

Beyond 2012

The Future We Want

“To Create”

**UN CSD Education Caucus, Rio+20 Team Report
Rio de Janeiro, Brazil - June 2012**



RIO+20

**United Nations Conference
on Sustainable Development**

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UN CSD Education Caucus, Rio+20 Team Report

UNCSD, The Future We Want “To Create”

Rio de Janeiro, Brazil - June 2012



We would like to thank Education Caucus members and colleagues who helped with the preparations during the lead-up to Rio+20 and those who actively worked on our behalf during the UN Conference on Sustainable Development. Our Rio+20 Team of 30+ grew in numbers at the Conference, enabling the Education Caucus to more fully participate in the various informal focal point meetings, delegation meetings, press briefings, the various partnership venues, The People's Summit, and more. We held Caucus meetings often, participated in the daily NGO morning briefings, shared intelligence in the hallways and communicated often during the day into the evening. The following report highlights the results of these efforts.

Background

June 13-22, 2012. The Government of Brazil provided a memorable international Conference throughout the city of Rio de Janeiro, setting the stage to facilitate dialogue and actions to be taken in view of the themes and objectives of the UNCSD. In response to the call for voluntary commitments, a pledge of \$513 billion in funding were reported to have been committed by governments, the private sector, civil society and other groups to achieve the Conference's goals. Rio+20 was the most participatory conference as a "global expression of democracy." Besides the official venues, in and around RioCentro, there were many other venues throughout Rio de Janeiro where people came together to exchange knowledge, hold forums, renew and build new partnerships, launch new initiatives, raise awareness, and enjoy Rio's hospitality. A new museum of the environment was opened, there were special art and cultural exhibits around the city, a new sustainable fast transit system was being built, people met on topics such as sustainable cities, transportation, health, new economic models, conservation, equity, rights, communications, restoration, youth and children, law, water, values and ethics, Global Compact Forum, food security and agriculture, gender; participants held festivals, demonstrations, art exhibits, workshops, and numerous

strategy meetings - many into the late night hours. Thousand of people, Brazilians, citizens of Rio, and those from other parts of the world participated in the People's Summit. As in the 1992 'Earth Summit', United Nations Conference on Environment and Development (UNCED) -- the most significant Environmental Education event of the 20th century, Rio+20 followed suite in the 21st century.

UNCSD Final Report: [The Future We Want](#)
(A/RES/66/288) Approved by the UN General Assembly September 11, 2012.

21st Century Key Messages*

Within its work with the United Nations on sustainable development, the UN CSD Education Caucus and affiliated Community of Educators strives to maintain the vital link between multilateral policy deliberations and the human face of civil society's sustainability successes and challenges. From the mandates spanning Stockholm to Rio+20, we have learned at a minimum to succeed:

"Four Lessons"

OFFICIAL DESIGNATION AND RECOGNITION OF...

LESSON ONE:

Education as a Fourth Pillar or Lens of Sustainable Development
21st Century Models:
A Global Framework on Environmental Education

LESSON TWO:

UN CSD Education Caucus: broad-based multi-stakeholder,
Intergenerational platform "Community of Educators"
21st Century Models:
Transformation to Sustainable Societies

LESSON THREE:

Concept of a "well-prepared society" in terms of Environmental
Education and sustainable development
21st Century Models:
Well-Prepared Societies and Global responsibilities

LESSON FOUR:

21st century models and approaches based upon 'learning systems',
be they organizational or institutional
21st Century Models:
Responsive Institutional Framework and SDGs for SD

(See Appendix A: UN References)*

"Four Lessons" ICT support: the Conservation for the Oceans Foundation and World Aquarium in partnership with the UN CSD Education Caucus.

The Rio Legacy

The Rio+20 themes and objectives reaffirm economic and social development and poverty eradication as global priorities, and affirm that a shared vision needs to take into account “social and economic conditions and other relevant factors”. Environmental education, as a policy instrument, enables the governance structures for sustainable development to be used as ‘learning systems’ to increase capacity.

As we look forward post Rio+20, the critical role of environmental education was reaffirmed throughout the final report. An excellent summary statement that reflects this commitment can be found within the common vision of the Final Report, Para. 13 states:

13. We recognize that opportunities for people to influence their lives and future, participate in decision-making and voice their concerns are fundamental for sustainable development. We underscore that sustainable development requires concrete and urgent action. It can only be achieved with a broad alliance of people, governments, civil society and the private sector, all working together to secure the future we want for present and future generations.

The protection of the environment was reaffirmed as a precondition for the other two pillars, economic and social-cultural. Three issues that will need to be addressed coupled with economic growth: injustice, sustainable livelihoods, and the monitoring and protection of ecosystems.

Reaching the goal of building sustainable societies will require 21st century tools and approaches based upon commitments from the Multi-lateral, Regional, national to local levels to an informed and well-prepared public from the President to the ordinary citizen. As a consequence, the importance of the outcomes from the summit will be in the work of its mandated follow-up and the identification of appropriate mechanisms leading to actions.

As the delegate from the Environment Ministry of South Africa pointed out, it is not enough to educate or inform, generate data, monitor and evaluate or mandate. If people do not understand for themselves, we will fail to bring about sustainable systems. This is the challenge ahead for the “Community of Educators” worldwide.

PART I:

The Policy-Making Venue

REFLECTIONS: Rio+20 Outcomes Document

[Analysis & Summary – pp. 1-53](#)

Dick Ballhorn

Overall: My main overall impression is that the Outcome document addresses the environmental, social and economic dimensions of sustainable development in a much more balanced way than the original 1992 Rio Outcome documents and significantly improves on the Johannesburg Programme of Action where the social and economic dimensions of SD generally played a secondary role in a text that focused primarily on environmental issues. The follow-up and review on the Outcome document will necessarily require the active involvement of a much wider range of officials and experts than are normally employed in environment ministries, environmental NGOs and think tanks and international environmental bodies. The CSD successor organization will have to partner more collegially with UN specialized agencies that deal with key social and economic issues if there is to be an effective review and follow-up in the years to come.

Rio+20 UN Final Report:

[Through an Education Lens pp. 54-123](#)

In this section of the text, pp. 54-123, summaries have been added of the meetings main proceedings: other resolutions adopted by the Conference; the organization of work, rules of procedure and other documents on organizational matters; an summaries of the general debate, four high-level round tables, Partnerships Forum, Sustainable Development Learning Centre, and other events.

Of particular interest regarding education as an inter-linkage and intra-sectoral dimension of SD: A global call, from the SD Dialogues: p. 92, last paragraph p. 93, last paragraph.

