



Education Working Group Report

CSD19 – The Policy Session

May 2-14, 2011

Thematic Cluster: Transport; Chemicals; Waste Management (Hazardous and Solid Waste); Mining; 10 Year Framework of Programmes (10YFP) on Sustainable Consumption & Production Patterns

We would like to thank both, members of the Education Caucus who helped with the advanced preparations and those who actively worked on our behalf during CSD19 for all their hard work. Our team grew in numbers at the IPM and during CSD 19, enabling the Education Caucus to more fully participate in the numerous meetings and venues. The following report highlights the results of these efforts.

The nineteenth session of the Commission on Sustainable Development (CSD-19) convened from 2-14 May 2011 to negotiate on policy recommendations based on CSD 18's review of the issues and the development of a draft Chair's negotiating text during an Intergovernmental Preparatory Meeting (IPM), held February 28 – March 4, 2011. Negotiations on the text continued throughout Friday late night into early Saturday morning, May 14th. At that point, the Chair's text was proposed for adoption as a package, but no consensus was reached nor an agreement to convene a resumed session in June. CSD-19 adjourned having failed to adopt an agreed outcome containing policy recommendations on its thematic cluster.

As reported by Stakeholder Forum's Felix Dodds in his "[Analysis of CSD Outcome 2011](#)", "There was considerable consensus on every single item on the table by Friday [May 13]. This was due to the hard work done in the preparatory process by the UN system, governments and stakeholders alike." To view the status list of what the Thematic Working Group agreed in the final draft text, see the [Earth Negotiations Bulletin Summary & Analysis](#).

The Education Caucus' briefing was circulated in advance to CSD 19 delegates. We are pleased with both the opportunities for Civil Society Organizations (CSOs) participation and the strong support for education as an essential cross-cutting/intersectoral issue during the negotiations

from the Under Secretary-General for Economic and Social Affairs, the Chair(s), governments and Working Groups, and the major groups.

Throughout the two weeks there was a lot of activity around Sustainable Consumption and Production and the 10Year Framework of Programs [SCP 10YFP]. The lead CSO, [Integrative Strategies Forum](#), organized side events, series of meetings, and informal strategy work. Several of our members joined these efforts, especially our 10 YFP SCP representative to the 2010 pre-meeting in Panama. This theme will be one of the major issues addressed as part of Rio+20 in 2012.

Regarding 21st century approaches to education, joint learning and strategic thinking, the Education Working Group lobbied for more efforts focused on Production & Corporate Social Environmental Responsibility [CSER], [Cradle-to-Cradle](#) certification, and raising Civil Society's awareness regarding toxics in our living environment. The newer responsive initiatives such as UNEP's [Body Burden](#) and [Safe Planet](#) supported by the Basel, Rotterdam, and Stockholm Conventions illustrate this kind of synergistic approach. Our invitation to add these examples of education and sustainable development to the Education Caucus web-based publication has been accepted.

In addition to participating in the NGO caucus, the Education Working Group met throughout the two weeks, often gathering "intelligence in the hallways", side meetings with members individually and in small groups, with the regularly scheduled Education Caucus meetings primarily being used for orientation purposes to CSD.

Learnings: our time would be better used with fewer formal Caucus meetings as the morning briefing for major groups is quite comprehensive with a formal orientation to the work of CSD just prior to the start of the two weeks of meetings. We could share responsibility to orientate interested people during the CSD, making an announcement during the morning briefing.

Outcomes

We selected the negotiated text from Working Group I [Thursday May 12th] on section **F. Interlinkages and cross-cutting issues, including means of implementation-Policy options/actions needed** – regarding

examples of how well the education agenda was fairing near the end of the two weeks. (SEE Appendix B)

From our “Priorities for Action”, we were disappointed to see ‘Free, Prior, and Informed Consent’ (FPIC) (meaning the right to know, public awareness, training, active & meaningful participation in the decision-making processes, and freedom to choose, loose ground in the negotiations thus failing to identify the gaps in implementation where FPIC would significantly contribute to a framework. (SEE Appendix A)

The May 12, 2011 coverage in [South-South News](#) entitled, “*High-Level Ministerial Roundtable on Mining Provides Closing to the Penultimate Day of CSD-19*” by Ed. Caucus member Richard Jordan provides insights into the value of knowledge exchange regarding the gaps and potential way forward.

