

AN INITIATIVE OF GLOBAL LEADERS FOR HUMAN SURVIVABILITY



OUTCOMES REPORT



京都大学 大学院 総合生存学館

思修館

GSAIS

Kyoto University Graduate School of
Advanced Integrated Studies in Human Survivability



THE THIRD GLOBAL COLLABORATION SYMPOSIUM ON HUMAN SURVIVABILITY

～An Initiative of Global Leaders for Human Survivability～

OUTCOMES REPORT

This report provides a summary of the discussions and findings of the third global collaboration symposium on human survivability held at Kyoto University on 21 November 2014. The symposium was organized by the Graduate School of Advanced Integrated Studies in Human Survivability (GSAIS), Kyoto University.

21 November 2014

Kyoto, Japan



CONTENTS

1. Welcome Speech by Prof. Michinori SUGINOME, Dr. Eng. Speech on behalf of President of Kyoto University Vice Director	p. 4
2. Welcome address by Prof. Dr. Shuichi KAWAI, Dean of the Graduate School of Advanced Integrated Studies in Human Survivability (GSAIS), Kyoto University	p. 7
3. Program of the symposium	p. 10
4. Summary of the keynote lecture	p. 11
5. Summary of the panel discussion	p. 13
6. Appendix (short CVs and PowerPoint presentations of the keynote lecturer and the panelists)	p. 16



Welcome Speech

Distinguished guests and colleagues, ladies and gentlemen,

It is my great pleasure and honor to welcome you to the Third Global Collaboration Symposium on Human Survivability ～An Initiative of Global Leaders for Human Survivability～ organized 21 November 2014 in Shiran-Kaikan, Kyoto University.

At the beginning, I would like to give sincere gratitude and respect for the successive contribution of delegates from international institutions, including OECD, UNESCO, UNEP, FAO, and international Non-governmental organizations as BRAC, International Institute of Global Resilience, and Japanese MEXT for supporting long-term collaboration to support our universities' graduate programme.

I would like to express my sincere gratitude to all exclusive delegate today: first of all, Mr. Rintaro Tamaki, Deputy Secretary-General and acting Chief Economist of OECD (The Organization for Economic Co-operation and Development),

Mr. Andrew Jenkins, Donor Liaison Officer and Coordinator, Impact Assessment Unit of BRAC,

Dr. David ATCHOARENA, Director of the Division for Policies and Lifelong Learning Systems of UNESCO (United Nations Educational, Scientific and Cultural Organization),

Dr. Maki FUKAMI, President of the International Institute of Global Resilience in US,

Dr. Hartwig Hubertus KREMER, Head of Thematic Environmental Assessment Section, Division of Early Warning and Assessment of UNEP (United Nations Environment Programme),

Dr. Kakoli GHOSH, Coordinator for Academic and Research Organizations, Office for Partnerships, Advocacy and Capacity Development of FAO (Food and Agriculture Organization of the United Nations).

Thank you all for your visit to Kyoto University.

Kyoto University has launched a new innovative graduate programme, entitled as GSAIS, Graduate School for Integrated Advanced Study in Human Survivability, or the Shishukan (思修館), in 2013 with the full support of the Japanese Ministry of Education, Culture, Sports, Science and Technology, is an innovative educational program and new style of graduate school, aiming for educating new global leader capable in working in international organizations. Students enrolled in the program live together in the same residential college throughout the course of their studies. They gain valuable experience through the Jukugi (熟議) courses, which give them the opportunity to receive face-to-face training twice a month from leading national and international experts. Our future young leaders are also here today in the audience.



They have joined today's symposium, expecting fruitful advices from our invited speakers and other guests.

GSAIS have organized First and Second Global Collaboration Symposium in on March 5, 2013 and February 19 2014, with the participation of UN representatives and executives from leading international organizations. The outcome of the 1st and 2nd workshop can be found in the GSAIS webpage, so please take a look at them if you have chance.

I hope that you will not mind if I take this opportunity to briefly introduce some history and achievements of Kyoto University. Kyoto University was established one hundred and seventeen years ago, in 1897, as the second imperial university in Japan.

The university was established to promote science and technology independently from the central government. Our academic style is deeply imbued with the rich cultural heritage of Kyoto City. As you may know, Kyoto City and its surrounding areas, including Uji City, include seventeen World Cultural Heritage Sites, and many other historic sites, such as very ancient temples and shrines including famous Golden Pavilion (鹿苑寺・金閣寺). One reason for this rich heritage is that Kyoto was the capital of Japan for over a thousand years from 794 to 1868, after which the capital was moved to Tokyo during the Meiji Restoration.

Kyoto University's involvement in the region's rich cultural milieu is no doubt one factor in our ability to produce scholars of an exceptional standard, including nine Nobel Laureates in science and technology fields (among 7 of them graduated from Kyoto University (including The 3rd high school), two of them are professor and emeritus professor of Kyoto University). The first of our scholars to win a Nobel Prize was Professor Hideki Yukawa, who won the Nobel Prize for physics in 1949. He was, in fact, Japan's very first Nobel laureate. In October 2012, Professor Shinya Yamanaka, was awarded the Nobel Prize in Physiology or Medicine. And this year, Professor Isamu Akazaki, who graduated from our Faculty of Science, was just awarded the Nobel Prize in Physics in 2014 together with two Japanese Laureates.

Currently, Kyoto University has ten faculties and seventeen graduate schools, as well as several research institutes and centers. There are also a number of other facilities, such as libraries, a museum, experimental forests and fields, a nuclear facility, and the university hospital. We currently have an enrollment of 13,403 undergraduate students including 171 international students, and 9,173 graduate students, of which 1,218 are international students. Of our graduate students, 4,755 are master's students, 3,696 are Ph.D. students, and 722 are enrolled in schools of management and government.



We employ 2,831 academic staff members including full, associate, and assistant professors, and 2,608 non-academic staff members. It is through the combined endeavors of all of our students, faculty, and staff that we are able to operate as one of the world's leading universities, and contribute to international society through our research, education and medical science.

Building on its academic heritage and traditions, Kyoto University is focusing on educating global leaders through the establishment of our new Graduate School for Advanced Integrated Studies in Human Survivability (GSAIS). We have been involved in collaboration with several UN agencies, including UNESCO and UNEP, for about two decades, and that collaboration is vital to this initiative. I should mention that Kyoto University has already concluded a new agreement for internship training with UNESCO in 2012, and with UNEP in 2013, and in the progress with FAO and OECD. This collaboration hopefully is we hope to be extended to other international organizations.

I sincerely hope that this new stage in our cooperation will be successful and fruitful, that it will bring further opportunities, and help to cultivate a new generation of young leaders who can think and act globally.

Thank you very much.

Professor Michinori Suginome, Dr. Eng.

Speech on behalf of President of Kyoto University
Vice Director, Kyoto University

Welcome address

It is my great pleasure and honor to congratulate all participants in the Third Global Collaboration Symposium on Human Survivability. I also wish to express my special thanks to our distinguished guests today: Mr. Rintaro Tamaki, Deputy Secretary - General and acting Chief Economist of OECD,

Mr. Andrew Jenkins, Donor Liaison Officer and Coordinator, Impact Assessment Unit of BRAC,

Dr. David ATCHOARENA, Director of the Division for Policies and Lifelong Learning Systems from UNESCO,

Dr. Maki FUKAMI, President of the International Institute of Global Resilience in US,

Dr. Hartwig Hubertus KREMER, Head of Thematic Environmental Assessment Section, Division of Early Warning and Assessment of UNEP,

Dr. Kakoli GHOSH, Coordinator for Academic and Research Organizations, Office for Partnerships,

Advocacy and Capacity Development of FAO,

For your wonderful lectures and discussion.



Prof. Dr. Shuichi Kawai
GSAIS Kyoto University

Today's symposium is organized by the Graduate School of Advanced Integrated Studies in Human Survivability (GSAIS), Kyoto University. The GSAIS was established just last year, in the spring of 2013, with the mission of developing future leaders who can deal with complex, global problems both in Japan and in international contexts. The educational program at the GSAIS is supported by the Leading Graduate School Program of MEXT (the Japanese Ministry of Education, Culture, Sports, Science and Technology).

This program is a 5-year seamless doctoral course that integrates both micro (advanced expertise, and theory) and macro (all-encompassing, learning and education, and practice) perspectives. Special emphasis is put on training for multifaceted knowledge and thinking, honing of an international mindset and social skills, and practical education, i.e. thinking logically about complex social issues, discovering solutions, and applying them in the field.



Although the academic curriculum is highly intensive and requires a great deal of time and effort, our students are able to focus on their studies supported by the guidance of multiple supervisors, the daily care by mentors, and the residential college environment. We aim to provide our students with various opportunities to forge their own paths into the future. This year, we have several important achievements in our educational programme. We have organized “International Career Development Symposium in Higher Education” at United Nations University in June, featuring the Director of FAO Liaison Office of Japan, Dr. Charles Boliko, who is kindly joining this symposium to promote collaboration in development of human resources. Second years’ students have just accomplished overseas’ short-term internship programme in Bangladesh in collaboration with Japan International Cooperation Agency (JICA). From next spring, our third-years’ student will depart on a journey to fulfill International practical education (International internship, named as “Musha-Shugyo 武者修行” - Samurai warrior’s pilgrimage), staying most of their time in UN and international organizations.

The GSAIS have organized the First Global Collaboration Symposium on Human Survivability on 5 March 2013 in Kyoto with the goal of clarifying the qualities or skills that are required to become a “future global leader”, through inviting delegates from UNESCO, OECD and international renown organizations and universities. We also have organized Second Global Collaboration Symposium on 19 February 2014, discussing in detail about “Leadership in the twenty first century” inviting Prof. Barbara Kellerman from Harvard University, and experts from OECD and FAO. All reports are available in our web page so kindly take a look at those report later.

During today’s Third Global Collaboration Symposium we wish to deepen our understanding of leadership to cope with complex issues in 21st Century. We would like to get a better grasp of how the meaning and practices of leadership have been changing and what to expect in the future. We also hope that through the keynote lecture and the panel discussion our students can get some useful messages from both the frontrunners and from all other participants.



I sincerely hope that the Third Global Collaboration Symposium on Human Survivability will produce a variety of intellectual insights and practical opportunities to advance further the GSAIS' collaboration with domestic and international organizations, thereby uniting our efforts to cultivate a new generation of young leaders who can think and act globally reflecting local needs.