“The outcome document provides a common understanding of the green economy and lays the basis for implementing this concept. Green economy is a means for achieving sustainable development. There is no ‘one-size fits all’: Governments should implement green economy policies in accordance with their national circumstances. Community based green growth strategies help to create jobs and provide social protection, thereby reconciling preservation of the environment with development. Concerns about the costs and risks associated with green economy policies were raised. Collaboration, knowledge sharing and international support are essential. Multilateralism remains the

preferred approach to address the global challenge to move towards more sustainable development paths. It is hoped that the new High-Level Political Forum on sustainable development will secure high-level political engagement. Several participants called for upgrading UNEP to a fully-fledged UN organization.

“Some recommendations emanating from the Sustainable Development Dialogue days were presented. They included notably a global call for education; decent green jobs; water, sanitation and clean energy for all; sustainable cities as well as food production and security.

REFLECTIONS: Rio+20 the Conference:

Looking Back at Rio

Ali Shahbaz, Global Youth Delegate

The fact that the actual conference was only a few days away, when my name was added to the finalized official delegation list from Pakistan, still amazes people who are unaware of the perseverance and commitment we displayed to mold our goal into reality. I still recall my presentation on “Youth Perspective of Rio+20” at the National Consultation on Green Economy 18-19 May 2012,” after which many professionals and



experts seconded my view of youth participation in such an integral event which was meant to reshape the structure of sustainable development; it was impossible to make this happen without involving the youth- people falling within the age group 14 years to 25 years- in this process.

Our formal struggle for Rio+20 began then onwards! The tedious details of how my participation was made possible, how a 15-year old was made an official delegate, how did the government for the first time include an official youth delegate in their delegation to United Nations- now remain futile to be mentioned. It is not of our concern that ‘how I made it to Rio’; what is more important is that ‘I did make it to Rio!’

I reached Rio de Janeiro on the 13th of June. Immediately, the excitement of representing my country overwhelmed me with elation. Simultaneously, the realization of the responsibility upon my shoulders to portray Pakistan’s positive face became an obligation for me. I soon discovered myself as the youngest Official Youth Delegate in an international conference hosting over 80,000 delegates and over 100 head of states and monarch kings. Starting from the get go, Rio+20 became an adventurous and fast-paced crash course of intensive learning. No matter how much work I did, I thoroughly enjoyed doing it, understanding that the opportunity provided to me was ‘once in a

lifetime' and that not everyone gets such an experience; therefore, utilizing one's maximum potential to make the event a success became every delegate's foremost concern.

During my stay in the wonderful city, some events will always remain memorable...

[Read more](#)

Themes and Observations from Rio +20

Investing in Education

1. Education as a cross-cutting issue continues to play a more prominent role.
2. The Education Caucus must continue to advocate for an increased role for formal and information education across all sectors, including public and private ones. We need to be focused on how sustainability is understood in the context of education. Here are some key questions to consider:
 - How is the definition of sustainability evolving, particularly in terms of its relationship to education?
 - Who and what are our key partners in the public and private sectors?
 - What incentives can we, as the UN CSD Education Caucus members, point to during our advocacy?
3. Corporate presence at Rio +20 was more pronounced during this event. While this poses some interesting ethical questions about the marketability of sustainability, this increased corporate profile does provide an additional site for advocacy. Using good corporate citizenship as an entry point, the Education Caucus could focus its efforts on increased educational access through corporate funding and supports.

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Observations Post Rio

Sustainable Societies

I believe that the most important sections in the Zero Draft of the Outcome Agreement were sections 105 thru 111. There the establishment of Sustainable Development Goals (SDGs) in 2015 to be supported by appropriate indicators with specific targets to be achieved hopefully by 2030 was stated. It is tremendously important to have SDGs for sustainable consumption and production patterns as well as priority areas such as oceans; food security and sustainable agriculture; sustainable energy for all; water access and efficiency; sustainable cities; green jobs, decent work and social inclusion; and disaster risk reduction and resilience.

During Rio+20, EFI was conducting the “Global Sustainability Institute” at the University of Richmond where we introduced our new course, Global Sustainable Societies, for the first time and connected to Rio +20 participants via video interviews. Those attending the Institute came away with a heightened regard for the critical role that international sustainability advocates and researcher play in advancing the cause of a healthier more equitable global future.

Post Rio, EFI is continuing inclusion of global sustainability themes in all our Sustainable Societies education programs but now using the events of Rio and the reports prepared by many organizations for release and use at Rio to demonstrate the urgency of the message and the support that Sustainable Societies provides for Rio+20 objectives.

William Godfrey is President of the [Environic Foundation International](http://www.environicfoundation.org)® the designer of the internationally peer-reviewed Sustainable Societies™ framework for building social, economic and environmental issue literacy and problem-solving capacity

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PART II:

Preparing for Rio+20

The Education Caucus actively participated in PrepCom meetings, the informals' text drafting meetings circulating our briefings, creating text interventions, lobbying for a stronger education sector text and the inclusion of strategic language reflecting environmental education throughout the Draft Outcomes Document.

We were pleased with both the opportunities for Civil Society Organizations participation and the strong support for education in all its forms. The Major Groups Organizing Partners created a system of Cluster topics of which Bob Jickling, Florent Baarsch, Jim Taylor, Leonard Sonnenschien, Divine Ntiokam served on the Education Cluster. Some of the clusters were very active but without OP leadership, the interface was fragmented at best. For the Education Caucus the preparations for Rio+20 proved to be invaluable opportunities to move the education agenda forward.

COMMUNICATIONS

1. [Concept Note 2012 and Beyond](#)

The UN CSD Education Caucus conducted a multi-stakeholder consultative process from 2010 to 2011 in preparation for Rio+20. The Caucus Concept Note and Beyond was launched during PrepCom II. The briefing was circulated in advance to CSD delegates and used as a lobbying tool to inform and advise. It was well received by governments and stakeholders alike with a number of the key points incorporated into UN briefings. Given the successes and lessons learned since UNCED, a table charting the progress from 1992 to the present of the national policy implementation of Agenda 21, Chapter 36 was begun to advance the implementation of the outcomes and commitments Post Rio+20.

2. **Film Launch**

With the aim of showcasing Environmental Education addressing 21st century issues the film is designed to act as a catalyst for a series of films to engender dialogue, strengthen engagement and integrate policy with community decision making. Partnership: Environmental Education Media Project.

3. **OUTREACH – a multi-stakeholder magazine**

UNCSD Round of Informal's:

- **A 21st Century Way of Being**
[“Framing Policy Dialogues: A Well-Prepared Society”](#)
- **New *Blue* Awareness**
[“Focus on Oceans and Real Change”](#)

4. THE FEATHER PROJECT

<http://featherproject.org/background.html>

The following short films were shot for the CSD Education Caucus at the UN Headquarters in New York City, the International Association for the Advancement of Innovative Solutions to Global Challenges International Preparatory Workshop in Klagenfurt, Austria in September 2011, and at the 64th Annual UN DPI NGO Conference “Sustainable Societies: Responsive Citizens” in Bonn, Germany, September 2011.

