a reflection essay (750 words on the research process and project (finalized questions in third examination guidelines)).

- a. How did your group organize the research process?
- b. What was your role in it?
- c. Would you modify your group's research question? Why or why not?
- d. Would you modify your group's evidence? Why or why not?
- e. Would you modify your group's answer/findings? Why or why not?
- f. What were the more challenging moments in that process? (communications, division of labor, finding information, shaping research question, figuring out answers, other..)
- g. What were the most frustrating moments? (could be dealing with aspects of f but challenging and frustrating are not the same).
- h. What were the most fruitful moments? (could be dealing with the above as well as enjoying collaboration, seeing things differently and so on).

SOURCES ON JUST TRANSITION¹

(Fall 2019)

I. GENERAL SOURCES ON JUST TRANSITION

Search using “Just Transition Archives” without the quotation marks. You can add the name of the place, e.g., Colorado, to get links to JT in Colorado

Just Transition Platform - <http://www.just-transition.info>

Just Transition Centre - <https://www.ituc-csi.org/just-transition-centre>

Just Transition Fund - <http://www.justtransitionfund.org>

Just Transition Research Collaborative-
[http://www.unrisd.org/unrisd/website/projects.nsf/\(httpProjects\)/5A869CB10DDF0AEDC125824F0057605B?OpenDocument](http://www.unrisd.org/unrisd/website/projects.nsf/(httpProjects)/5A869CB10DDF0AEDC125824F0057605B?OpenDocument)

Labor Network for Sustainability - <https://www.labor4sustainability.org>

Climate Justice Alliance - <https://climatejusticealliance.org>

Coal Transitions - <https://www.iddri.org/en/publications-and-events/report/lessons-previous-coal-transitions>

LSE and Grantham Research Institute - <http://www.lse.ac.uk/GranthamInstitute/>

Sunflower Alliance - <https://www.sunflower-alliance.org/just-transition-overview-and-reading-list/>

Trade Unions for Energy Democracy - <http://unionsforenergydemocracy.org>

We Mean Business -
https://www.wemeanbusinesscoalition.org/?s=just+transition&post_type=post

The B Team - <http://www.bteam.org>

II. NEWS AND INFORMATION ON ENVIRONMENT

BusinessGreen at <http://www.businessgreen.com>

Business and Human Rights. At <https://www.business-humanrights.org/#>

¹ This guide is indicative and will be updated. I only provide promising examples. This is not comprehensive. I hope that you will go beyond these sources. Please also use the various readings and outlines for cases and additional sources.

Energy and Environment at <https://www.eenews.net>

The Ecologist at <http://www.theecologist.org>

The Grist at <http://grist.org>

Inside Climate News at <https://insideclimatenews.org>

Inside Energy at <http://insideenergy.org>

International Institute for Sustainable Development at C2ES Center for Climate and Energy Solutions at <http://www.iisd.org>

International Institute for Environment and Development at <http://www.iied.org>

Green Left at <https://www.greenleft.org.au>

Science Daily at <https://www.sciencedaily.com> (news on many issues)

Work and Climate Change Report - <http://www.adaptingcanadianwork.ca/work-and-climate-change-report/>

III. ACADEMIC SOURCES

Academic Databases: (these are searchable, electronic, databases that can help you locate academic articles and books; they are available through our library)

Academic Search Premier (academic articles as well as magazine and newspaper articles)

JSTOR (academic articles)

Google Scholar (academic articles as well as books)

Web of Science (academic articles)

WorldCat (books)

Examples of Academic Journals (available through our library or on the web. This list goes beyond conventional GEP journals, which are italicized. See, also, <http://ieinfo.net/periodicals-abc.html>):

a. Environmental Journals:

Annual Review of Environment and Resources (great source of review and synthesis articles)

Capitalism, Nature, Socialism

Environment: Science and Policy for Sustainable Development
Environment and Planning A-E (five different journals)
Environmental Sociology
Environmental Research Letters
Environmental Politics
Environment and Sustainability Indicators
Global Environmental Change
Global Environmental Politics
International Environmental Agreements
Journal of Environmental Studies and Sciences
Journal of Cleaner Production
Journal of Environment and Development
Journal of Industrial Ecology
Journal of Political Ecology
Local Environment
Natural Resources Forum
Organization and Environment
Society and Natural Resources
Sustainability: Science, Practice and Policy
Journal of Environmental Studies and Sciences
Sustainable Development
Sustainability Science
Sustainability

b. Non-Environmental Journals that Cover Environment

Antipode

Economy and Society

Journal of Economic Geography

Globalizations

European Journal of Political Economy

Capital and Class

Critical Sociology

New Left Review

Historical Materialism

Economic Anthropology

Development and Change

European Journal of International Relations

Journal of Development Studies

Review of International Political Economy

New Political Economy

World Development

IV. LABOR UNIONS

Just Transition Centre - <https://www.ituc-csi.org/just-transition-centre>

Labor Network for Sustainability - <https://www.labor4sustainability.org>

Trade Unions for Energy Democracy - <http://unionsforenergydemocracy.org>

V. LOCAL AND CITIES

Climate Justice Alliance - <https://climatejusticealliance.org>

Just Transition Platform - <http://www.just-transition.info>

Just Transition Centre - <https://www.ituc-csi.org/just-trnsition-centre>

Just Transition Fund - <http://www.justtransitionfund.org>

ICLEI Local Government for Sustainability - <http://www.iclei.org>

Resilient Cities at <http://www.100resilientcities.org/cities/>

C40 Cities at <http://www.c40.org/about>

C2ES Center for Climate and Energy Solutions at <https://www.c2es.org/us-states-regions/key-legislation>

VI. BUSINESS

PRI - <https://www.unpri.org>

BSR - <https://www.bsr.org/en/>

We Mean Business -

https://www.wemeanbusinesscoalition.org/?s=just+transition&post_type=post

The B Team - <http://www.bteam.org>

International Chamber of Commerce - <https://iccwbo.org>

London School of Economics and Grantham Research Institute on Climate Change and the Environment. The Global Climate Legislation Study at <http://www.lse.ac.uk/GranthamInstitute/legislation/>

VII. INTERGOVERNMENTAL ORGANIZATIONS AND GLOBAL NEGOTIATIONS

ILO - <https://www.ilo.org/global/lang--en/index.htm>

OECD - <http://www.oecd.org>

UN Environment (UNEP) <https://www.unenvironment.org/about-un-environment>

World Bank – <https://www.worldbank.org>

UNFCCC - <https://unfccc.int>

CBD - <https://www.cbd.int>