Education & Implementation, Key Questions “Strategic Multi-stakeholder Dialogues Needed”

- Major recurring theme to address through joint learning leading to action: Eradicate all forms of child labor in mining.
- Proposed UN Dialogues, Regional & National levels on Environment, Education, and SD:
 - Need an intergovernmental conference, perhaps held in each World Region, regarding education on subject of risk impact on ecosystems – building synergy, responsive actions.
 - How can we raise user awareness and action regarding the health and environmental issues surrounding the use and management of chemicals?
 - How can the Community of Educators help to enlighten others about the need for balance between environmental, socio-cultural, and economic benefits of these five themes?
 - Issue: Poor waste and chemical management greatly impacting environment and food security; Proposed dialogue on public awareness needs to be increased regarding reduction of waste and the use of harmful chemicals.
 - SIDS – Approach SIDS and AOSIS to hold a dialogue leading to action regarding education about the issues by engaging strategic stakeholders and the private sector.
 - Life cycle management, support is needed for environmental management training, communications, and engagement of the public in working towards sustainable development.
 - Science, research, and joint learning mechanisms are required to meet the challenges of CSD. How can the sharing of scientific information be enhanced using existing communication technologies?

Three Strategic Forums, Two Related Side Events

“Visions For the Future”

1) Private Sector – Greening the Economy

On May 4, 2011, the International Real Estate Federation and the UN CSD Education Caucus, co-organized an interactive forum entitled, “Corporate Environmental Social Responsibility: Greening the Supply Chain” held at the Uganda House. (See Appendix C, 1) The purpose was an exchange of views and experiences related to the key responsibilities of the five themes as they impact society, private property rights, and the economy. Elizabeth Belenchia, Industry Expert ISO 26000 WG, moderated the forum. Jerome Lavigne-Delville from the [UN Global Compact](#), was the guest speaker followed by these featured speakers:

- Joanne Douds, Director FIABCI USA, LEED AP Specialist
- Luann Parker, Corporate Real Estate Specialist
- Kristen Bacorn, “National Green Pioneer”
- Narelle Townsend, Human Ecologist, UN HABITAT
- Judy Shenefield, President International Organizations, FIABCI
- Dr. Pam Puntteney, Executive Director,
Environmental & Human Systems Management

Rapporteur: Dusty Bricker, LEED AP Real Estate Specialist

The forum recognized that while there is involvement by the private sector regarding the aims of sustainable development, the professionals who work in the field of real estate are well positioned globally to engage diverse professionals, the community, civil society organizations, and individuals in sustainability efforts. The forum was a call to action, taking the recommendations to the international FIABCI meeting, May 16th, with the objective of placing sustainable development and Environmental Education as a top priority during this presidency. Participants committed themselves to establishing partnerships, building an international coalition to develop and implement a plan of action over their next two-year cycle. Contact person: Elizabeth Belenchia <ecb@cpcindustrial.com>

2) Sustainable Societies

On Thursday May 5, 2011, the [Enviroic Foundation International](#), Virginia Commonwealth University Life Sciences and the School of Business Foundation, co-organized an interactive forum entitled, “Building Capacity to Create Sustainable Societies” held at the Uganda House. The Co-hosts supporting this event were the WSSD Education Working Group, Stakeholder Forum for a Sustainable Future, Sustainable World Initiative, Wildlife and Environment Society of South Africa, and the Southern Africa Development Community Regional Environmental Education Program. Each presenter addressed building the capacity of government decision-makers and civil society to make sound judgments about inter-related social, economic and environmental sustainability issues. The key objectives were to move beyond the statement of the problems and provide examples of how sound decisions can and are made, provide examples of successful models, processes and specific experience. The participants gained an understanding that individual social, economic or environmental sustainability challenges do not occur in isolation but rather are interrelated, that there are processes which make sound decision-making more likely and, that if used, such processes can bring many more as yet disconnected stakeholders into the conversation than if sustainability issues are tackled on a one-at-a-time basis. Felix Dodds, Executive Director Stakeholder Forum for a Sustainable Future, acted as moderator. Featured speakers and their key points were:

- **H. Elizabeth Thompson (Assistant Secretary-General and Executive Coordinator, UN CSD Rio+20)**

Need to change the messaging from doom and gloom “I have a nightmare.” to focus on what is possible and will lead to a higher quality of life.