- **The Blue Economy:** *Leonard Sonnenschein, President, World Aquarium*
<http://youtu.be/xbvj5a8LldY>
- **Ocean Protection:** *Leonard Sonnenschein, President, World Aquarium*
http://youtu.be/lgOm4_i4wfQ
- **Feather Action:** *Ella Bella, UNEP Tunza Youth Ambassador & Founder of Generation Earth*
<http://youtu.be/EssFG4POOBk>
- **Feather Action:** *UNEP Tunza Youth Advisor Sara Svensson, the CSD, and Rio+20*
<http://youtu.be/VLtdTcaPMQc>
- **Hiro Sakurai:** *Culture of Peace Initiative*
<http://youtu.be/gBJJ0DIBilg>

5. PEOPLE’S SUSTAINABILITY TREATIES:

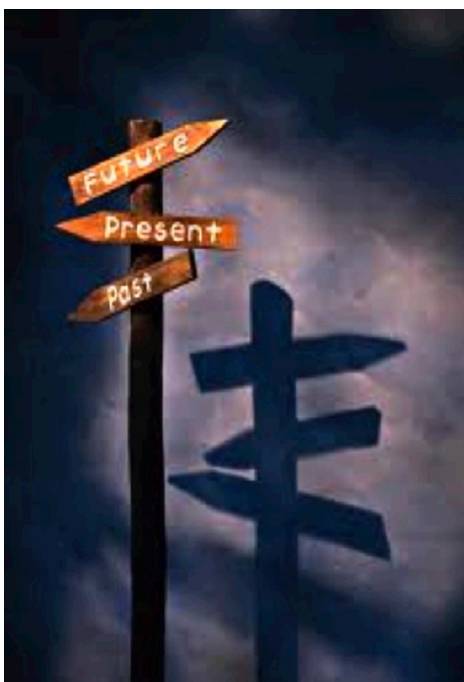
Environmental Education; Higher Education

The fourteen Peoples’ Sustainability Treaties, evolved through a consultative process with hundreds of civil society organizations, converged at the Rio+20 to launch a Manifesto on the final day of the summit. They have declared that another world is possible after Rio+20 and pledged their commitment to a transition toward increasingly sustainable futures on earth.



- Environmental Education for Sustainable Societies and Global Responsibility
[Environmental Education for Sustainable Societies and Global Responsibility \(draft for Rio+20\)](#)
-
- Sustainability Treaty on Higher Education
[Treaty on Higher Education \(draft for Rio+20\)](#)

6. UN Higher Education Sustainability Initiative (HESI) & Declaration for Rio+20:



On the occasion of the UN Conference on Sustainable Development in 2012, the leaders of the international academic community are called upon to commit to the development of [sustainable practices for Higher Education Institutions](#).

Since Higher Education Institutions educate and train decision makers, they play a key role in building more sustainable societies and creating new paradigms. As educational institutions, they have the mission to promote development through both research and teaching, disseminating new knowledge and insight to their students and building their capabilities. Given the objectives of Rio+20, Higher Education Institutions have a special responsibility to provide leadership on education for sustainable development.

Education for sustainable development aims at enabling everyone to acquire the values, competencies, skills and knowledge necessary to contribute to building a more sustainable society. This implies revising teaching content to respond to global and local challenges. It should also promote teaching methods that enable students to acquire skills such as interdisciplinary thinking, integrated planning, understanding complexity, cooperating with others in decision-making processes, and participating in local, national and global processes towards sustainable development.

7. Global Universities Partnership on Environment and Sustainability (GUPES) Launch

The Global Universities Partnership on Environment and Sustainability (GUPES) is a flagship project of UNEP's Environmental Education and Training Unit (EETU). GUPES aims to promote the integration of environmental and sustainability concerns in higher education through teaching, research, community engagement and infrastructure as well as enhance student engagement and participation.

<http://www.uncsd2012.org/index.php?page=view&type=13&nr=910&menu=29>

PART III:

Rio+20: Educators Coming Together

UN CSD Education Caucus Delegation Arrives

The youth delegates arrived in early June for the Youth forums. For those early arrival Education Caucus team members, the Japan Pavilion invited us to share part of their space with our partner Soka Gakkai International to exhibit education materials, hold meetings, and a central location to bring people together. Those early days, Rio+20 was still being set-up, transportation arrangements, credentials and special passes, security and emergency measures, the food pavilion and the international press were all a work in progress. There were many venues with long distances between making it



difficult to cover meetings and events held elsewhere in Rio. By PrepCom III, many of the problems had been sorted out and smoothly running by the official Rio+20 dates.

Team members actively participated in the morning NGO briefings organized by the Major Groups and partners. The green dome in the food court became our informal gathering place to meet, compare notes and strategize. To the right of the green dome was the only vegan food counter in the food court making it easy to find good healthy food between events, sharing a meal with colleagues and friends.

Co-sponsored Side Events with:

- Marina Silva Institute
Intergenerational Dialogues on Sustainability
- Earth Child Institute
The Power of One Child: Youth and Children Leading the Way
- Soka Gokkai International
The Future We Create: An interdisciplinary roundtable on the role of education and learning toward a sustainable future
- Japan DESD 2014
Message from Asian NGO Network on ESD (ANNE): Role of NGOs in Empowering the Local Community for Sustainable Development

UN CSD Education Caucus Side Event

UN CSD Education Caucus with the support of [Worldview Impact Foundation](#) (WIF) co-organized a roundtable entitled, “Framing Sustainable Development Policy Dialogues: A Well-Prepared Society” on Friday June 15, 2012.

Given the extraordinary challenges and stakes involved in building consensus within UN system and its partners on sustainable development, it may be useful to consider measures of confidence building. It is with that in mind that the [UN CSD] education community, as in its Concept Note Rio 2012 and Beyond, continues to place emphasis on the framing of policy dialogues that will lead to a well-prepared society. Nearly 60 people attended engaging in a discussion with five eminent panelists sharing innovative ideas and initiatives.

Taking this into account, the panelists drew upon their own experiences and current initiatives. It became clear that if institutional structures on sustainable development, be they government, private sector, and/or civil society, are to function effectively for the next 3-4 decades to 2050, it requires a 21st century framework, a catalyst for action, that is based upon informed environmental decision-makers within flexible, responsive, learning structures. The roundtable raised such questions as:

- How do we create a framework to make those needed next steps?
- Examining the proposed institutional framework for Sustainable Development, what is the next step in confidence building?
- Who else should be engaged in the dialogue on developing a responsive framework to address current and future crises?