Prof. Dr. Shuichi Kawai

Dean of the Graduate School of Advanced Integrated Studies in Human Survivability (GSAIS),
Kyoto University



京都大学大学院総合生存学館 第3回 国際シンポジウム
The Third Global Collaboration Symposium on Human Survivability
 ～ An Initiative of the Global Leaders for Human Survivability ～

Program

司会

櫻井 繁樹

京都大学大学院存学館教授

Moderator

Prof. Shigeki Sakurai

Professor, Graduate School of Advanced Integrated Studies in Human Survivability

13:30-13:50	開会挨拶 杉野目 道紀 京都大学理事補	Opening Remarks Prof. Dr. Michinori Suginome On behalf of President of Kyoto University
13:50-14:00	来賓挨拶 義本 博司 文部科学省審議官 (高等教育局担当)	Guest Speech Mr. Hiroshi Yoshimoto Deputy Director-General, Higher Education Bureau, MEXT
14:00-14:40	基調講演 玉木 林太郎 経済協力開発機構事務次長 チーフエコノミスト	Keynote Lecture Mr. Rintaro Tamaki Deputy Secretary-General and acting Chief Economist, OECD
14:40-15:00	休 憩	Short Break
15:00-17:30	パネルディスカッション ファシリテーター ●河合 江理子 京都大学大学院総合生存学館教授 パネリスト ●アンドリュー・ジェンキンス BRAC NGO ドナーリエゾン オフィサー・コーディネーター ●ダヴィド・アチャアレナ 国際連合教育科学文化機関部長 ●深見 真希 グローバルレジリエンス研究所代表 ●ハートウィッグ・フーベルトウス・クレマー 国際連合環境計画課長 ●カコリ・ゴーシュ 国際連合食糧農業機関コーディネーター ●山敷 庸亮 京都大学大学院総合生存学館教授	Panel Discussion Facilitator ● Prof. Eriko Ishida Kawai Professor, Graduate School of Advanced Integrated Studies in Human Survivability Panelists ● Mr. Andrew Jenkins Donor Liaison Officer and Coordinator, Impact Assessment Unit (Research and Evaluation Division), BRAC ● Dr. David Atchoarena Director of the Division for Policies and Lifelong Learning Systems, UNESCO ● Dr. Maki Fukami President, International Institute of Global Resilience ● Dr. Hartwig Hubertus Kremer Head of Thematic Environmental Assessment Section, Scientific Assessment Branch, Division of Early Warning and Assessment, UNEP ● Dr. Kakoli Ghosh Coordinator for Academic and Research Organizations, Office for Partnerships, Advocacy and Capacity Development, FAO ● Prof. Dr. Yosuke Yamashiki Professor, Graduate School of Advanced Integrated Studies in Human Survivability EEE
17:30-17:40	閉会の辞	Closing Remarks



“Climate is Everyone’s Business”

Summary of the keynote lecture by Mr. Rintaro Tamaki Deputy Secretary General and acting Chief Economist OECD

The keynote lecture began with an introduction to the OECD (the Organization for Economic Cooperation and Development). The OECD deals with a wide range of public policy issues from macroeconomic, fiscal and monetary policy to competition, financial regulation, taxation, development, consumer issues, health, etc.

According to Mr. Tamaki, the world is currently facing two categories of global issues:

The first are problems that are growing and being faced by many, if not most, countries worldwide. Population aging is an example, with only a limited number of countries not experiencing this trend. Income inequality is another example of a challenging problem in this category.

The second are global issues that countries have to address jointly by developing common, systematic approaches and tools. Climate change is an example of this

Mr. Tamaki believes that climate change poses a serious global systemic risk to life and to global economic growth. If the world continues with the “business as usual” model, global greenhouse gas emission will grow, eventually leading to a 3 to 6 degree Celsius increase in temperatures by the end of this century. Climate change could destroy and disrupt economic growth and development worldwide. According to the OECD’s assessment, by 2060, this would result in a 0.7% to 2.5% lower global GDP due to disruptions in farming practices, for example, or rising sea levels. More immediately, serious economic damage could be caused by catastrophic events (e.g. flooding, storms) resulting from climate change.

Moving towards zero emissions is an ambitious goal. Countries need to implement policies that will allow them to achieve emission reductions yet still generate economic growth. While achieving this goal will be difficult, there has been remarkable technological progress in the area that can help make it happen. Technological innovation is a key for sustainable energy development. Already it has led to cost reductions in renewable energy power generation that should eventually allow it to compete with fossil fuel.



In the second part of his keynote lecture, Mr. Tamaki discussed four approaches to a low carbon economy:

- (1) put a price on carbon emission
- (2) reform fossil fuel subsidies
- (3) boost green infrastructure investment
- (4) better align policies to overcome regulatory and market rigidities.

The first approach - taxing carbon emission and establishing emission trading systems (ETS) - is the most cost effective means of reducing CO₂ emissions. It sends a clear message and policy signal that investors, businesses and households need to shift towards the low carbon, and eventually zero carbon, emission option. As for ETS, governments have made good progress, at least outside Japan. Thirty-nine nations have implemented, or are scheduled to implement, carbon pricing instruments including ETSs.

The second approach - reducing or removing fossil fuel subsidies and reinforcing the social safety net for the poor by investing in education, health and other social welfare programs – is a better solution. Reform is urgently needed in all countries. Fossil fuel subsidies support the consumption of oil, gas and coal. The support for fossil fuel consumption is estimated that 55 to 90 billion USD per year among OECD countries. It is a massive misallocation of resources.

We are facing huge demand on infrastructure investments and need to invest in green infrastructure investment - the third approach outlined by Mr. Tamaki. These long term investments will have effects will be felt into the future.

Finally, we need to better align policies to avoid sending mixed signals to investors, businesses and consumers. We need to make this happen at the global level, not just within national borders.

Mr Tamaki concluded by encouraging the audience, which included many students from Kyoto University, to be among the people who innovate and provide the global thinking necessary to support economic growth while preserving the ecosystem. He assure the audience that the OECD is ready to support them in this endeavor.



Summary of the Panel Discussion An Initiative of Global Leaders for Human Survivability November 21, 2014

Panelists:

Mr. Andrew Jenkins, Donor Liaison Officer and Coordinator, Impact Assessment Unit, BRAC

Dr. David Atchoarena, Director of the Division for Policies and Lifelong Learning Systems, UNESCO

Dr. Maki Fukami, President, International Institute of Global Resilience

Dr. Hartwig Hubertus Kremer, Head of the Thematic Environmental Assessment Section, Scientific Assessment Branch, Division of Early Warning and Assessment, UNEP

Dr. Kakoli Ghosh, Coordinator for Academic and Research Organizations, Office for Partnerships, Advocacy and Capacity Development, FAO

Prof. Yusuke Yamashiki, Professor, GSAIS, Kyoto University (presenting on behalf of Dr. Kremer of UNEP, who was ill and unable to attend)

Facilitator:

Prof Eriko Ishida-Kawai, GSAIS, Kyoto University

The panel discussion was divided into two parts. First, each panelist described the work of their organization; then there was a discussion among the panelists. All the presentation documents, including abstract and power point presentations, are included in the Appendix.

Summary of the Panel Discussion

Professor Ishida-Kawai asked panelists for their views on how to improve cooperation between universities, international organization and NGO/NPOs beyond sending students on internships and concluding MOUs.

Mr. Jenkins responded by talking about current cooperative research projects between universities, noting that BRAC has a university and that the BRAC Research Division has a short training course for university lecturers on the practicalities on field research.



Dr. Atchoarena also mentioned collaboration with the university sector and UNESCO. Under a program called UNITWIN, UNESCO has established over 600 chairs and UNITWIN networks around the world contributing to the advancement of UNESCO programs and the internationalization of education, and promoting inter-university cooperation. Kyoto University hosts a UNITWIN network on landslide risk mitigation. Doshisha University has a chair in sustainable human security. Dr. Atchoarena believes that the concept of human security (launched by UN, first by UNDP) can be linked with the concept of human survivability.

Dr. Fukami talked about how her staff is inspired by the passion of the students that come to them.

Dr Ghosh emphasized the importance of commitment and a common vision in any partnership. She cautioned about talking in terms of efficiency, as research takes time and should not be measured in terms of productivity.

Professor Yamashiki encouraged cooperation between universities and international organizations issues, such as natural disasters, where universities lack the ability to translate theory into practice.

Professor Ishida-Kawai asked about collaboration with the private sector.

Dr. Ghosh said that FAO considers the private sector as a source of valuable knowledge, not a source of finance and resources. One of the example is Eataly, which works with FAO in Ethiopia. Ethiopian small holder farmers produce jam with their local fruit products, and Eataly distribute it.

Mr. Andrew reminded us that BRAC approaches development projects through social enterprises.

Dr. Atchoarena said that UNESCO, as well as the United Nations at large, has linked with the private sector to mobilize additional budgetary resources. It also taps into the private sector's particular experience and knowledge, citing cooperation with the private sector in using information technology for mobile learning program, as an example.



Professor Ishida-Kawai asked the panelists to give advice to students on how to become global leaders.

Dr. Atchoarena talked about importance of having an awareness of global issues and engaging in multicultural dialogue, stressing the importance of communicating with, and learning from, others and believing in international cooperation. He noted that one can start a career by joining an international organization at the bottom (i.e. as an intern) or joining a national government and then moving to an international organization.

Dr. Fukami encouraged students not to give up on their goals. They should try to find a supporter for their ideas and make them happen.

Mr. Jenkins said that motivation and commitment were as essential as being well qualified and studying hard.

After the panel discussion panelists answered a number of questions from the audience. Some questions were about democracy and leadership, with particular concern that people now-a-days tend to be too self-centered and focused on the short-term to solve human survivability issues.

Dr Atchoarena answered that the modern society does not have a solution to finding the right balance. One of the functions of the UN is to try to put in place regulations that look beyond national political agendas.

Other questions were about bridging the gap between scientists, policy makers and politicians.

Dr. Ghosh said that every decision at FAO is based on scientific-based evidence. Typically problems begins when the science is compromised by non-scientific factors.



APPENDIX

Short CVs and PowerPoint presentations of the
keynote lecturer and the panelists

Keynote Lecturer

Deputy Secretary - General and acting Chief
Economist,
OECD

Rintaro Tamaki

*CV*

Mr. Rintaro Tamaki was appointed Deputy Secretary-General of the OECD on August 1, 2011. His portfolio includes the strategic direction of OECD policy on Environment, Development, Green Growth, Tax and Inclusive Growth, along with representing the OECD externally on Financial Issues including the FSB.

Prior to joining the OECD Mr. Tamaki, a Japanese national, was Vice-Minister of Finance for International Affairs at the Ministry of Finance, Government of Japan.

During his prominent 35-year career at the Japanese Ministry of Finance, Mr. Tamaki has worked on various budget, taxation, international finance and development issues. He worked as part of the OECD Secretariat from 1978 – 1980 in the Economic Prospects Division and from 1983 – 1986 in the Fiscal Affairs Division of the Directorate for Financial, Fiscal and Enterprise Affairs (DAFFE). In 1994 Mr. Tamaki was posted to the World Bank as Alternate Executive Director for Japan and in 2002 as Finance Minister at the Embassy of Japan in Washington DC. He then became Deputy Director-General (2005), before becoming Director-General (2007) and subsequently Vice-Minister for International Affairs (2009) at the Ministry of Finance.

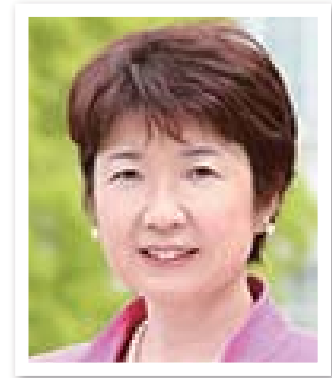
Mr. Tamaki graduated in 1976, L.L.B. from the University of Tokyo and has held academic positions at the University of Tokyo and Kobe University. He has published books and articles on international institutions, the international monetary system, development, debt and taxation.