Must create a functional business/government interface;

Need all campuses greened physically and in terms of curriculum;

Public must be presented with understandable options (regarding sustainability)

NGOs should be involved in these efforts

There will be a Day of Academia at UNCSD Rio+20

Likes “Earth One” system (We are all elements of one earth)

- **Jean Johnson (Executive Vice President, Public Agenda)**

The public can make choices. The choices need to be clearly articulated.

There is a role for an organization that lays out choices.

Must tie together the issues – climate change and energy together – then focus on broad choices and address cost issues.

“Give people a vision and give them something practical that can be accomplished in two years.”

• **Jim Taylor (Director, Southern African Development Community-REEP)**

To be effective, the message must be positive.

Prefers “[Handprint](#)” (emphasis on what you do) developed by a youth in India to the “Footprint” emphasis.

WESSA has established “global commons” sites to demonstrate sustainable practice at the local level.

Sees narrow bandwidth technologies as a wave of the future in education. They are now using narrow bandwidth technologies to push out information about sustainable practices used at these global commons to others.

Focus issues in Africa are: Water, waste, biodiversity loss and energy loss

• **Ed Barry (Director, Sustainable World Initiative)**

The public must come to grips with the twin problems of population and consumption levels. Decisions need to be based on sound science.

• **Bill Godfrey (President, Environic Foundation International)**

Effective sustainability education can lead to effective, sustainable decision-making and action. To do so, such education must build social, economic and environmental issue understanding and peoples’ ability to implement sustainable choices.

The Sustainable Societies methodology developed by EFI in partnership with UNEP is achieving these twin objectives and works as a vehicle to accomplish the types of recommendations proposed by the panelists.

Felix Dodds

Need to bring IMF, World Bank and national finance ministers into sustainability discussions and decision-making

Transformative Communities

“The same messaging methodology used to produce a consumer culture should be used to produce a sustainability culture.”

The background paper and power point handout used by Jim Taylor can be found in (Appendix C, 2).

To learn more about Sustainable Societies,
Contact: Bill Godfrey <b.godfrey@environicfoundation.org>

3) Strategic Integration of Sound Management

During Week II of CSD 19, Monday May 9, 2011, the Australian Department of Foreign Affairs and Trade sponsored our forum entitled, “Integration of Sound Management: Engaging Civil Society in Sustainability” held in NLB Conference Room 4, NY UN Headquarters. The Education Caucus with the Global Youth Action Network – Taking IT Global co-organized the forum co-hosted with Stakeholder Forum for a Sustainable Future, Planetary ONE+ Terreform ONE, International Women’s Anthropology Conference (IWAC), Transformative Communities, Stockholm and Rotterdam Conventions. The interactive forum was a landmark event, one of the first CSD sessions to focus on the linkages between environmental management and sustainable development, coordination leading to synergism, Environmental Education, and engaging Civil Society – Civil Society Organizations. (SEE Appendix C, 3)

The forum was organized in anticipation of the culmination of the CSD 19 policy session’s negotiations around the five themes during the second week. The event brought together over 60 government, UN, and Civil Society Organization representatives. The intent was to send a message geared towards 21st Century models and approaches at all levels of planning and decision-making. Jane Stratford, UK Department of Environment and Rural Affairs [DEFRA] chemicals expert to the EU, moderated the event. Featured speakers were:

- Donna Petrachenko (Head of the [Australian](#) CSD-19 Delegation)
- Donald Cooper (Executive Secretary of the Stockholm Convention and Co-Executive Secretary of the Rotterdam Convention) (UNEP)
[Link to Safe Planet video](#) [Link to Wangari Maattai video](#) [Safe Planet|Facebook](#)
- Liam O’Doherty (Community Partnerships Coordinator, Global Youth Action Network – Taking IT Global) [Link to presentation](#)
- Mitchell Joachim (Planetary ONE + Terreform ONE: Ecological Design Group for Infrastructure, Building & Planning) [Link to presentation](#)

Media Coverage

iisd Reporting Services “Linkages”, [Highlights for Monday, 9 May](#), covered the Education Caucus forum.