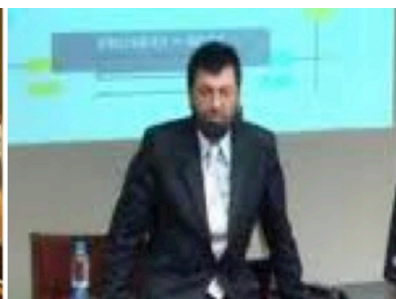
Meet the Panelists:



The speakers on the panel included: [Luiz Felipe Guanaes Rego](#), Director of the Interdisciplinary Center for the Environment (NIMA PUC-RIO); [Ali Shahbaz](#), Youth Representative-Pakistan Delegation; [Ndivhuho Raphulu](#), CEO National Cleaner Production Centre; [Veerle Vandeweerd](#), Director UNDP Environment & Energy Group; [John Liu](#), Founder and Director of the Environmental Education Media Project.



Moderator:
[Bremley Lyngdoh](#)



Rapporteur:
[Tariq Banuri](#)

Co-sponsored with:

- [Government of South Africa;](#)
- [UNEP – Environmental Education Training Unit \(UNEP-EETU\)](#)
- [Women's Environment & Development Organization \(WEDO\);](#)
 - [Environmental Education Media Project \(EEMP \);](#)
 - [Conservation for the Oceans Foundation; World Aquarium](#)
 - [Global Youth Action Network \(GYAN\)/Taking IT Global \(TIG\);](#)
 - [United Nations Development Program \(UNDP\)](#)
 - [Interdisciplinary Center for the Environment \(NIMA PUC-Rio\)](#)
 - [Intercultural Open University Foundation \(IOUF\)](#)



PART IV:

Observations & Sustainability Commitments: The Future we want to Create

A) Integrating sustainability in different agendas during the Rio+20

Perhaps the governments in general were timid during the Rio+20 in committing



Suzana Padua, President of IPE
(Institute for Ecological Research)

themselves to agreements they were afraid they would not be able to keep in the future. But, many sectors, especially NGOs, showed innovation on promoting synergies among the different sectors of society.

This was the case of IPE – Institute for Ecological Research, a Brazilian NGO that works for sustainability in a variety of fields, including education. Together with IUCN – Brazil and other organizations, IPE promoted several events during the Rio+20, and one in particular aimed at showing how the private sector can be profitable and still

develop a long-term vision that enhances social and environmental benefits.

At a round table with participants from several different sectors, a great example was presented by Luciano Penido, from the cellulose industries, who has been a leader in demonstrating that the Brazilian Forestry Code (which is being dilapidated by the Brazilian government) can be obeyed with outcomes that include environmental benefits as well as economic gains in a continuous and solid basis. With appropriate practices, farmers who have been planting trees for the cellulose industry have been able to protect watershed, mountaintops, slopes and other fragile ecosystems.

The REDD mechanism was also well exposed by Prof. Don Melnick from Columbia University, who has strong arguments that show the benefits of maintaining native forests with economic benefits for those involved. He pointed out, however, that the economic crisis the world is currently going through can slow down the process, as the developed world would be the source for the investments needed to launch a significant open carbon market.

Another inspiring example was the Bovespa Social, an idea that was successfully designed and implemented by Celso Grecco for the open markets of São Paulo. The initiative consists of selecting a series of high quality projects that are channeled by the Bovespa, so investors feel safe when they wish to support one or many of them. This model was adapted for the Portugal open market, and now is being implemented in Ireland, which shows an innovative way in which the NGO and the business sectors can work together with gains for all.

IPE's founder and Vice-President, Claudio Padua urged the economic world to include the concept of sustainability and to take the planet's environmental limits into account. In its equations for growth, the current development model has only extracted what it needs from nature – as natural resources - to produce goods for consumption with little concern for the finitude of what is available to maintain a sustainable planet. Besides, the process leaves behind garbage, pollutions and other wastes, which represent strong footprints that usually have to be dealt with by society.



Don Melnick, Columbia University; Claudio Padua, Vice-President of IPE (Institute for Ecological Research); Luciano Penido, President of Fibria and representing all cellulose industries; Celso Grecco, founder of Bovespa Social; Luiz Fernando Merico, Director of IUCN in Brazil

IUCN's accomplishments was presented by its director in Brazil, Luiz Fernando Merico, who was described how the private sector is being incorporated into the Aichi biodiversity targets, through discussions that are being promoted with five different segments of the Brazilian society. The aim is to raise people's awareness to the theme's importance, to listen to different points of view so what is considered to be important can be incorporate. IUCN has been working with the Brazilian government and other organizations in the country (WWF-Brazil, IPE and a number of invited ones selected according to each sector), disseminate concepts that are pertinent values can more easily be incorporated into the decision-making agendas.

I have been the Vice-Chair for the IUCN Commission for Education and Communication (CEC) for many years. This is an important venue, as communication and education are the basis for any change that we wish to promote. If the target public is now a little different from the conventional ones, it is due to the need to reach other segments of society. This is especially true for those who have the power to cause so much impact be it negative or positive. The economic world is undoubtedly among those that we need to reach if we wish for a more sustainable future, and that is why we must include this sector in our strategies. This does not mean that we should do less with other publics – it just means that we educators or communicators should include the economic sector among our target audiences. If we will succeed or not only time will tell. But we must try, so we may have a chance to celebrate a positive outcome in the near future.

Speaking of celebration, after the presentations a cocktail was served to celebrate IPE's 20th anniversary!

Suzana M. Padua, PhD

suzana@ipe.org.br

President of IPÊ – Instituto for Ecological Research

Vice-Chair for CEC in South America



B) Business and Higher Education Partner for Sustainability

UN Global Compact and the Academic Sector joined together prior to the arrival of heads of states and governments to deliberate on concrete commitments at Rio+20 in early June, 2012.

Nearly 3000 business participants attended over 100 interactive sessions to formulate commitment to sustainable development and the necessary global compatibility.



200 concrete commitments:

<http://www.unglobalcompact.org/news/249-06-21-2012>

The simultaneous Principles for Responsible Management Education (PRME) official meeting for management-related Higher Education Institutions (300) provided a platform for dialog and action. Participants agreed to set a strategy for the way forward. One outcome was the formation of a leadership group to generate incentives for signatory schools to further the implementation process of their sustainability principles while other institutions could set their own level of engagement. A voice was given to signatory schools along with a reporting objective. Participants agreed to the Rio Declaration on the Contribution of Higher Education Institutions and Management Schools to The Future We Want: A Roadmap for Management Education to 2020:

<http://www.unprme.org/resource-docs/3rdPRMEGFRioDeclaration.pdf>

Active dialogue took place among representatives of accreditation bodies (AACSB, EFMD and AMBA) on plans for embedding sustainability into accreditation. The process of affording networking opportunities was lauded as an extension to great conversations.

Respectfully submitted by Elizabeth Belenchia, RICS, SIOR, CCIM, President, Carroll Properties Corporation, a Corporate Real Estate Specialist and member of the UN Global Compact. Elizabeth serves as the Main NY Representative for FIABCI (The International Real Estate Federation), an NGO in Consultative Status.