Facilitator

Professor,
GSAIS Kyoto University

Eriko Ishida Kawai



CV

Eriko Ishida Kawai is the professor at Kyoto University since April 2012, where she teaches global communication. Prof. Kawai has had a diverse career working for international organizations and private sector firms in Europe and Japan. From 2008 to 2012, she ran her own financial research institute in Basel, Switzerland. From 2004 to 2007, she worked at the OECD in Paris and from 1998 to 2004 for the BIS(Bank for International Settlements) in Basel as a pension fund manager. Prior to that Prof. Kawai was chief investment officer at Yamaichi Regent ABC Polska in Warsaw (Involved in the Polish privatisation program), a fund manager at Mercury Asset Management, S. G. Warburg in London, a management consultant with McKinsey & Company in Paris and a researcher with the Nomura Research Institute in Tokyo, Prof. Kawai has a B.A. from Harvard University and an M.B.A. from INSEAD.



Panelists

Donor Liaison Officer and Coordinator,
Impact Assessment Unit Research and Evaluation Division, BRAC

Andrew Jenkins

CV

Andrew Jenkins has been working in the Research and Evaluation Division (RED) of BRAC as Coordinator, Impact Assessment Unit since September 2011. Before joining RED he worked as a Donor Liaison Officer of BRAC for two years. He has also worked for 40 years in five countries in South and South-east Asia, engaged by the Netherlands Government, European Commission, ADB and World Bank as a consultant in rural development and water management.

He has obtained a degree (BA) in Social Science from Leeds University in England and a degree (MSc) in Agricultural Engineering from Cranfield University in England and also postgraduate certificates in Education and in Social Science Research Methodology from the British Open University. His research interests include impact evaluation, rural development, water management, institutional development, and politics of climate change. He has co-authored one book entitled: *The Net: Power Structure in 10 Villages* published by BRAC (1979) and peer-reviewed articles on: *Cross Cultural Collaboration in Sustainable Water Management*; *Desalinisation of Recently Accreted Coastal Land* and *Exploring Adolescent Reproductive Health Knowledge, Perceptions, and Behaviour*.



Panelists

Director

Division for Policies and Lifelong Learning Systems, UNESCO

David Atchoarena

CV

David Atchoarena is the Director of the Division for Policies and Lifelong Learning Systems at UNESCO. His Division covers education policies, higher education, adult and vocational education and training, ICT in education and education in emergency.

Before joining UNESCO Headquarters, Mr. Atchoarena worked at the UNESCO International Institute for Educational Planning (IIEP). At the Institute, he conducted research and capacity building programmes in the fields of educational planning, lifelong learning, technical and vocational education and higher education. He also contributed to develop the capacities of officials from Ministries of Education as the head of the Training and Education Programmes Unit of IIEP.

Prior to working for UNESCO, Mr. Atchoarena served as Chargé de Mission at the National Agency for Lifelong Education of the French Ministry of Education and as a project coordinator in the Ministry of Finance and Planning in Saint Lucia.

Mr. Atchoarena is a Special Professor at the University of Nottingham (UK) and holds a Doctorate in Economics from the University of Paris I, Panthéon-Sorbonne.

Panelists

President
Internaional Institute of Global Resilience

Maki Fukami

*CV*

Dr. Maki Fukami is the only organization management scientist who has studied Emergency Management in Japan. She has undertaken extensive - eldwork in the Japanese Fire Service and Coast Guard for more than 10 years and is currently the Japan representative of the International Association of Emergency Managers (IAEM) and the President of IIGR.

Dr. Fukami has also published many articles. Her most recent article, “Emergency Management as an Applied Management Science” , was published in Organizational Science, a Japanese peer-reviewed Journal in June 2012. It points out the problems that arise when Japanese organizational structures attempts to address disaster management. Her research interests focus on organization development and organization design in Public Management and Emergency Management.

Dr. Fukami graduated from the Faculty of Economics, Kyoto University and received her Ph.D. in Economics from Kyoto University in 2008.



Panelists

Head

Thematic Environmental Assessments section, Scientific Assessment Branch, Division of Early Warning and Assessment, UNEP

Hartwig Hubertus Kremer

CV

Hartwig Kremer is Chief of the Scientific Assessment Branch and acting Head of Thematic Assessments in UNEP's Division for Early Warning and Assessment, Nairobi. He provides guidance to the Global Environment Outlook, GEO, and contributes to "Future Earth" in the Science and Technology Alliance for Global Sustainability. He supports the Global Environment Monitoring System for Water, UNEP-GEMS/Water, and transboundary waters assessments incl. coasts and oceans. He oversees the Climate Change Vulnerability Impact and Adaptation research (PROVIA) and works to bring latest research into UNEP's science policy agenda. Until 2013 Hartwig was CEO of the "Land-Ocean Interactions in the Coastal Zone", LOICZ, global research programme under IGBP and IHDP. In international development cooperation he provided vocational training for Integrated Coastal Management and Food Security tailored to public institutions worldwide. He holds a MSc and PhD in marine zoology, physical oceanography and fisheries from the University of Kiel, Germany and an Assessor degree as senior public advisor for fisheries economy from the Ministry for Food, Agriculture, Fisheries and Forestry, Kiel. He is advisory to several international organizations and guest editor in various journals.

*Panelists***Coordinator**

Academia and Research Organisations Office of
Partnerships,
Advocacy and Capacity Development,FAO

Kakoli Ghosh**CV**

Ms. Kakoli Ghosh, a national from India, works for the Food and Agriculture Organization (FAO) of the United Nations. She serves as the Coordinator, Partnerships with Academia and Research Institutions in the Office of Partnerships, Advocacy and Capacity Development (OPC). The main objective is to engage the academia and research partners to contribute substantively and more effectively on the ground to support achievement of food security and nutrition.

Prior to joining OPC, Ms. Ghosh was a Team Leader, seeds and Plant Genetic Resources in FAO's Plant Production and Protection Division. She lead the global work programme on conservation and sustainable use of plant genetic resources for food and agriculture for strengthening national strategies, capacities, programmes and partnerships for effective management of plant diversity for sustainable intensification and food security. She has over fifteen years of international experience in policy and technical aspects of international multilateral convention and treaties on agriculture biodiversity, biosafety and environment. She is passionate about learning and photography. She has published widely and holds a doctorate in Plant Sciences from the University of Oxford, UK.



Panelists

Professor
GSAIS Kyoto University

Yosuke Yamashiki

*CV*

Graduated from Kyoto University, Faculty of Engineering in Civil Engineering (1990), obtained Master of Engineering from the University of São Paulo (1994), Doctor of Engineering from Kyoto University (1999). He worked as Associate Programme Officer at United Nations Environment Programme - International Environmental Technology Centre (UNEP-IETC, 1999-2001), Assistant Professor at Graduate School of Global Environmental Studies of Kyoto University (2002-2004), Lecturer and Associate Professor at College of Science and Technology of Nihon University (2004-2008), Visiting Lecturer at Faculty of Science, the University of Tokyo (2007), Associate Professor, Disaster Prevention Research Institute of Kyoto University (2008-2013), and currently working as Professor at Graduate School of Advanced Integrated Studies in Human Survivability (GSAIS). He also became visiting professor of University of São Paulo in 2010. He is one of the founding members of La Plata River Basin Network (RIGA) and has organized series of La Plata river basin workshop (from Third in 2001 to Fifth in 2008) in collaboration with UNEP, WWAP and UNESCO-IHP-LAC. He has involved in UNEP EMS / Water Programme for more than ten years, focusing on evaluating land-based contamination into the watershed and coastal zone. Currently, he is one of the task force members of UN World Water Quality Assessment program, making strategic plan for global water monitoring and developing water quality indices at “Ambient Water Quality Management” group.

Presentation abstract

Rintaro Tamaki

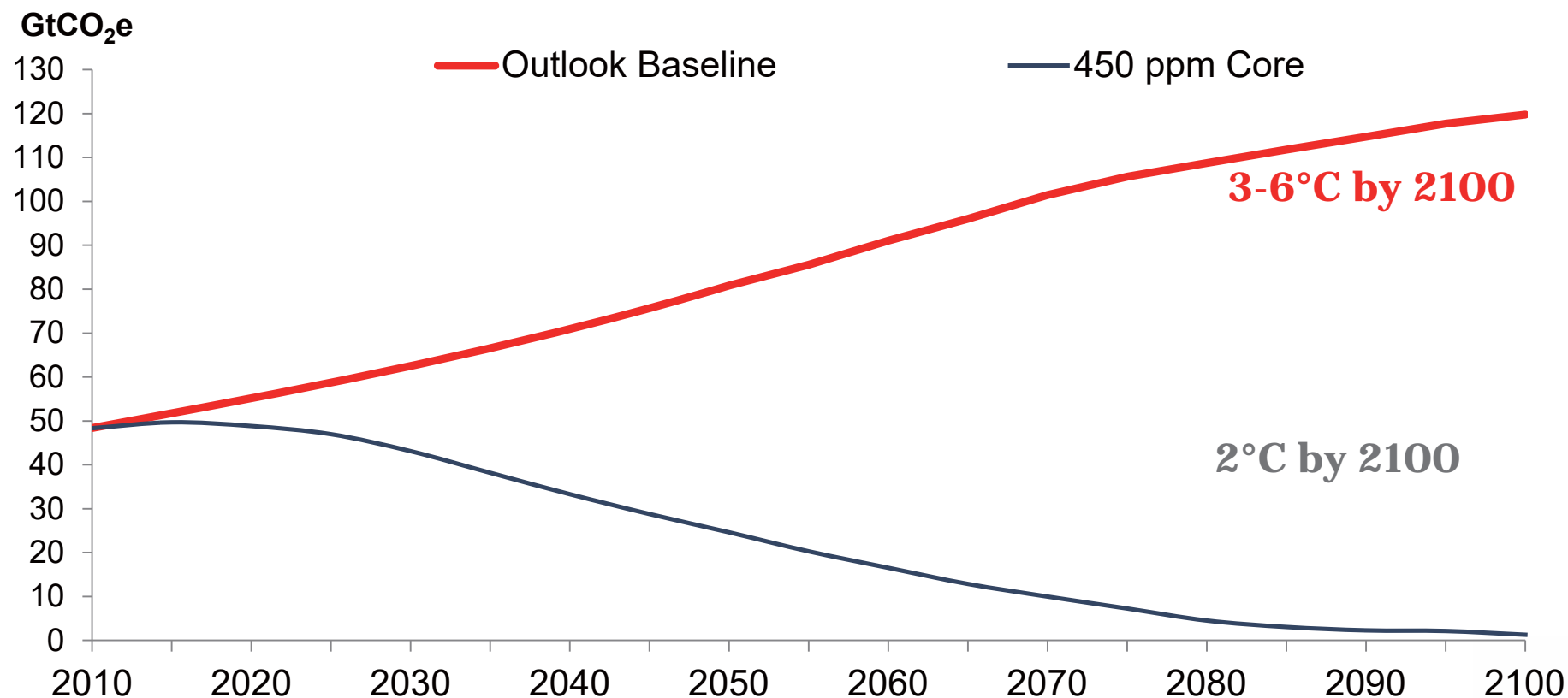
Climate is everyones's business

- There are two categories of global issues.
 - First, many countries are now facing similar problems, such as population aging and growing inequality, as compare to some decades ago.
 - Second category is issues that all countries have to address the global systemic risks jointlr with common approach and tools.
 - Typical example and also imminent thereat to us is climate change.
 - Here I will present four policy agenda needed to tackle climate change, in order to facilitate your grasp on global-level discussions.
-
- ✓ Carbon pricing
 - ✓ Fossil fuel subsidies
 - ✓ Green infrastructure investment
 - ✓ Better align policies