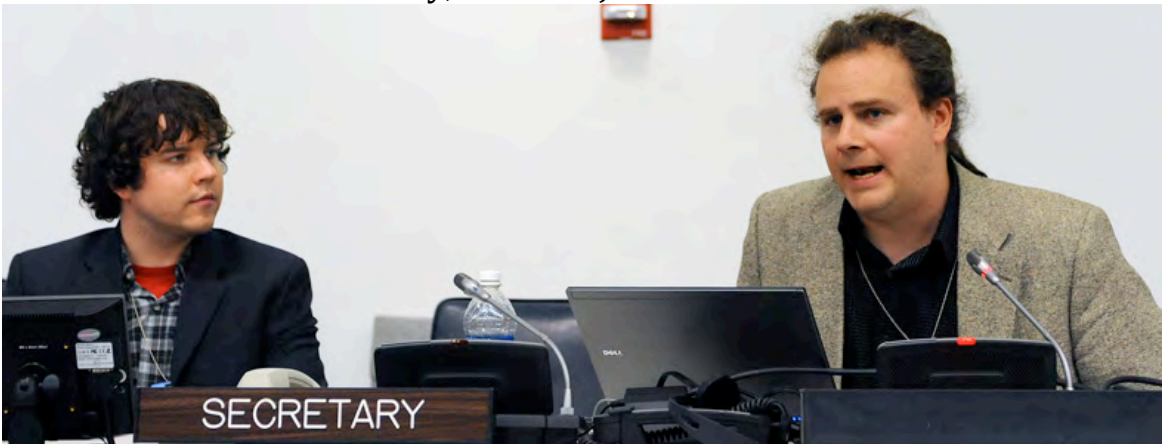
From L - R:

Donna Petrachenko, Donald Cooper, Jane Stratford, Liam O’Doherty



Donald Cooper (second from left), Executive Secretary of the Stockholm Convention and Co-Executive Secretary of the Rotterdam Convention during this event, which was organized by the UNCSD Education Caucus and the Global Youth Action Network-TIG. Photo courtesy of IISD.

From L - R: Liam O’Doherty, Mitchell Joachim



Mitchell Joachim, Planetary ONE + Terreform ONE Photo courtesy of IISD.

Opening Up Community Dialogue, MEAs --

UNEP – [“Synergies Success Stories: Enhancing cooperation and coordination among the Basel, Rotterdam and Stockholm Conventions” 2011](#)

Lessons Learned

- Our Community of Educators team focused on a few specific goals: environmental education and sustainability as a cross-cutting issue, continuing to build bridges with our partners, with more emphasis on strategic integration at all levels.
- The development of a position paper based on priorities for action regarding education, for advance circulation to delegations, our informal partners, and the Major Groups organizing partners, was useful throughout the process and added to the visibility of the Education Working Group.
- Reaching out to delegations, major groups, strengthened our work.
- Scheduling the Education Caucus meetings twice during Week I and once during Week II worked better (more effective use of everybody's time); plan a short taking stock at the beginning of the second week during the first scheduled meeting; Encourage other Major Groups leader to do orientations to CSD during Week I and at the beginning of Week II.
- The policy and implementation course corrections integrating Environmental Education are getting better.
- Rio+ 20 and the DPI Conference on "Sustainable Societies: Responsible Citizens" preparations were very much in the discussions, giving us opportunities to continue our work within the policy and practice networks. We finalized our proposed event, for the DPI conference involving the International Council of Scientific Unions, Environics Foundation International, Soka Gakkai International, Environmental & Human Systems Management.
- The consultative processes to prepare for CSD 18/19, the IPM in February-March, and the CSD organization of work enabled the Education Caucus to plan our building relationships, lobbying, and advocacy work well in advance.
- Bringing a synergy process to sustainable development that enables different agencies, actors to work together into multilateral negotiations still needs a lot of effort.
- At any multilateral meeting, we need to ensure that Environmental Education related commitments are not quickly passed over but continue to be articulated in meaningful, integrated language, especially in the Preamble and the Chapeau's.

