

**Questionnaire Re Rio+20, MDGs, SDGs Post-2015**  
**Submitted by UNCSD Education Caucus**  
**March 2013**

**1) What do you think are the three greatest strengths of the Rio+20 Outcome?**

1) Broadening consensus amongst the international community for system(s)-wide mainstreaming and integration of the sustainable development agenda and an accorded formation of social networks taking global discussions regarding the environmental crisis to an actionable level.

2) Consideration of greater visibility for UNEP's role in championing the environmental dimension of sustainable development.

3) Consideration of a successor institutional framework to the UN Commission on Sustainable Development that more effectively includes engaging young people, higher education, diverse stakeholders and major groups.

**2) What do you think are the three greatest weaknesses of the Rio+20 Outcome?**

1) Follow-up not only on the environmental education, stakeholder engagement, and life-long learning components within Agenda 21, Chapter 36 and the Rio Declaration/Principles, but also progressing on [environmental] education integrated and applied as a policy instrument throughout the post Rio+20 and beyond outcomes.

2) Substance of a participatory framework for Civil Society engagement beyond provision of access via information and communications technologies. Their needs to be actual programs of engagement with measureable outcomes for example, provision of interactive communications on the implications of the outcomes to the well-being of local communities.

3) Visibility of the "Youth Ombudsman" concept beyond the context of under- and unemployment and about their inheritance of a legacy of poor planning by their fore bearers.

**3) What is your view on the relationship between the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs)?**

- **Should the SDGs complement the MDGs? (Flesh out current content but add nothing new)**
- **There needs to be a framework and work program that stands like a tree but is flexible enough to collapse into a cup for incremental implementation. The idea of the MDGs to SDGs will accomplish that aim.**
- **There are too many sub-regional, regional, and international agreements and instruments for a country with very limited capacity - It is very challenging to track and understand our obligations.**
- **Should they augment the MDGs? (add omitted areas and make the existing thematic areas more comprehensive)**
- **The SDGs should really define the particulars of the MDGs in as broad a way as possible, but still actionable.**

**Gaps:**

**a) Depends on which thematic areas? Sometimes if the language is too restrictive then countries will not be able to comply per their national circumstances.**

**b) The MDGs should transition to SDGs, with the latter undergoing a significant update on what gaps, measurement and reporting framework at the global, national and local level. It is absolutely critical to include the local level in order to engage people and capture what goes on locally, which often has a different agenda to national and global goals.**

- **Should the SDGs replace the MDGs?**

**Not at all. (See Executive Directives 1972 Stockholm Conference on the Human Environment; Agenda 21)**

- **Should a new list of SDGs also reflect the existing MDGs?**

**Yes.**

- **Other?**
- **There should be one set of goals called Sustainable Development Goals (SDGs). The SDGs should be based upon the current MDGs modified with some consensus building process which should be based on an Education and**

Learning pragmatic paradigm accommodated for education and knowledge needs for different levels of development.

- Where there is pursuit of expanding anthropogenic activity, targets, evaluation measures, and policy processes would facilitate knowledge, awareness, and understanding of the earth's capacity to sustain such activity. In particular, an evaluation framework would contain indicators at local, national and global levels that measure the value and size of the environmental education services market to the communities being served.
  - [Medium level] development might include a mix of education, learning and knowledge strategies drawn from both the high and low categories.
  - Where there is pursuit of natural resource access and development critical to survival, targets, evaluation measures and policy processes would facilitate expanding environmental education services, with additional targets related to primary, secondary and tertiary education completions, and active participation of women, vulnerable populations, indigenous peoples, youth cohorts, SIDS and the LDCs.
- **Whatever the final list of Global Sustainability Goals (GSG) or Sustainable Development Goals (SDG) are, they must have as one of the pillars for their implementation the inclusion of the role of environmental education for sustainability.**

4) While the name Sustainable Development Goals has been proposed and widely used, do you think that the either of the two names might be preferable?

- Global Development Goals
  - Global Sustainability Goals
- A majority prefer GSGs; two neither name; and one preference for SDGs, plus one suggestion: "Planetary Sustainability Goals".
- To sustain the Planet, we need less development, less consumption, and more attention paid to waste of resources. The title of "Planetary Sustainability Goals," seems to resonate more effectively with what we actually want to attain.
- Whatever the final name selected, it must reflect in its framework the inclusion of the role of environmental education for sustainability (EEfS) This would also provide a suitable platform to the continuation of the objectives of the UN Decade on Education for Sustainable Development beyond 2014.

**5) Would you please indicate your preferred list of SDGs?**

+ The Environmental Education and Learning SDG is one component of broader economic and social models, both of which also need renewing to incorporate growth while reducing environmental degradation minimizing waste and the inefficient use of natural resources, maintaining biodiversity, strengthening energy security, while enhancing human health and welfare. Hence, the Education context needs to be set in this broader framework. The Education strategy levels should be included to cater for High, Medium and Low levels of country development, respecting the Rio Principles.

+ Develop National Sustainability Indicators that would draw on the integration of each element of environmental education for sustainability.