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URL: <http://www.cpcindustrial.com>

C) Water and Sanitation in the RIO 20+ Outcome Document: A Trickle of Sustainable Progress

Paragraphs 119-124 of the UNCSD Outcome Document from Rio 20+, address global water and sanitation issues. There are specific references made to water as a core component for sustainable development and linked to other key global challenges. There is a re-affirmation given to supporting the Millennium Development

Goals for Water and Sanitation with regards to reaching targets for 2015*. Reference is also made to the “Water is Life” decade from 2005-2015 with backing for support to commitments made by nations within this “International Decade for Action”. The relationships of water to ecosystem prosperity and water quality and quantity are highlighted as well. The action steps in the outcome document call for further adoption of measures for water management issues including disaster-based experiences such as floods and droughts. Issues of water equity and allocation, infrastructural support for water and sanitation resources, improving water efficiency, water pollution, wastewater treatment and efforts to reduce water losses within countries are also specified. A system of financing for all of the above measures was also included in the outcome document.



CRITICAL WATER/SANITATION GAPS THAT REQUIRE 21st Century ATTENTION

Creation of a “well prepared society” around water and sanitation issues involves understanding of the complexities between natural, societal, and political domains; as these are embedded into water and sanitation problems. A “well prepared society” requires environmental water and sanitation education directed to the creation of value around water, inclusion for all stakeholders,

with both an individual and collective ability to give voice to problem solving and solution building at various levels, scales and domains. This is complex work, but work that leads to stronger and more resilient management of water and water/sanitation networks in preparation for the introduction and creation of prospective Sustainability Development Goals. Such work may be directed towards changing foundational thinking and belief systems around water that now globally promote water as a scarce resource, rather than one with the capacity to be flexible and expansionary. The outcome document failed to address the creation of foundational educational pathways necessary to informing capacity building and sustainable policy development relevant to 21st century globally complex and uncertain water and sanitation problems.

Both The Stockholm International Water Institute (SIWI) and the Global Water Partnership (GWP) in their documents, “Water: The Bloodstream of the Green Economy” and “Water in the Green Economy”** (see links below) give recognition to the many interrelationships between water, energy, and food, and water and national security as part of a larger global challenge towards economic, social and natural prosperity building, and for peace building within and between nations of the world.

While the Rio 20+ outcome document makes sporadic references to climate change and its impacts, both the SIWI and GWP documents call for creation of conscious cross cutting policies between sectors that incorporate stronger dialectics and educational discourse, and action steps on the part of local and regional governments, and private sector agencies linking climate change adaptation and mitigation policies to global water governance issues.

While integrated watershed management (IRWM) is not specifically referenced in the outcome document, it is referred to, indirectly. However other tools able to be accessed, including the use of water diplomacy, educational capacity building, water governance, stakeholder assessment and inclusion, and scenario planning critical to sustainable educational capacity building as well as sustainable water cooperation, nation building and environmental protection are not particularly referenced. Knowledge sharing and knowledge management inclusion in the outcome document with reference to both non-formal education and the inclusion of indigenous knowledge and practices around water and sanitation are not well referenced as part of water and sanitation capacity building and training. However, indirect references to knowledge sharing and management with relationship to water and sanitation in other parts of the outcome document can be found in paragraph sections addressing formal education, climate change and disaster risk reduction as well as Small Island Developing States (SIDS). Overall, the outcome document for Rio 20+ with regards to the water and sanitation sectors seems to be mired in giving deference to past solutions for creating sustainability without taking advantage of more recent educational tools and resources available within the sector. (paragraph #'s: 163,178,186,190,197,205,207,and 234).



*MDG Goals for Water and Sanitation as of 2012: - 783 million still without access to improved drinking water sources and 2.5 billion without improved sources of sanitation infrastructure. (Source: UNMDG Report for 2012, <http://www.un.org/en/development/desa/publications/mdg-report-2012.html>)

1. SIWI LINK:

<http://www.siwi.org/?node=1488>

2. GLOBAL WATER PARTNERSHIP LINK:

[http://www.gwp.org/Global/TheChallenge/Resource material/Perspectives Paper_Green Economy_FINAL.pdf](http://www.gwp.org/Global/TheChallenge/Resource%20material/Perspectives%20Paper_Green%20Economy_FINAL.pdf)

The above analyses of the RIO 20+ OUTCOME DOCUMENT for WATER and SANITATION was prepared by Ms. Mel Bromberg, MCPH, owner of WaterSHED INTERNATIONAL LLC an international water and sanitation ,energy and governance consulting agency to academic institutions, civic society organizations, and United Nations' organizations.

Bromberg can be reached for comment on this note at: mel@watershedint.com

D) UN SAFE PLANET CAMPAIGN: Rio+20 Summary

http://en.wikipedia.org/wiki/Safe_Planet



Carnival team for "To the Streets!" at Copacabana Beach, Rio de Janeiro June 2012

Besides our own events, we attended much of the Conference, which despite the disappointing official outcomes for us gave us hope regarding two issues: Oceans and Civil Society (NGO representation). Both areas had high aims going into Rio, and, while not achieving the 100% success we all hoped for; there was definitely a shift in the weather. The increased participation and credit given to NGO's was due to an adamant demand on June 20th, the opening day of the Plenary Session, to refrain from endorsing the Rio outcome, and crying for the elimination of the words "in full participation with civil society". This strong stand will have powerful future repercussions, we believe.

As a small NGO, we were inspired to meet students, scientists and general public at our outreach Film Shorts Festival and Panel Discussion at Instituto de Biofisica, at the Universidad in Rio de Janeiro. Labeled as "Pops Out! Transformative Education, Creativity and Sustainable Development", we aimed to engage the public in outreach that was artistic in nature (films), informative (educational) and provocative (scientifically based). The overwhelming response from the audience, which was open to the public, was encouraging. One scientist, researching POPs in dolphins, said that until she saw one of our films, she never actually connected the issue to her heart. Art and science combined in a compelling experience have the potential to bring change that traditional education has not been able to achieve. Through this exchange we have future projects now in the making and further outreach and education possibilities.

The Marine Environment has become not just part of the sustainable dialogue, but part of the development conversation, too. Talk of a Green Economy shifted to Blue

Economy. Besides a commitment towards reducing ocean acidification, and protection from overfishing, we were pleased by the resolutions on plastic pollution. Leila Monroe of NRDC, who was a key player on this negotiation, said there was a new “commitment to take action to reduce marine pollution from land-based sources, especially plastics, as well as persistent organic pollutants, heavy metals, and nitrogen-based compounds. Highlighting plastic as a pollutant of particular concern is a very important step, spearheaded by Guatemala, Ecuador on behalf of the G-77, and with the support of the European Union.”

Later that day, the delegate from Guatemala who was one of the champions of this action, joined us for Safe Planet’s “To the Streets” Carnival at Ipanema Beach- a fun public intervention that called attention to plastic pollution, POPs and Body Burden. As the last day of the Convention wound down, many non-government organizations, students and even a US State Department chief joined us to parade in public in wearable art costumes made by Jana Prekova and Jimena Villaseca from found plastic, shouting slogans, handing out informational brochures in English and Portuguese and generating a host of onlookers grabbing their cameras and asking questions of our crew of performers.