Moving towards net-zero emissionsto meet the 2°C goal

GHG emissions projection: 2010-2100

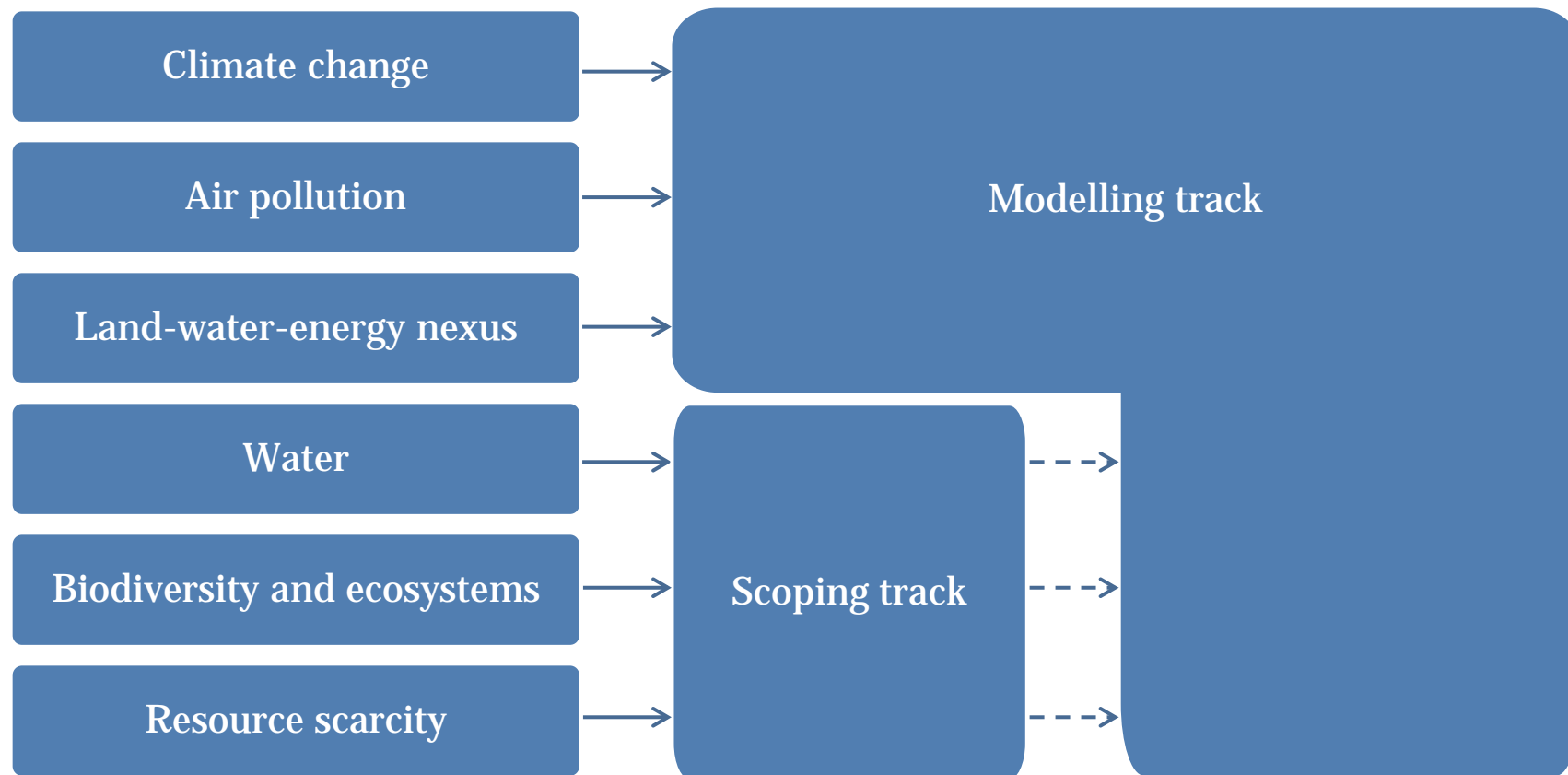


Source: OECD (2012), *OECD Environment Outlook to 2050*, OECD Publishing, Paris.



Project themes and tracks

CIRCLE looks at **costs of inaction** and **benefits of action**:
feedbacks from environmental challenges on economic growth



CIRCLE: **C**osts of **I**naction and **R**esource scarcity: **C**onsequences for **L**ong-term **E**conomic growth



Climate change impacts and damages

Sea level rise

- Coastal land losses and damages to capital

Health

- Changes in mortality & morbidity and demand for healthcare

Ecosystems

- Changes in productivity of production sectors

Crop yields

- Changes in agricultural productivity

Tourism flows

- Changes in productivity of tourism services

Energy demand

- Changes in the demand for energy from cooling and heating

Fisheries

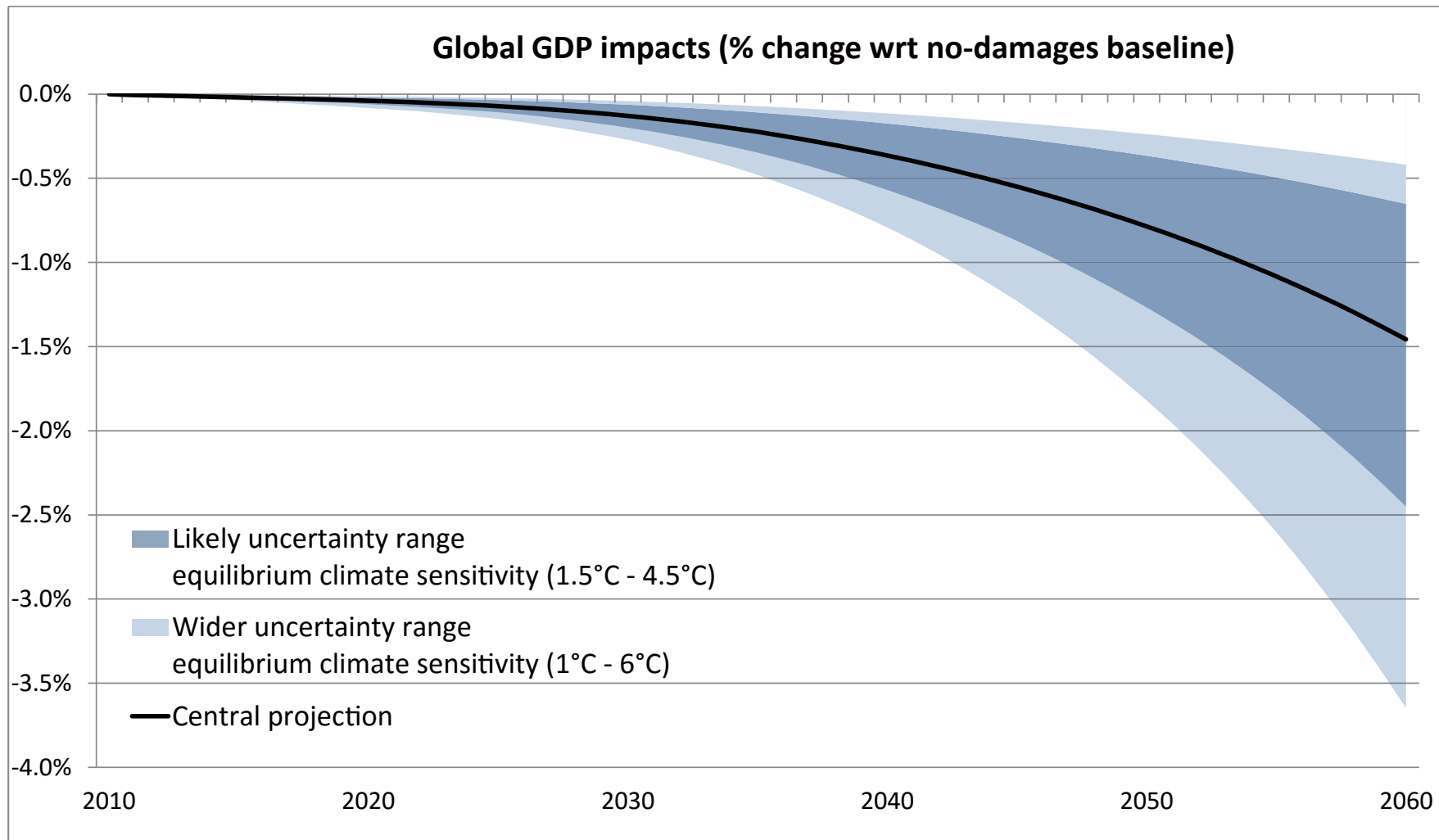
- Changes in catchment

Not included

- Extreme weather events, water stress, catastrophic risks, ...