CSD-19 Notable Quote:

'You have something to give to the solution, do a little better than you are currently doing until you get where you want to be. We need new forms of participation.'

All should be contributing [bring people to the table who wouldn't be there] inviting people to come on board, recognizing there are other ways of approaching - doing. Make sure the solution matches the environment you want it in.'

-- Donald Cooper

APPENDIX A: CSD 19 “Priorities For Action”

CSD 19 Priorities For Action

**Education Forum for Building a Sustainable Future
UN CSD Education Caucus December 1, 2010**

Education is inter-sectoral and a multi-stakeholder platform. Because of its critical importance, environmental education, formal education, public awareness, and training are integral to the underlying foundation and the whole of Agenda 21. It was identified as an enabling mechanism for achieving the objectives and programmes of action that build a common sustainable future for all. Yet great attention is given to inputs to the process of addressing the five themes of the CSD 19-Policy session without attention to the larger, interdependent whole.

We need to understand and transform our knowledge into sustainable development strategies that lead to action, and simultaneously identify, evaluate, and monitor what is working, what is not and where do we go from here. Success in these requisites are limited to the extent that education is thought of as limited to terms such as schooling and related non-formal activities, awareness raising, training, and/or knowledge dissemination or resource centers.

In other words, policy frameworks, planning and management strategies, and programmes of implementation benefit a 20th Century model of the interface between environmental protection and social and economic development. Necessarily, the successes of current efforts to mitigate the impacts of transportation, chemicals, waste, and mining, or to achieve the aims of the 10YFP on SCP have been insufficient, haphazard, or fragmented exacerbating or worsening other critical global issues and local realities. The 20th century model of unidirectional knowledge delivery has given way to the 21st century model of a multi-stakeholder platform that engages people in sustainability.

The responsibility for reorienting society to sustainable development in terms of waste management and mitigation strategies in the 21st century is complex and daunting. The way forward requires participation from everybody. It also requires equity and justice. Implementation of every environmental policy, strategy, and planning and implementation programme comes down to the same common denominator –

Environmental Education for sustainability. Effective, timely and targeted EE lays at the core of operationalizing these paradigms in terms of the interdependence between the local, national, regional, and global levels.

Priorities For Action:

- Develop mechanisms that enable communities to make environmental systems decisions from a position of knowledge and understanding; that support the implementation of free, prior, and informed consent with a mutually agreed upon contract.
- Encourage all sectors of society, including business and industry, universities, governments, institutions, CSOs and community organizations, to work in cooperation to develop effective tools to educate and engage people in environmental management.
- Facilitate the development and implementation of programmes and/or ensure that existing programs at the community level effectively deliver knowledge and understanding about how biodiversity and ecosystems protection are closely linked to the community's livelihood and quality of living.
- Promote the development of ecological economics to determine reliable ways of measuring the costs of acting to achieve waste prevention and management against the costs of not acting.
- Develop mechanisms that support understanding the impacts of waste in the circumstance of a particular place, be it community, local, sub-regional, national, regional and/or global levels.
- Develop standards of success at the ecosystems level of implementation based on measures of community innovation and knowledge creation.
- Develop an information service integrating local, sub-regional, national, regional, and international levels of knowledge about local and sub-regional biological diversity, landscapes and ecosystems; promote the collaborative development of a global dialogue on what civil society and governance at the local level need in order to improve human and environmental planning and management.

- Support the representation and active participation of people directly affected by the impacts of wastes at national, regional, and international conferences.
- Ensure bottom-up consultation processes that build a knowledge base of and verifies the myriad needs and issues to be addressed through national and regional processes.
- Partner with Cradle to Cradle Certification and appropriate UN agencies to develop a vision to guide product design and manufacturing using safe materials that can be disassembled and recycled as technical nutrients or composted as biological nutrients; <http://www.mbdc.com/detail.aspx?linkid=2&sublink=8>
- Develop capabilities in sustainable agricultural practices that do not disempower local people but build on proven practices.
- Support national and regional policy processes that engage civil society, especially youth in agricultural training and participatory policy development as well as gender-based training of households on nutrition, climate change, an sustainable agricultural practices.