Art forms, traditional and non, have the potential to inspire activism, curiosity and learning in a public now blasé to information. Safe Planet’s action agenda for Rio+20 was to raise public awareness on Plastic Pollution, Toxic Chemicals and Body Burden, which we feel we did. Activities open to the public such as the People’s Summit, our public Carnival and Film Festival, and a few other exhibitions around town, gave [press and interest](#) to issues otherwise discussed behind closed doors.

That said some impromptu demonstrations within the Conference, like the one on Freedom for Women regarding Reproductive Rights (see video) were invigorating and empowering. Listening to the star “Elders” speak at the RioPlusSocial: Mary Robinson, Former President of Ireland, former UN High Commissioner for Human Rights and Dr. Gro Bruntland, Former Minister of Norway, Former Director-General WHO, was nothing short of impassioned. As was Fabian Cousteau, Sea Explorer and Marine Activist, and founder of the Plant a Fish organization. At this same event, sponsored mainly by Ericsson and Virgin magnet Richard Brandon, additional keynote speakers were Ted Turner, Timothy Wirth and dozens of other UN denizens of the environment. Which brought up a main critique of Rio+20: ‘corporate sponsorship.’

On the challenges ahead, [Severn Suzuki’s speech](#) (garnered from the thousands of words from around the world who sent in their thoughts) summed it up: On building the future... “We have the solutions right now. The world’s economic, social and environmental problems are closely intertwined and they require a comprehensive approach to create solutions. And they require an understanding of the ecological reality of Planet Earth as a baseline framework for the structures that emerge. “

Understanding that ecological reality requires education. And it will be nothing, if it is not creative and transformative.

American artist [Barbara Benish](#) founded [ArtMill](#), Center for Sustainable Creativity in the Czech Republic. The umbrella NGO Art Dialogue provides international summer programs for youth, runs a [gallery](#) and artist-in-residence program on an organic farm. Benish acts as Advisor on Arts, Education and Outreach for the UN Safe Planet Campaign on the Responsibility of Hazardous Chemicals and Wastes.

PART V:

Additional EDUCATION HIGHLIGHTS & Outcomes

1) Buzz in the Hallways... UNCSD: Severn Cullis-Suzuki Then [& Now](#) Intergenerational Justice



1992



Rio+20 2012

In 1992, 12-year-old Severn Cullis-Suzuki became known as "the girl who silenced the world for six minutes" after she addressed delegates in Rio de Janeiro during the summit's plenary session. We air Cullis-Suzuki's historic address and speak to her from the Rio+20 summit, which she comes back to now as a veteran international environmental campaigner and mother of two. "Twenty years later, the world is still talking about a speech, a six-minute speech that a 12-year-old gave to world leaders," Cullis-Suzuki says. "Why? It is because the world is hungry to hear the truth, and it is nowhere articulated as well as from the mouths of those with everything at stake, which is youth." Rio+20, 2012 [Democracy Now's interview Severn Cullis-Suzuki - showing her 1992 Earth Summit keynote address](#).

2) Indigenous Peoples:

Equity, Traditional Knowledge, Culture & Dialogue

http://www.iwgia.org/news/search-news?news_id=553

In her statement Joji Carino, an Ibaloi-Igorot from the Philippines, is the Policy Advisor of Tebtebba and Chair of the CSD major group Indigenous Peoples, stressed the importance of traditional knowledge, diverse local economies and traditional livelihoods for achieving sustainable development. She further underlined the need for highlighting culture as a fundamental dimension of sustainable development that has been overlooked in the current developments where extractive industries continually expand. The extractive industries has a negative impact on the environment and indigenous ways of life that needs to be addressed in order to ensure long term global development.



3) Sustainable Development Dialogue Days June 16-19, 2012

<http://www.iisd.ca/uncsd/rio20/sdd/html/ymbvol201num4e.html>

A digital platform was created to provide an open democratic space for discussion. The Dialogues initiative hosted by Brazil with the support of the United Nations Development Program (UNDP), held ten sessions focused on ten recommendations arising from a public online vote, and provide a platform for refining and proposing additional recommendations. The objective was to produce three final recommendations from each platform: the online vote; the in-session audience vote; and one reflecting the panelists' preferred recommendation; each to be given to the Heads of State and government. Of the 10 themes, education was position as the top recommendation for:

- OCEANS
Avoid ocean pollution by plastics through education and community collaboration
- SUSTAINABLE DEVELOPMENT for FIGHTING POVERTY
Promote global education to eradicate poverty and to achieve sustainable development
- UNEMPLOYMENT, DECENT WORK & MIGRATIONS
Put education in the core of the Sustainable Development Goals agenda



Photo courtesy of IISD Reporting Services:
Philippe Cousteau, Moderator, CNN, US, with the Sustainable Development dais on Oceans.

The [Oceans Dialogue](#) panel presented strong insights as to why education is central to the protection of marine ecosystems and the health of the worlds' ocean. Around 1 million people responded not attending Rio+20 responded that education was the #1 priority, most of the panel members supported education –in all its forms - as a critical priority, so why did the delegates attending Rio+20 SD Dialogue on Oceans consider education as 7th on the list of recommendations? And, how do we begin to address this serious gap?

4) THE FUTURE WE CREATE

SGI Interdisciplinary Roundtable Discussion Education and Learning

<http://www.sgi.org/news/s-development/sd2012/sgi-interdisciplinary-roundtable-discussion-on-education-rio-20.html>

Article 36 of Agenda 21 reads: “Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues.” It recognized education in all its forms including both formal and non-formal education as a key instrument for achieving a sustainable future. It also articulated education’s interdisciplinary nature and that is linked to virtually all areas in Agenda 21. Therefore, it is clear that education must play a vital role within the objectives and the themes set forth in the outcome document Post Rio+20.



Since then, there have been efforts made to advance the education agenda including the UN Decade of Education for Sustainable Development (2005-2014). Meanwhile, there is a concern that education, which was well defined, broadly linked and highly inspired in Rio in 1992, has been scaled down and can often be viewed as nothing more than schooling.

Education plays a vital role not only in sustainable development but in many other thematic areas as well. For instance, the General Assembly adopted the UN Declaration on Human Rights Education and Training (A/RES/66/137) in 2011. This year marks the tenth anniversary of the UN Study on Disarmament and Non-proliferation Education.

The roundtable was well attended with around 80 participants who explored a set of questions, ideas and recommendations with regard to the role of education and learning for the objectives and themes of Rio+20 with the “Future We Create” foremost in mind.