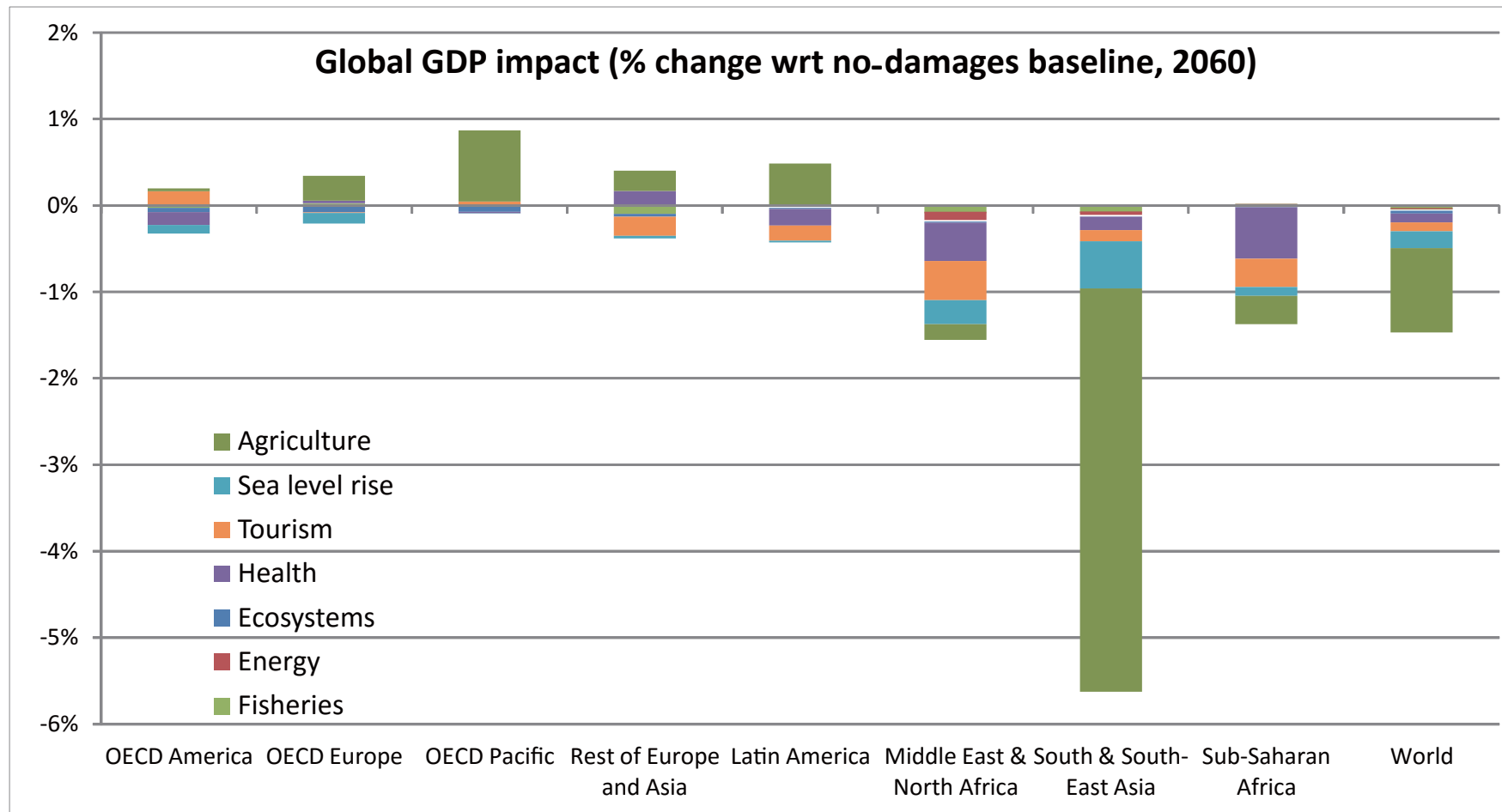
Global assessment



Source: Dellink et al (2014)



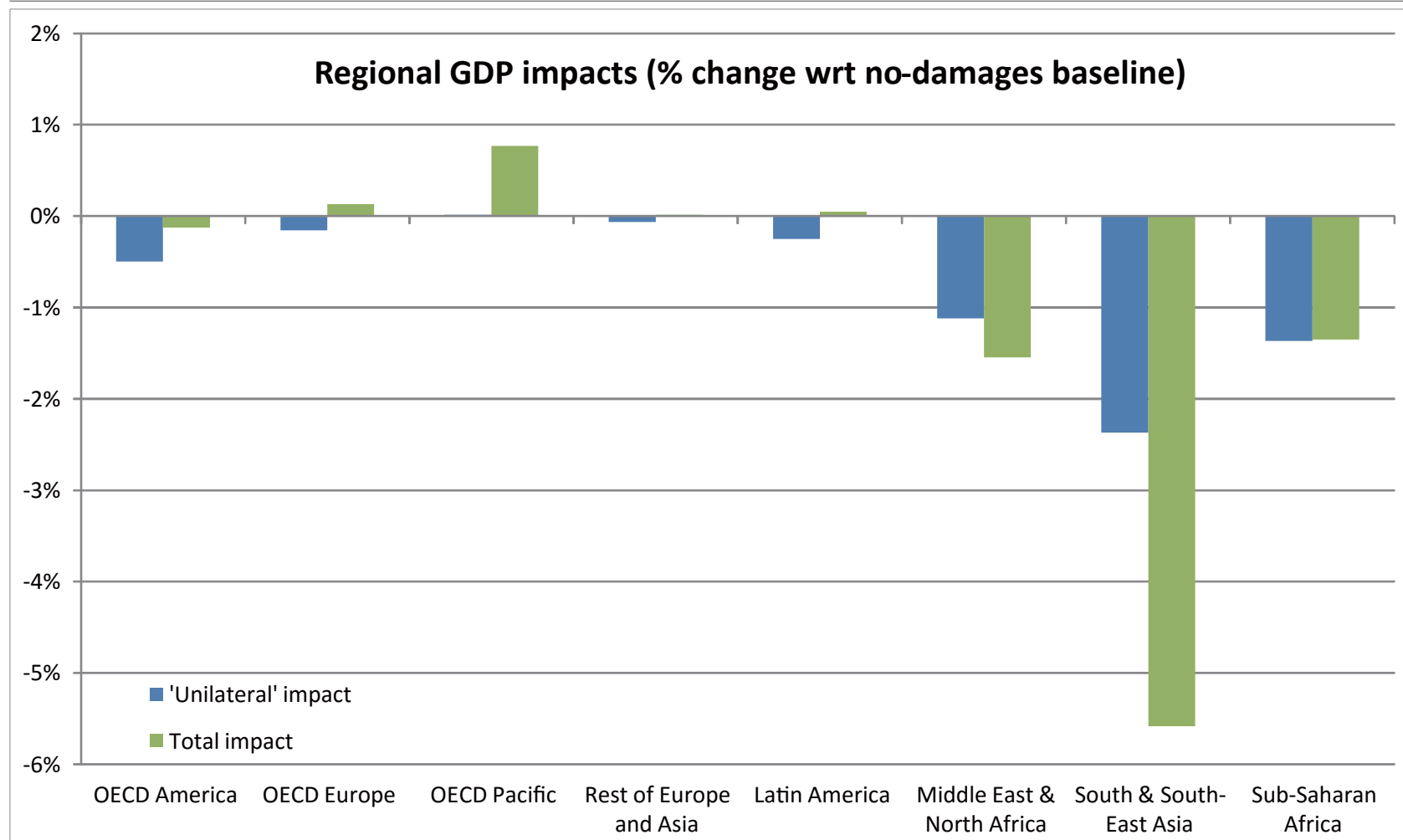
Regional results (central projection)



Source: Dellink et al (2014)



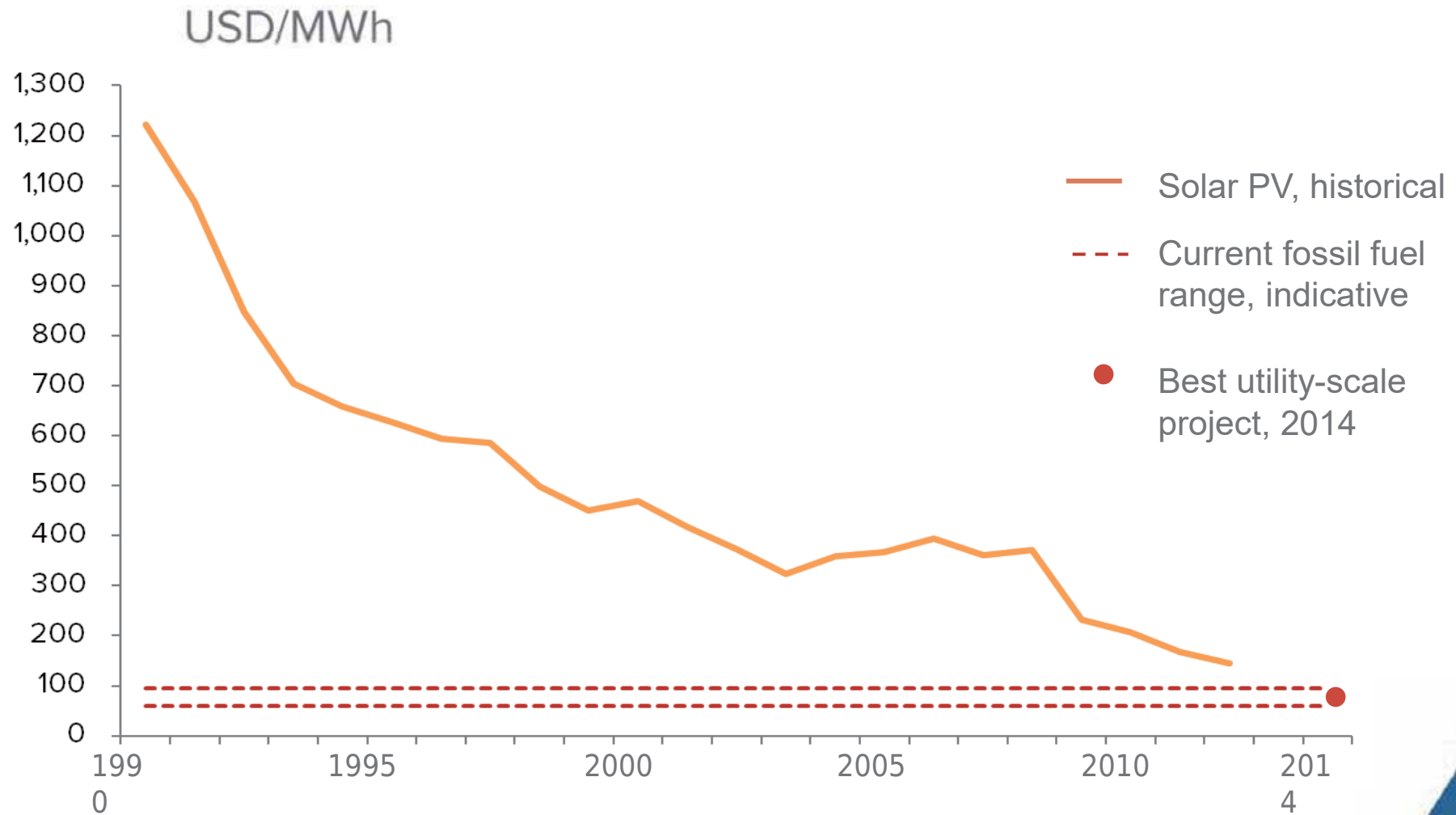
The impact of trade linkages



Source: Dellink et al (2014)