Contact: Dr. P.J. Puntenney
UN CSD Education Caucus
<pjpunt@umich.edu>

APPENDIX B: Education As A Cross-Cutting Issue
Chairman's Draft Negotiating Text
Working Group I As of 10 May 2011, 10:30PM

F. Interlinkages and cross-cutting issues, including means of implementation
Policy options/actions needed

78. Policy options and practical measures to expedite implementation should be participatory, transparent, multidisciplinary, multisectoral and mutually reinforcing; using a variety of approaches, including regulatory or voluntary, and should be tailored to local circumstances. [agreed ad ref]

79. Policy options should take into consideration the interlinkages among the issues of the thematic clusters as well as cross-cutting issues, in order to improve synergies, efficiencies and co-benefits. [agreed ad ref]

Policy options/actions needed

82. *Accelerate convergence among the three pillars of sustainable development in an inclusive and participatory manner:*

(c) Implement transparent government structures, effective public management and strict anti-corruption measures at national and international levels and develop accountability frameworks in accordance with national frameworks and considering different realities in different countries and taking into account the concerns of local communities and indigenous peoples; [agreed ad ref]

(c) bis Facilitate and promote the active participation of groups including, inter alia, women, children and youth, indigenous peoples and those living in the most vulnerable situations in the elaboration of local and national planning, taking into account national legislation and decision-making. [agreed ad ref]

(f) Promote gender equity and empowerment of women in all aspects of [social – EU, Canada delete; G77 to revert] sustainable development policy and enable all groups in society to participate and share in economic and social development so that they will be able to contribute as active and innovative agents of change;

(h) Promote increased investment in education infrastructure, and promote universal and free access to primary education and development of human resources capacity through appropriate education and training programmes, formal, non-formal and informal, in particular for the poor and groups living in most vulnerable situations; [agreed ad ref]

(i) Promoting education, awareness raising and information, as these can change consumers' behavior and thus function as a means towards more sustainable lifestyles. [agreed ad ref]

(k) Promote the role of multistakeholder partners to exchange information best practices and knowledge, and build networks; [agreed ad ref]

(l) Encourage and further enable major groups' participation in decision-making [according with national legislation –G77; delete US] processes.

84. ... strengthen capacity... technology..., the scientific base and the exchange and knowledge... [numerous versions, additional language or not, etc.]

(a) bis Recognize the role of traditional knowledge across the five themes as appropriate; [agreed ad ref]

[(h) ter Encourage the international community to reinforce its collective commitment to raise awareness of the significance of education for sustainable development, within the context of the Decade of Education for Sustainable Development and MDGs Targets[, including by mobilizing resources, supporting national efforts, and establishing processes that will continue beyond the end of the decade – delete U.S., Canada]; - G77 from 65/163 op4]

APPENDIX C: Education Working Group CSD 19 Side Events

1) *Corporate Environmental Social Responsibility: Greening the Supply Chain*

Organizer: Elizabeth Belenchia, Industry Expert ISO 26000 WG, **FIABCI**

Guest Speaker: Jerome Lavigne-Delville, **UN Global Compact**

UN COMMISSION ON SUSTAINABLE DEVELOPMENT (CSD-19)
SIDE EVENT OPEN TO PARTICIPANTS AND INTERESTED PARTIES

Corporate Environmental Social Responsibility (CESR) **Greening the Supply Chain**

An interactive panel and forum for the exchange of experience and views related to the key responsibilities in Transport, Chemicals, Waste Management, Mining and Sustainable Consumption and Production Patterns as they impact society, private property rights and economy.