+ Goals that recognize robustness and flexibility of any transition, integration, implementation, and/or cross-fertilization towards human security requires a consensus on a global environmental education for sustainability framework as a follow-up to the Millennium Summit, the UN GA (A/66/L51/Rev1) “realizing sustainable development as well as internationally agreed development goals....”

+ Based upon a multi-stakeholder platform, a goal on Human Rights and Gender Equity Goals in light of creating sustainable living capacities, with the aim of achieving a well-prepared society.

+ Incorporating Goals for financing Sustainability initiatives into IEGs, utilizing broad stakeholder inclusion that minimize excesses.

**Whatever the final list of Global Sustainability Goals (GSGs) or Sustainable Development Goals (SDGs) are, they must have as one of the pillars for their implementation the inclusion of the role of environmental education for sustainability.**

**6) What do you see as the relationship and possible synergy between the Rio+20 Outcome and the post 2015 development agenda?**

• For the past 20+ years, even before the 1992 Earth Summit, the Education Caucus has gathered information from educators, educational community leaders, and other diverse stakeholders to create a common platform for information transfer, regional adoption processes, and has lobbied to implement action based programs.

**7) Please indicate how you think your group, organization or constituency will be affected by, or will affect the new SDGs and any post 2015 development agenda**

- The UNCSD Education Caucus plays a critical role in advancing Agenda 21 and the Rio Declaration/Principles and JPOI mandates on environmental education. The Ed. Caucus is pivotal to harmonization, alignment and connectivity with all other suggested Sustainability Goals. The UNCSD Education Caucus is the progressive voice for integration of other Sustainability Goals, with an emphasis on social responsibility through learning, through engaging an informed political forum, stakeholders, and civil society – as well as the private sector - utilizing the nexus of environmental sustainability, engaging people in sustainability, and dynamic systems approach to learning in the 21<sup>st</sup> century. Education is a part of learning, impacting our policy making and practice networks that focus on learning from the classroom, to the university and to the community.

- New paradigms will be developed based on the goals in the various disciplines and multidisciplinary-interdisciplinary integration mechanisms stimulated.

- A fully integrated post-2015 agenda will reinvigorate both Government/political and public leadership to address gaps in policy formation, inclusiveness, commitment, and implementation framed in the pragmatic assessments of environmental education for sustainability.

**8) What role do you see your group, organization or constituency playing in the development of a post 2015 agenda and the elaboration and implementation of a set of SDGs?**

### **The UNCSD Education Caucus**

- The Education Caucus serves as “instigators for integration” of Sustainability Goals in light of learning, knowledge exchange, informed science-based decision making, and unified consciousness raising around meaningful and peaceful co-existence. It also serves as a knowledge portal for governments, major groups and civil society. [ [http://dl.dropbox.com/u/183525/Four\\_Lesssons.pdf](http://dl.dropbox.com/u/183525/Four_Lesssons.pdf)]

- Note: As a multi-stakeholder platform (Agenda 21), there is a mandate for the Education Caucus in light of SG’s to interact with existing institutions concerning environmental sustainability and the engagement of youth through intergenerational cooperation but there is also the imperative to increase value, international cooperation and coordination, and sharing with nations, regions, and communities so as to effect purposeful implementation leading to action in the expansion of and maintenance of environmental sustainability on a Planetary basis.

- Identifying and valuing processes for diverse stakeholder engagement in steps toward, deliverable outcomes of and policy indicators for navigating the complexities of trade-offs and win-win solutions.

- Through the Education Caucus of the new Commission for Sustainable Development we will continue to network, advocate, advise, brief, and lobby for the inclusion of environmental education for sustainability as a core component for the implementation of the next iteration of the SDGs/GSGs. (Agenda 21)

### **UNCSD Education Caucus: Role of CSOs**

- Linking the MDGs to SDGs in ways that are realistic and meaningful and can assist with preparing for a more integrative future.

- We are operating under the assumption that the dissemination and use of sustainability education will be embedded in the SDGs.

- One of major strengths of CSOs is wide-ranging outreach to ordinary citizens. CSOs can encourage them to be aware of the goals and do something in their own local circumstances! Through these educational experiences we have learned significant lessons, seeing how empowered people, not only students but also adults, can make a difference as change agents in their own situations. We believe a key to the success of our efforts toward 2030 is to what extent and how deeply we can empower people throughout the world to take leadership through communications, education and a dynamic learning model.



#### **The UNCSD Education Caucus**

**Contributions from Co-Coordinators: Faculty of Business – U. of Queensland, Soka Gakkai International, Interdisciplinary Center for the Environment PUC-Rio, Environic Foundation International [Sustainable Societies], World Association of Girl Guides and Girl Scouts, World Aquariums & Conservation For the Oceans Foundation, Sustainability - U. of Gloucestershire, U. of the Sacred Heart-Tokyo, WaterSHED International, Amaroo Environmental Education Center-Department of Education & Training, Bureau of Protected Areas Network, Communications Strategies, Worldview Impact, Environmental & Human Systems Management**

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