Indicative solar PV costs over time



Source: The New Climate Economy Report 2014

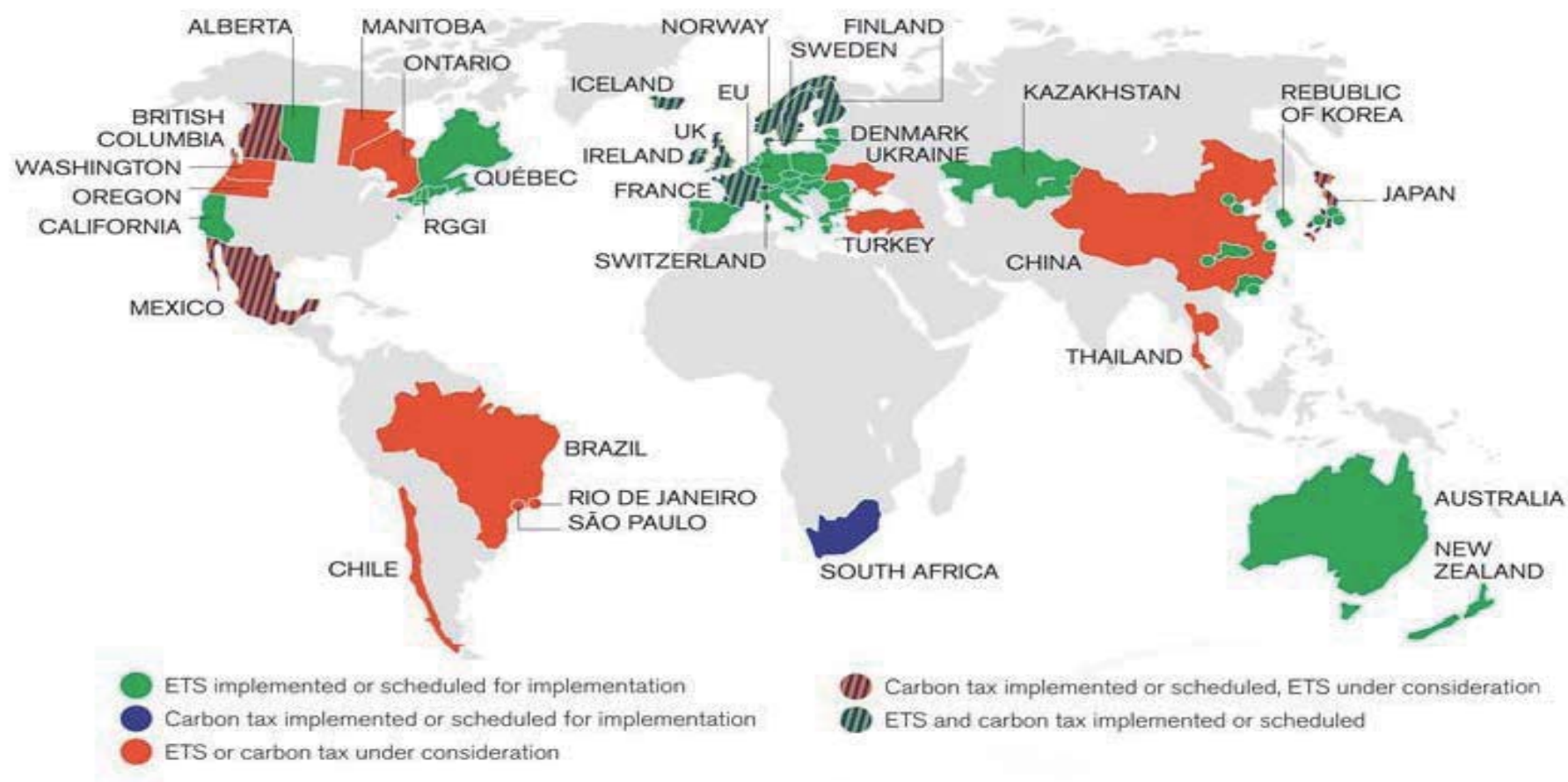


Four key policy approaches for a low-carbon transition

1. Put a price on carbon emissions
2. Reform fossil fuel subsidies
3. Boost green infrastructure investment
4. Better align policies to overcome regulatory and market rigidities



Carbon Pricing: Existing, emerging and potential ETS's

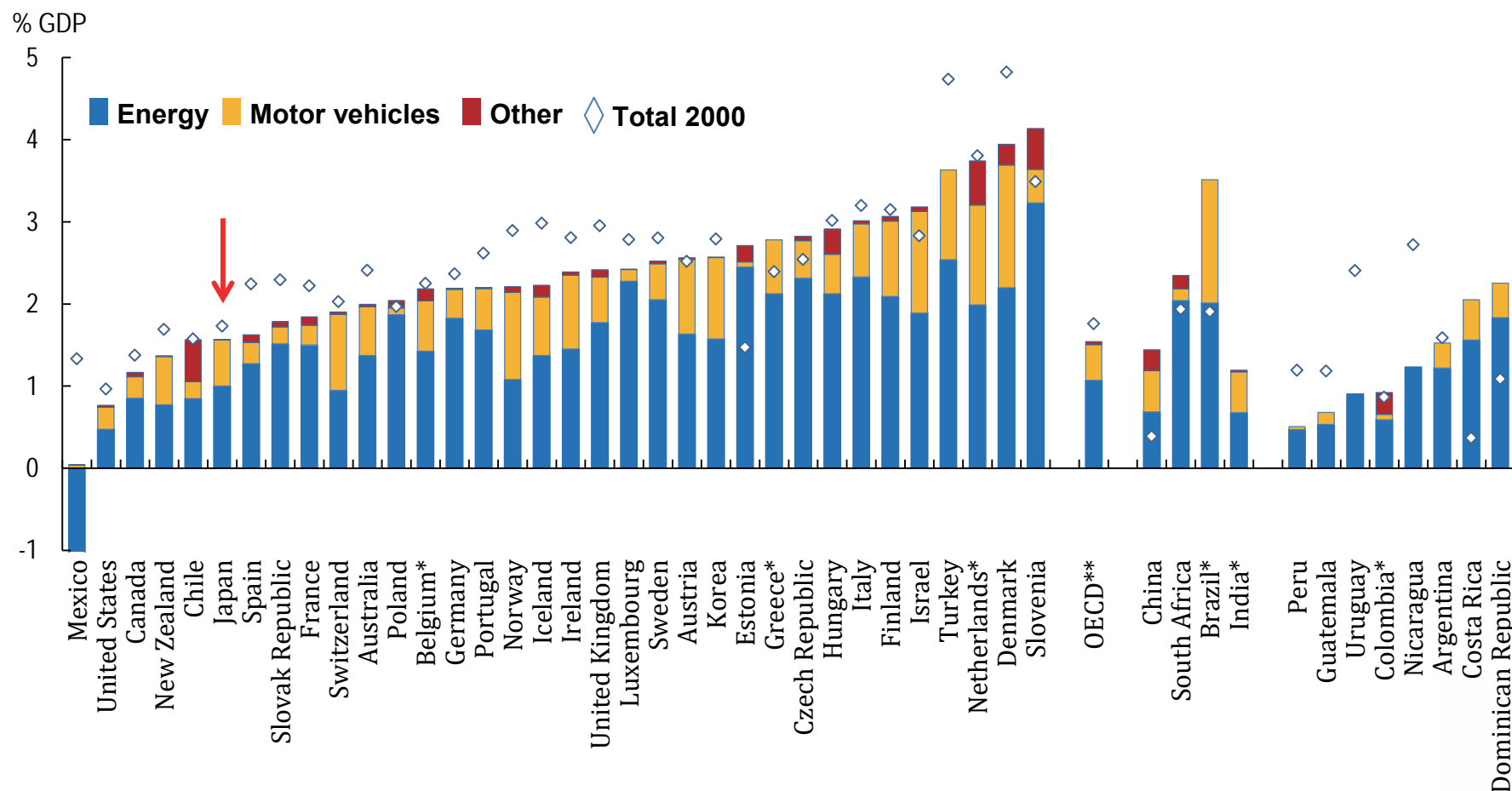


Source: World Bank (2014), *State & Trends of Carbon Pricing*, Washington DC



Implicit carbon pricing

Revenues from environmentally-related taxes, as % of GDP (2012)



* 2011 data ** OECD weighted average.

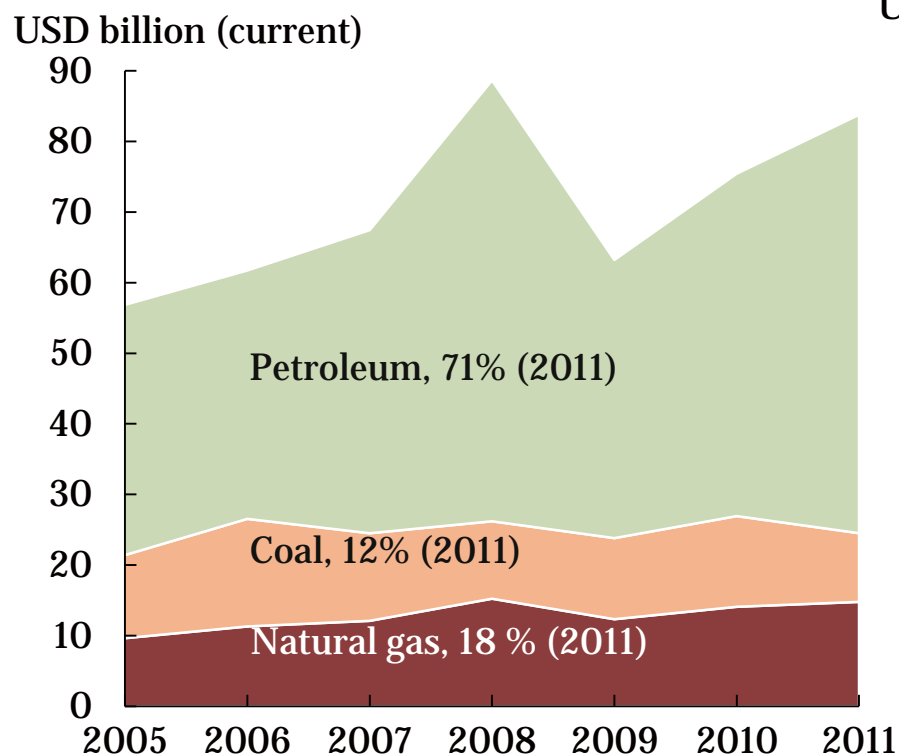
Source: OECD, Environmental Taxation Database, Environment Statistics (database)



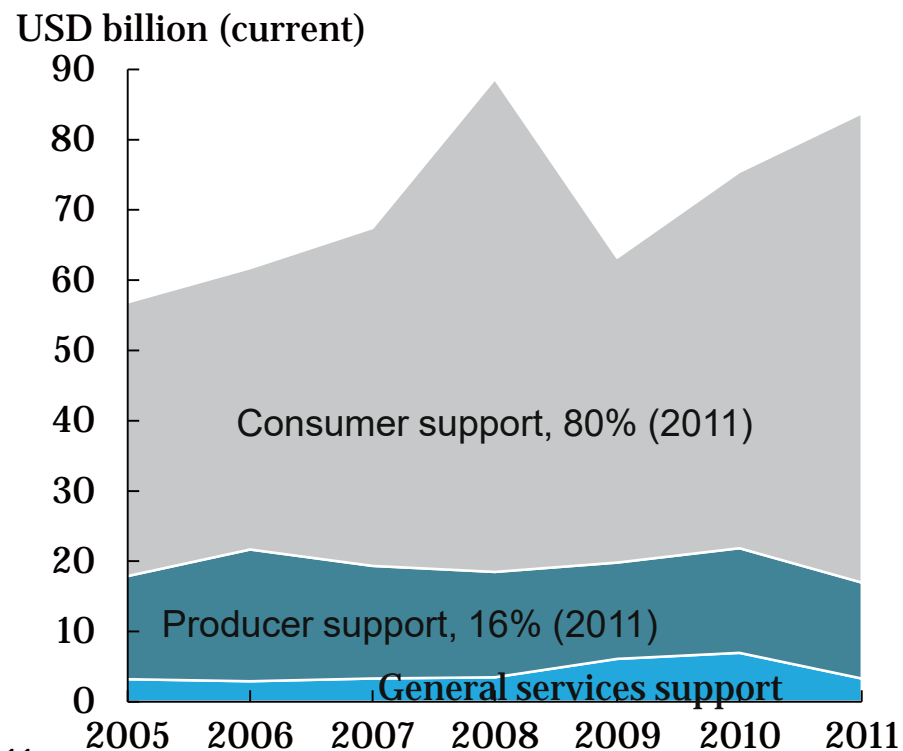
Fossil Fuel Subsidy Reform Needed: Support to fossil fuels in OECD countries