Moderator: Elizabeth Belenchia, Industry Expert ISO 26000 WG

Rapporteur: Dusty Bricker, LEED AP Real Estate Specialist

Panelists:

Joanne Douds, Director FIABCI USA, LEED AP Specialist

Luann Parker, Corporate Real Estate Specialist

Kristen Bacorn, "National Green Pioneer" and leader

Narelle Townsend, Human Ecologist, UN Habitat

Judy Shenefield, President International Organizations, FIABCI

Dr. Pam Puntenney, UN CSD Education Caucus

Wednesday, May 4th, 2011

1:15-2:45 PM

Uganda House Conference Room

336 East 45th Street, NY, NY

Sponsors:

FIABCI, The International Real Estate Federation

UN CSC Education Caucus

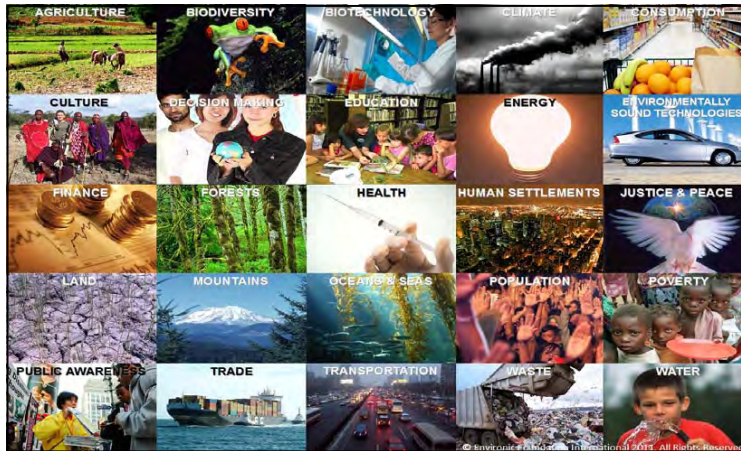


2) Building Capacity to Create Sustainable Societies

Organizer: William Godfrey, President **Environic Foundation International**

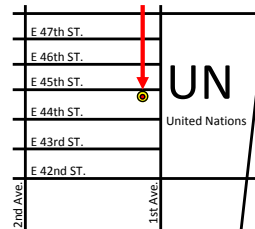
UN Commission on Sustainable Development 19 join us in **Building Capacity to Create Sustainable Societies**

A panel discussion about building the capacity of government decision-makers and civil society to make sound judgments about inter-related social, economic and environmental sustainability issues



Moderator: Felix Dodds (Executive Director, Stakeholder Forum)
Rapporteur: Pam Puntenney (Co-Coordinator, UN CSD Education Caucus)
Panelists :
Jean Johnson (Executive Vice President, Public Agenda)
Jim Taylor (Director, Southern African Development Community-REEP)
Ed Barry (Director, Sustainable World Initiative)
Bill Godfrey (President, Environic Foundation International)

Thursday, May 5th, 2011
1:15 to 2:45PM
Uganda House
336 East 45th Street
 (Permanent Mission of Uganda to the UN)



Sponsors: Environic Foundation International, Virginia Commonwealth University School of Business Foundation
 Co-sponsors: UN CSD Education Working Group, Stakeholder Forum for a Sustainable Future, Sustainable World Initiative, Wildlife and Environment Society of South Africa, Southern African Development Community Regional Environmental Education Programme



Education for Sustainable Development: Perpetuating Myths or Bringing about Meaningful Change?

Jim TAYLOR

Wildlife and Environmental Society of South Africa (WESSA)

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e-mail: jt@wessa.co.za

Abstract

This article challenges conventional wisdom approaches to social change that rely heavily on the communication of messages and ‘deficit development’ orientations. Drawing on the process sociology orientations of Norbert Elias and Pierre Bourdieu as well as a southern African open process framework, a situated and engaged meaning-making orientation has been developed. Here practical and applied work supports a deepening of engagement with the issues and risks faced in contexts of environmental and health risk. The article uses practical examples or mini-case studies to illustrate the points made. Our vision is a world in which our work and lifestyles contribute to the well-being of all life on Earth (Center for Environmental Education, 2007).