5) PLANET UNDER PRESSURE: New Knowledge Towards Solutions

<http://www.planetunderpressure2012.net/index.asp>

Planet Under Pressure 2012 was the largest gathering of global change scientists leading up to the United Nations Conference on Sustainable Development (Rio+20) with



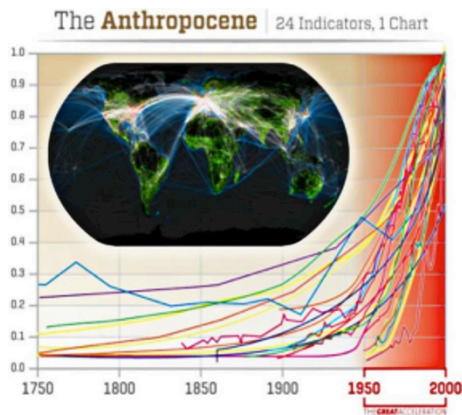
a total of 3,018 delegates at the conference venue and over 3,500 that attended virtually via live webstreaming. The Plenary sessions and the Daily Planet news show continue to draw audiences' world wide as they are available On Demand.

http://www.planetunderpressure2012.net/pdf/state_of_planet_declaration.pdf

- **PLANET UNDER PRESSURE: Welcome to the Anthropocene**

<http://vimeo.com/39048998>

In June 2012, "Welcome to the Anthropocene"—a film about the state of the planet—



opened the UN's Rio+20 summit on sustainable development. The summit was the largest UN meeting to date. A 3-minute journey through the last 250 years of our history, from the start of the Industrial Revolution to the Rio+20 Summit. The film charts the growth of humanity into a global force on an equivalent scale to major geological processes.

The film is part of the world's first educational webportal on the Anthropocene, commissioned by the Planet Under Pressure conference, and developed and sponsored by anthropocene.info

6) **World Scouting at Rio+20 – World Association of Girl Guides and Girl Scouts: Youth-Led Solutions to Sustainability**



World Scouting was represented at the Rio+20 United Nations Conference on Sustainable Development (20-22 June 2012) in Rio de Janeiro Brazil with 18 members, 12 of them being young representatives under the age of 26 years. The Delegation had representatives from Argentina, Brazil, Canada, Costa Rica, France, Mexico and the United States of America. World Scouting's presence at Rio+20 was prepared with reference to the 39th World Scout Conference's Resolution 10/2011 on Advocacy for World Scouting, which builds on Recommendation M from the 11th World Scout Youth Forum on Representing World Scouting.

[Rio+20 Key Messages WAGGGS Delegation...](#) With more than 100 years of experience, the World Association of Girl Guides and Girl Scouts (WAGGGS) enables over 10 million girls and young women in 145 countries to develop their full potential as responsible citizens of the world. Through a values-based approach to non-formal education, we empower our members to raise awareness, advocate and take action on the MDGs on a local, national and international level. Our major focus in 2012 is MDG 7 – environmental sustainability.

What needs to happen now:

- Include non-formal education in the text
(Education 1. "...We further reaffirm that full access to quality formal and non-formal education at all levels is an essential condition for sustainable development....")
- Include text that recognizes that violence against girls and women is a barrier to unlocking their potential as drivers of sustainable development
(Gender 3. "...adoption of innovative and special approaches, to address violence, including informal, harmful traditional practices that act as barriers to gender equality.
- Establish a High-Level Representative for Sustainable Development and Future Generations
(Paragraph 80. "We agree to establish a High-Level Representative...")

• WAGGGS Tree of Vision

"As you enter the main pavilion of the RioCentro, the venue of the Rio+20 UN Conference on Sustainable Development (June 20-22) you stop in your tracks – for on the wall is a colorful tree made entirely of post-it notes carrying messages from young and old participants who are on their way to one of the many events and side events taking place in perhaps the world's largest gathering to thrash out details of 'The Future We



Want'. That is what they're calling the declaration of intent being approved by 192 countries represented by one hundred heads of state and thousands of civil society groups, negotiators, individuals and collectives representing different regions, cultures, faiths and political parties all totaling to a whopping 50,000 visitors or more.

The post-it Tree title 'Rio+20 Tree of Vision' was organized by the World Association of Girl Guides and Girl Scouts (WAGGGS) and representative stop you and ask you to add your own message -- of what you want to see in the future -- to the growing branches of the Tree that is getting more colorful and heavy with heartfelt messages. The theme is almost the same: end poverty, love the planet, love all life, and stop exploiting nature, call for education for all, equal opportunity, gender equity...."



7) [UNESCO](#), Rio+20 Report: [pp. 4-5 "Major Events"](#)
Understanding the Education Division, organizational [Flow Chart](#)



The "E" in [UNESCO](#) (Education), Section of: Education for Sustainable Development (ESD), Alexander Leicht, Chief: [Summary and preliminary conclusions](#) (see second half of the page) regarding Education /Education for Sustainable Development at the UN Conference on Sustainable Development (Rio+20) from a UNESCO perspective.

“The legacy of Rio+20 will not be the document you endorse – it will be the mobilisation of people to build the future they desire.”

Mary Robinson, President Mary Robinson Foundation – Climate Justice, Rio+20 June 2012

APPENDIX A: Key Messages “Lessons Learned”

Lesson One:

Education as a Fourth Pillar or Lens of Sustainable Development.



UN Support:
[Agenda 21, Chapter 36.1](#)
 SDG #1:
[Global Framework for Environmental Education](#)

21st Century Models:
 Global Framework for Environmental Education

Official Designation and Recognition of...

Lesson Two:

21st Century Models: Transformation to Sustainable Societies




UN CSD Education Caucus: as a broad-based multi-stakeholder, intergenerational platform “Community of Educators.”

Official Designation and Recognition of...

Lesson Three:

Recognition and acknowledgement of the concept of a “well-prepared society” in terms of environmental education and sustainable development.




21st Century Models:
 Well-Prepared Societies and Global Responsibilities

Official Designation and Recognition of...

Lesson Four:

21st century models and approaches based upon learning systems... be they organizational or institutional.



21st Century Models: Institutional Framework and SDGs for Sustainable Development



References:

Re-affirming the role and functions of education in all its diverse forms and the community of educators as integral to achieving the goals of Sustainable Development.