USD 55-90 billion/year

By type of fuel



By measure

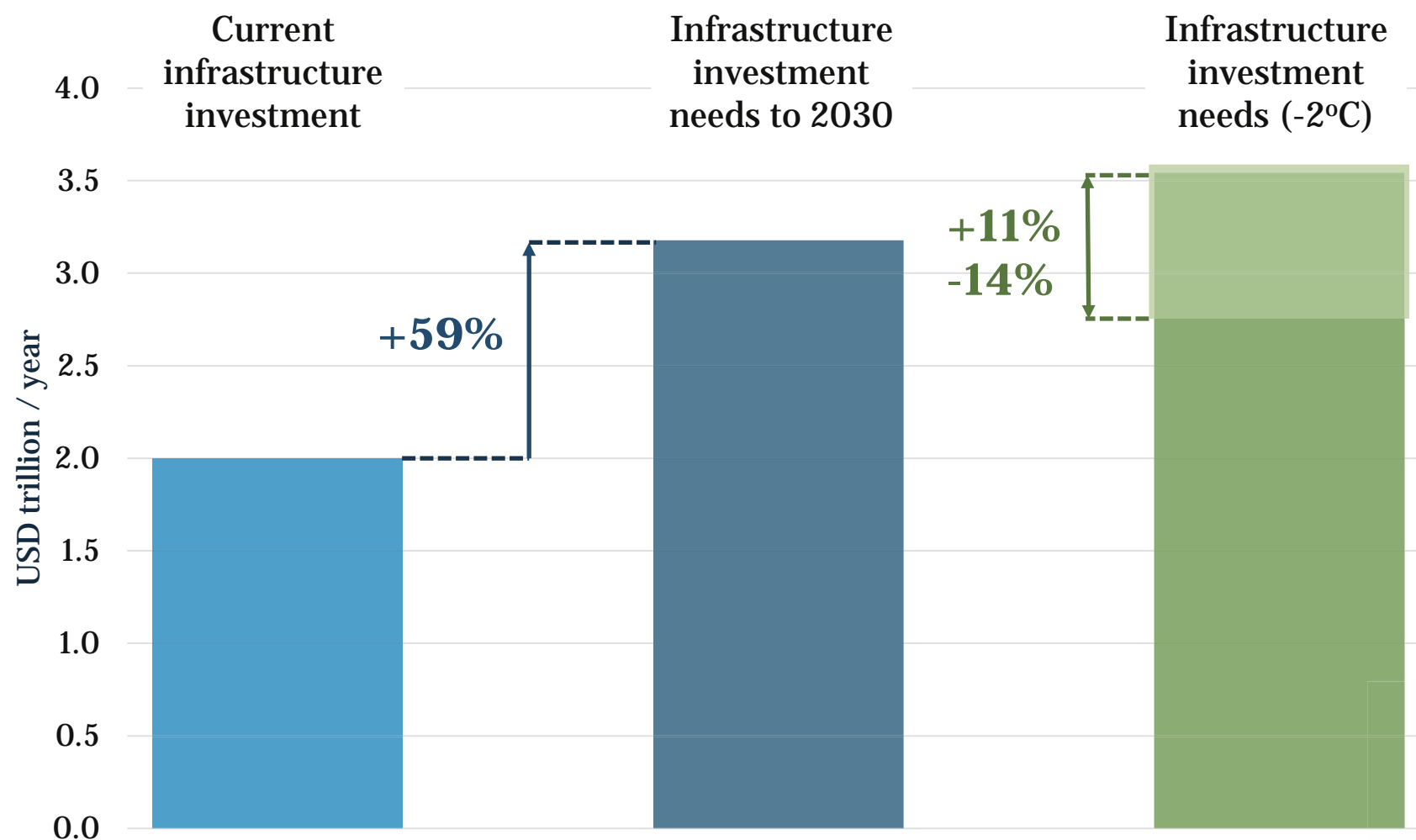


Note: Based on arithmetic sum of the individual support measures identified for all 34 OECD member countries. It includes the value of tax relief measured under each jurisdiction's benchmark treatment. The estimates do not account for interactions that may occur if multiple measures were considered simultaneously.

Source: OECD (2013), Inventory of Estimated Budgetary Support and Tax Expenditures for Fossil Fuels 2013, OECD Publishing.



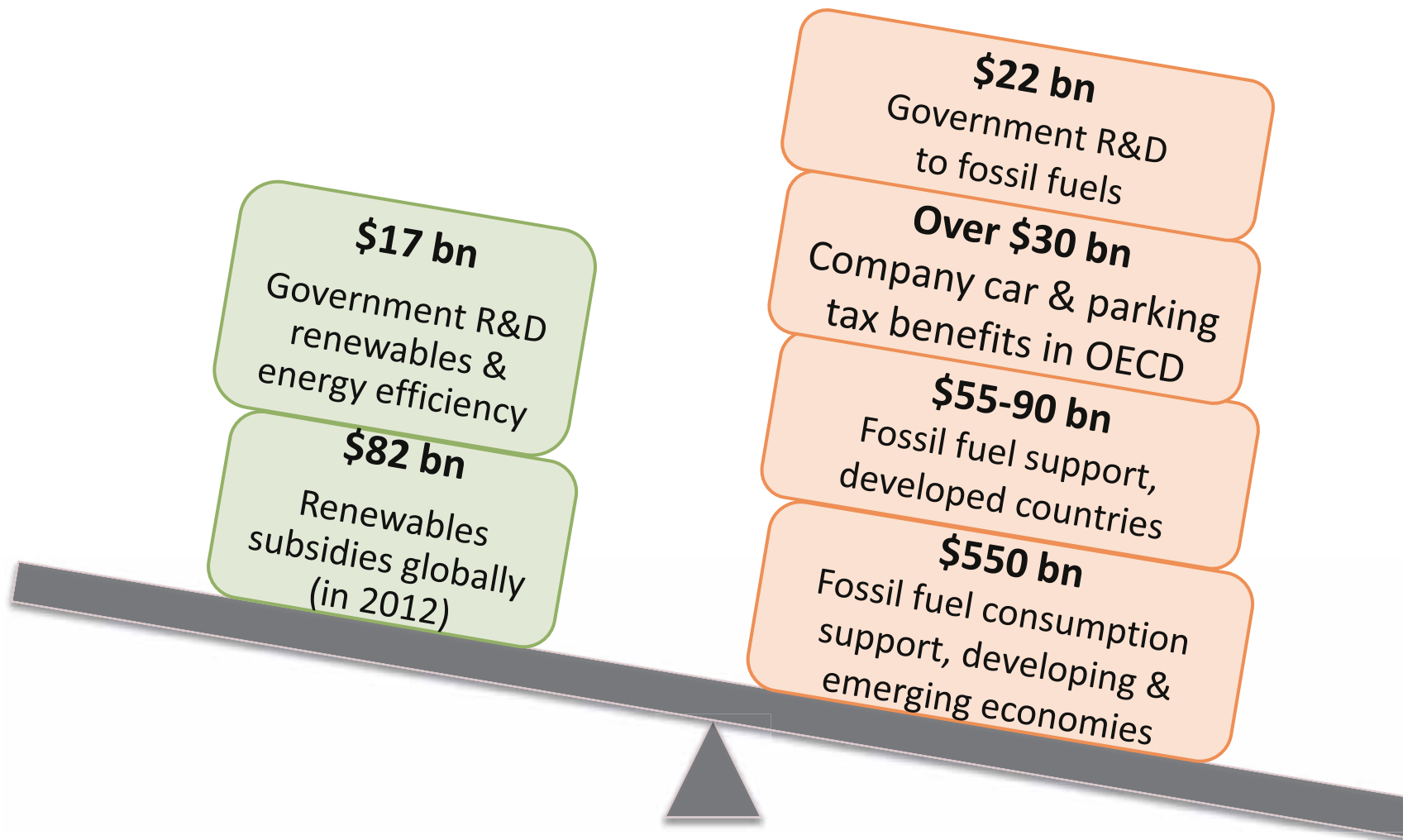
Transition to a low-carbon economy: Closing the climate financing gap- An illustration



Source: Based on Kennedy and Corfee-Morlot (2013), McKinsey Global Institute (2013), WEF (2012).



Better Policy Alignment needed: Are governments sending the right signals?



Sources: OECD (2013), Inventory of Estimated Budgetary Support and Tax Expenditures for Fossil Fuels; IEA (2014), World Energy Outlook; IEA (2013), Tracking Clean Energy Progress Report; OECD (2014, forthcoming).



Third Global Collaboration Symposium, Kyoto: a contribution from BRAC

Andrew Jenkins

Introduction

BRAC is a development organisation dedicated to alleviating poverty by empowering the poor, and helping them to bring about positive changes in their lives. Our journey began in 1972 in the newly sovereign Bangladesh, and over the course of our evolution, we have been playing a role of recognising and tackling the many different realities of poverty. We believe that there is no single cause of poverty; hence we attempt to tackle poverty on multiple fronts.

Ways BRAC has been dealing with key issues facing the global community

Focus on women - BRAC places special emphasis on the social and financial empowerment of women. ***Grassroots Empowerment*** - BRAC's legal rights, community empowerment and advocacy programmes organise the poor at the grassroots level, with 'barefoot lawyers' delivering legal services to the doorsteps of the poor. ***Health and Education*** - BRAC provides healthcare and education to millions. Our 97,000 community health workers offer doorstep deliveries of vital medicines and health services to their neighbours. BRAC also runs the world's largest private, secular education system, with 38,000 schools worldwide. ***Empowering farmers*** - Operating in eight countries, BRAC's agriculture programmes work with the governments to achieve and sustain food security. ***Inclusive Financial Services*** - BRAC attempts to alleviate poverty by providing the services of its community empowerment programme and targeting the ultra poor programme. BRAC's cumulative disbursement is of almost 10 billion dollars in microloans annually. ***Self-Sustaining Solutions*** - BRAC's enterprises and investments generate a financial surplus that is reinvested in various development programmes dedicated to poverty alleviation.

Potential collaboration scheme to find better solutions

We rely on a vast array of partners in our mission to serve the poorest communities around the world. We invest in building a ***broad-based coalition of rights-based development partners capable of fighting poverty and the policies which perpetuate it, and of pressing for the rights of the poor and marginalized.***

By working in partnership, we improve our efficiency and effectiveness, and increase our impact on poverty. We collaborate with government agencies, private sector companies, universities and research institutes and other humanitarian organizations operating at the local, national and international level.