[Link to full article](#)

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Jim Taylor’s [power point presentation](#)

### 3) Integrating Sound Management: Engaging Civil Society in Sustainability

**Sponsor:** The Australian Department of Foreign Affairs and Trade

**Organizers:** UN CSD Education Caucus and the Global Youth Action Network – TIG

**Moderator:** Jane Stratford, Chemicals & Nanotechnologies Division, DEFRA - UK



## UN CSD 19 Education Caucus

Side Event

Monday  
9th March  
2011

UN Headquarters  
Temporary North  
Lawn Building  
Conference Room 4

1:15 – 2:45 pm

## Integrating Sound Management: Engaging Civil Society in Sustainability



*Paragraph 23.2, Chapter 23 Section III, Agenda 21*

### Panel:

- Donald Cooper (*Executive Secretary of the Stockholm Convention and Co-Executive Secretary of the Rotterdam Convention (UNEP)*)
- Mitchell Joachim (*Planetary ONE+ Terreform ONE: Ecological Design Group for Infrastructure, Building & Planning*)
- Liam O'Doherty (*Community Partnerships Coordinator, Global Youth Action Network-Taking IT Global*)

### Rapporteur:

- Hiro Sakurai (*UN Representative, Soka Gakkai International*)

### Sponsored by:

*The Australian Department of Foreign Affairs and Trade*

### Organizers:

*UN CSD Education Caucus with Global Youth Action Network-Taking IT Global*

### Co-hosts:

*Stakeholder Forum for a Sustainable Future, Planetary ONE+ Terreform ONE, International Women's Anthropology Conference (IWAC), Transformative Communities Stockholm Convention and the Rotterdam Convention (UNEP)*



**RELATED Side Event I:**



**Media Impact is pleased to invite you to the**

***Storytelling for Sustainable Development*  
Entertainment-Education Workshop**

**and to the**

***My Island - My Community*  
Caribbean Launch Fiesta**

**May 10, 2011**

**Workshop: 8:30am - 5:00pm**

**Caribbean Fiesta: 6:00pm - 8:00pm**

**UN Church Center, 2nd Floor**

**777 United Nations Plaza, New York, NY 10017**

**Learn how Entertainment-Education can strengthen your work. Together, we will explore examples of Entertainment-Education in action and examine how innovations in the field can be adopted for high-impact development programs.**

**Help us celebrate the launch of *Calaloo*, our new 12-country Caribbean program, and exciting new partnerships with a cocktail reception and live broadcast.**

**PCI-Media Impact 777 United Nations Plaza, 5th Fl, New York, NY  
10017 212.687.3366 [www.mediaimpact.org](http://www.mediaimpact.org)**





## RELATED Side Event II:

### ***UNU Seminar: Sustainable Consumption and Production: Educating, Engaging and Empowering Stakeholders for Low Carbon, Inclusive Growth***



**Date: Wednesday,  
4 May 2011**

**Time: 1.15 - 2.45 pm**

**Venue: Conf. Rm 7,  
NLB UN HQ, New York**

**Summary:** This is a side event of the 19<sup>th</sup> UN Commission on Sustainable Development (CSD19) in New York organized by UNU-ONY and the Interagency Committee (IAC) for the Decade of Education for Sustainable Development (DESD).

The side event aims to highlight the role of education in promoting consumption and production systems that lead to low carbon, inclusive growth. In order to meaningfully contribute to this goal, the stakeholders of sustainable consumption and production (SCP), including children and young people, need to be engaged in empowering learning processes, leading to more sustainable practices.

Members of the Interagency Committee for the DESD will present and assess ESD (Education for Sustainable Development) actions that have the potential to reorient modern consumption and production patterns. The discussion will focus on analysis of the processes and projects that simultaneously pursue two interrelated goals: 1) engagement and empowerment of the key SCP stakeholders, including youth and children, through learning processes, and 2) facilitating consumption and production that leads to low carbon inclusive societies. By doing so, both process and results of learning and empowerment will be discussed.

#### **Speakers**

- **Kazuhiko Takemoto**, Senior Fellow, United Nations University Institute of Advanced Studies
- **Zinaida Fadeeva**, Research Fellow, United Nations University Institute of Advanced Studies
- **Mark Richmond**, Director, Division of Education for Peace and Sustainable Development, UNESCO
- **Stephanie Hodge**, Programme Specialist responsible for Cross-Sector Coordination, UNICEF
- **Suchitra Sugar**, Consultant, UNICEF Education Section

**Moderator: Jean-Marc Coicaud**, Director, United Nations University Office in New York