UN Support Documents:

- Lesson One:**
 UN Support: Agenda 21, Chapter 36.1
http://www.un.org/esa/dsd/agenda21/res_agenda21_36.shtml
 SDG #1: A Global Framework for Environmental Education
<http://resources.spaces3.com/fb807783-d675-4a04-9e1e-164c74437903.pdf>
- Lesson Two:**
 UN CSD Multi-Year Programme of Work 2004-2017, page 2,2(c)(iv)
http://www.un.org/ga/search/view_doc.asp?symbol=E/CN.17/2003/6

- **Lesson Three:**
Charter of the United Nations
<http://www.un.org/en/documents/charter/>
System-wide Coherence – UN Reform Delivering as One
<http://www.un.org/events/panel/resources/pdfs/HLP-SWC-FinalReport.pdf>
The Secretary-General's Five-Year Action Agenda
<http://www.un.org/sg/priorities/index.shtml>
- **Lesson Four:**
United Nations Millennium Declaration
<http://www.un.org/millennium/declaration/ares552e.htm>

[The Four Lessons PDF](#)

APPENDIX B: Rio+20 Flyers UN CSD Education Caucus Side Events

1) *Framing Sustainable Development Policy Dialogues: A Well-Prepared Society*



Framing Sustainable Development Policy Dialogues: A Well-Prepared Society

Roundtable Organizing Partners:

Worldview Impact Foundation and the UN CSD Education Caucus

June 15, 2012; 15:30-17:00

Venue: RioCentro, Room T-4

Moderator: [Mexico]

Luiz Filipe [Interdisciplinary Center for the Environment at PUC-Rio]

Dorah Nteo [Department of Environmental Affairs Republic of South Africa]

All Shahbaz [Youth Representative Pakistan, LCS, SDPI]

Veerle Vandeweerd [UNDP]

John Liu [Environmental Education Media Project]

Rapporteur:

Tariq Banuri [Sustainable Development Policy Institute (SDPI)]

Co-sponsored with:

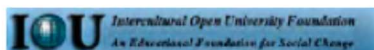
Government of South Africa, United Nations Development Program (UNDP)

Women's Environment & Development Organization (WEDO)

Environmental Education Media Project (EEMP), Conservation for the Oceans Foundation (CFTO)

Global Youth Action Network (GYAN)/Taking IT Global (TIG), Interdisciplinary Center for the Environment (NIMA PUC-Rio)

UNEP Environmental Education and Training Unit (UNEP-EETU) Intercultural Open University Foundation (IOUF)



2) The Power of One Child - Youth and Children Leading the Way

ORGANIZERS: Earth Child Institute (ECI)

CO-SPONSERS: UNICEF; UNEP; British Council; HACEY (Nigeria); UN CSD Education Caucus; Escola Parque; Earth Child Institute (ECI)



Please Join Earth Child Institute and partners for The Power of One Child – Youth and Children Leading the Way Rio+20 Side Event

Date: Tuesday, 19 June 2012
Time: 09:30-11:00
Place: Rio Centro, Room T-5, Rio de Janeiro, Brazil

Panelists

Leandro Pinheiro, Fundação Amazonas Sustentável

Graham May and Sikander Sabeer, British Council

Isaiah Owolabi, HACEY

Students from Escola Parque, Rio de Janeiro

Sabá Loftus, UNEP

Youth delegate, UNICEF

Moderated by:

Winnie Hagemeyer, Earth Child Institute

Please join us to raise awareness about the capacity of children and the importance of schools as part of the global green Future We Want. A panel of environmental, education, media and development specialists – and youth representatives – will highlight the local actions of children, peer-to-peer learning, action on the environment, climate change and sustainable development.



3) The Future We Create: An Interdisciplinary Roundtable on the Role of Education and Learning Toward a Sustainable Future

RIO+20 THE UNITED NATIONS CONFERENCE
ON SUSTAINABLE DEVELOPMENT

The Future We Create

An interdisciplinary roundtable
on the role of education and learning
toward a sustainable future

Joaquin Costanzo, Regional Director, Inter Press Service Latin America
Sergio Duarte, Former UN High Representative for Disarmament Affairs
Frank Elbers, Executive Director, Human Rights Education Associates
Pam Puntenney, Co-chair, CSD Education Caucus
Kartikeya Sarabhai, Director, Centre for Environment Education
Akira Tanaka, Director, Amazon Ecological Conservation Center, BSGI

June 20, 2012
7:00 PM–8:30 PM
RioCentro,
Room T-10

Organized by:
Soka Gakkai International (SGI)

Co-sponsored by:
Centre for Environment Education (CEE)
CSD Education Caucus
Human Rights Education Associates (HREA)
Inter Press Service (IPS)

For more details, please contact us at:
sgi.roundtable@gmail.com
(+55) 21.9458.4452 (Brazil)
(+ 1) 917.513.6538 (US)
(+81) 80.5957.5044 (Japan)

4) Role of NGOs in Empowering the Local Community for Sustainable Development



Message from Asian NGO Network on ESD (ANNE)

Role of NGOs in Empowering the Local Community for Sustainable Development

09:30 - 11:00

Mon 18 Jun

Venue: Room: T-5 (capacity 60) (RioCentro, Rio de Janeiro, Brazil)

Organiser: Japan Council on the UN Decade of Education for Sustainable Development (ESD-J)



Co-Organisers: Centre for Environment Education (CEE), India, UN CSD Education Caucus, Sompō Japan Environmental Foundation, Sompō Japan Insurance Inc.

- Program -

- ◆ Background to the idea of Asia NGO Network On ESD / ESD-J and ANNE members
- ◆ ESD efforts in Asia and the role of NGOs / CEE India
- ◆ Discussion on education for sustainable development in CSD process / UN CSD Education Caucus
- ◆ Discussion

Asia will be the key global driving force for development in the 21st Century and its development patterns might give significant adverse impacts if it is inappropriate. The actions for sustainable development patterns at the local community level is essential and should be an integral part of sustainable development both in Asia and the other parts of the world. This side event aims to highlight the importance of Education for Sustainable Development (ESD), particularly, (i) the significance of achieving sustainable development in the local communities, (ii) importance of local community empowerment, and (iii) key role of NGOs in local community empowerment. We will present Asia's ESD good practices and experiences by NGOs, leading to an Asia NGO Network on ESD to be established by 2014, the final year of UN Decade of Education for Sustainable Development.

For any query, please email to: Fumiko Noguchi (Ms), ESD-J fumiko@esd-j.org

This event is funded by Japan Fund for Global Environment



**5) Integrating Sound Management:
Engaging Civil Society in sustainability**



**UN CSD 19
Education
Caucus**

Side Event

**Monday
9th May
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)*



6) (Second PrepCom UNCSD) *Strategy, Opportunities, Challenges: Greening the Economy*



Education Forum

Side Event

**Monday
7th March
2011**

Venue:
**Uganda House
Conference Room**
(Across 1st Ave.
336 East 45th Street)

1:15 – 2:45 pm

Strategy, Opportunities, Challenges: Greening the Economy



Agenda 21
stipulates the need for new
forms of participation at all
levels to enable broad-based
engagement ...

Paragraph 23.2, Chapter 23 Section III, Agenda 21

Panel:

- Anne Carlsen (UNDP)
- Nobuyuki Asai (Soka Gakkai International)
- Sascha Gabizon (Global Gender Climate Alliance)
- Ted Schulman (TransComs)

Sponsored by: *TransComs*

Organizers:

The UN CSD Education Caucus

Co-hosts:

Environic Foundation International, Global Gender and Climate Alliance, and Consejo Consultivo del Agua, A.C.