We simply can't do it alone....

a contribution from BRAC



Andrew Jenkins

Third Global Collaboration Symposium
Kyoto 21st November, 2014

BRAC

- An NGO (and a Bank and University)
- Established in Bangladesh in 1972
- Goal: poverty alleviation and empowerment of the poor
- Total staff: 120,000+
- Budget in 2014: US\$ 900m (70% self)
- Works globally since 2002

BRAC *mantras*

- Multi-causality of poverty (belief in)
- Learning organization
- Innovation
- Scaling up
- Management and Accountability
- Sustainability (70% self supported)
- Research and Monitoring/Evaluation

BRAC Vision and Strategy

Vision: a world free from all form of exploitation where everyone has the opportunity to realise their potential.



Strategy: supporting and supplementing Government to achieve Millennium Development Goals.

BRAC *Partnerships*

Potential collaboration scheme to find better solutions:

- **Strategic Partners**
- **Institutional Donors**
- **Government Alliances**
- **Corporate Alliances**
- **Implementation Partners**
- **Knowledge Partners**

Lessons Learned

- Partnerships work well when 'Vision' and 'Mission' of the organisations coincide.
- Long-term relationships are most effective. E.g. *'Here for Good'*. Time spent learning about each other is well spent. Trust is vital.
- Conversely, partnerships for public relations, which do not reflect *real* corporate values, do not work well. Partners which expect short-term local involvement are not ideal.
- Programme planning and evaluation should address long-term issues/problems and solutions, and not only partnership projects, narrowly defined.

Partnerships

We rely on a vast array of partners in our mission to serve the poorest communities around the world. It is important for us to ***build a broad-based coalition of rights-based development partners*** capable of fighting for the rights of the poor and marginalized.

By working in partnership, we improve our efficiency and effectiveness, and increase our impact on poverty. We collaborate with government agencies, universities, corporations and other humanitarian organizations operating on the local, national and international level.

This builds on the strengths and determination of BRAC, its employees, partners and supporters who, working hand in hand with the citizens of Bangladesh have demonstrated the power of ideas and local action.

We simply can't do it alone....





Responding to contemporary global challenges and visions:

a UNESCO's perspective

David Atchoarena

UNESCO's responsiveness to its Constitutional mandate to promote education as a basic human right for peace and international understanding has evolved over the years to address emerging global development challenges. This evolution has not been linear; since 1990 the mobilization of the international community to frame education and development global goals has been a key driving force to reshape UNESCO's priorities and modalities of work. UNESCO has long faced dilemmas about its role within the United Nations System: intellectual cooperation forum or development agency? Organization of universal relevance or primarily serving developing countries? Since 2000s the MDGs have contributed to place more focus on the development impact of education. At the same time, the emergence of global issues has led UNESCO to develop new concepts and articulate innovative strategies to assist countries in reshaping education policies and programmes. Education for sustainable development and global citizenship education provide two concrete examples of this quest for a renewed relevance. As the international community is defining the future global development framework that will guide public policies and development aid beyond 2015, UNESCO has been actively engaged with member states to identify a goal for education responding to contemporary global challenges and visions while allowing for country contextualization. In that context, the growing complexity of development issues and the need to further adapt global governance entities and mechanisms suggest that further synergy needs to be promoted between UN agencies in a manner that fully grasp the potential of inter and transdisciplinarity.



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

Symposium on Human Survivability

Responding to contemporary global
challenges and visions:
a UNESCO's perspective

David Atchoarena

Kyoto University, Japan, 21 November 2014



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

Why education?



©UNESCO/Françoise Pinzon Gil



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترقية والعلم والثقافة

联合国教育、
科学及文化组织

A mission from the start...

- UNESCO's 1946 Constitution expresses the belief of its founders in 'full and equal opportunities for education for all'
- promotion of education as a basic human right for peace



© UNESCO Headquarters' temporary home at the Hotel Majestic



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترية والعلم والثقافة

联合国教育、
科学及文化组织

UNESCO's 5 core functions

1. Laboratory of ideas
2. Catalyst for international cooperation
3. Capacity-building
4. Standard setting
5. Clearing house

These core roles were defined in its Constitution in 1946 in a much less complex multilateral world and prior to the formulation of development agendas



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترقية والعلم والثقافة

联合国教育、
科学及文化组织

Intellectual cooperation forum or development agency?

- UNESCO has consistently promoted the expansion of access to education as a key driver of economic growth and development as well as a universal right
- The tension between a rights-based approach and responsiveness to different development models has not been easy to resolve



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترقية والعلم والثقافة

联合国教育、
科学及文化组织

The 1990's: towards meeting basic learning needs

- 1990 World Conference on Education for All in Jomtien
- UNICEF : renewed focus on children, 1989 Convention on the Rights of the Child
- A joint World Bank, UNESCO, UNDP conference
- UNESCO's thematic frame prioritized primary education and "Basic Learning Needs"



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترية والعلم والثقافة

联合国教育、
科学及文化组织

2000 Global Commitments: EFA and Millennium Development Goals

EFA Goals

1. Expand and improve comprehensive early childhood care and education
2. Universal primary education by 2015
3. Learning and life skills programmes for youth and adults
4. 50% increase in adult literacy rates by 2015
5. Gender parity by 2005 and gender equality by 2015
6. Improving quality of education

MDGs

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality, and other health goals
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development





United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترية والعلم والثقافة

联合国教育、
科学及文化组织

EFA: a goal and an enabler

- World Forum on Education for All in Dakar in 2000 : focus on 6 goals, call for partnership
- Education as the transmission, acquisition, creation and adaptation of information, knowledge, skills and values, is a key lever of sustainable development
- Education benefits individuals, families and communities
- Education is a fundamental human right, the right to education as an enabling right for the realization of other economic, social and cultural rights, as well as a catalyst for positive societal change, social justice and peace



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترقية والعلم والثقافة

联合国教育、
科学及文化组织



Reduces
poverty

Is a condition for
achieving all the
Millennium
Development Goals



Improves health,
nutrition, income
and livelihoods

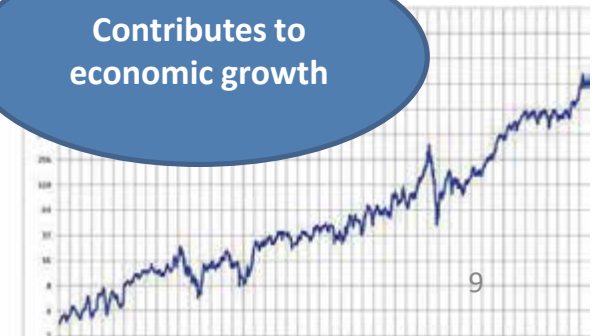
EDUCATION IS A CATALYST FOR DEVELOPMENT



Promotes citizenship
and democratic
participation



Contributes to
economic growth





United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترقية والعلم والثقافة

联合国教育、
科学及文化组织

New global challenges

New themes for UNESCO

Global challenges

- Sustainability
- Inequalities
- Globalization & social cohesion
- Armed conflicts and natural disasters

Emerging UNESCO's themes

- Education for sustainable development
- Gender equality & inclusive education
- Global citizenship education
- Education in emergency & Disaster Risk Reduction



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترقية والعلم والثقافة

联合国教育、
科学及文化组织

ESD background and framework

- Links to and builds on the international discourse on sustainable development (Our Common Future 1987, Rio 1992, Johannesburg 2002, Rio 2012, etc.)
- Refers to the three dimensions of sustainable development: society, economy, environment.
- Integrate SD issues in order to enhance education quality and relevance
- Integrate education as a major means of implementation of SD
- Current global framework: UN Decade of ESD (2005-2014)
- Future global framework: Global Action Programme on ESD (as endorsed by the UNESCO General Conference and launched by the World Conference on ESD, Nagoya November 2014)



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

ESD content and outcome

- Issues like climate change, biodiversity or poverty should be integrated into teaching and learning
- Teaching and learning should be interactive and learner-centred
- ESD promotes critical thinking, collaborative learning, eco-responsibility
- ESD enables learners to transform themselves and society



Global Education First Initiative

The UN Secretary-General's Global Initiative on Education



Global Education First Initiative (GEFI)



Global Education First Initiative

The UN Secretary-General's Global Initiative on Education

Background – the Initiative

- launched by the **UN Secretary-General** on 26 September 2012
- a **five-year initiative** providing a global advocacy platform at the highest level by rallying together a broad spectrum of actors and advocates, including world leaders
- aims to **raise the political profile of education**, generate a **renewed push** to achieve the internationally-agreed education goals set for 2015 and **mobilize additional funding** for education through more sustained higher-level efforts
- **three main priorities:**
 - put every child in school
 - improve the quality of learning
 - foster global citizenship



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

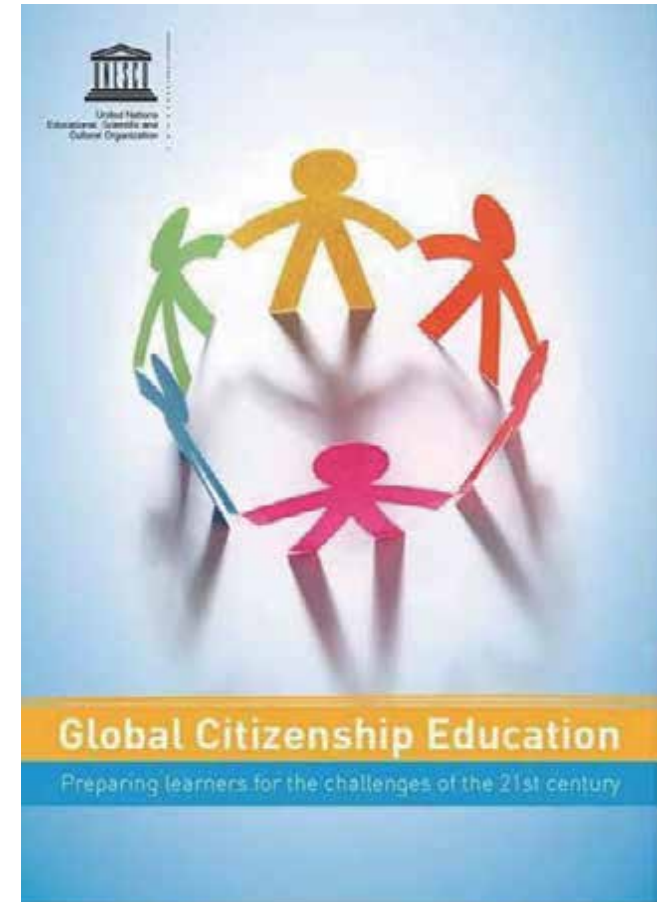
Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترقية والعلم والثقافة

联合国教育、
科学及文化组织

GCE competencies and goals

- Universal values, i.e. justice, equality, dignity and respect
- Recognizing multiple identities & universal rights/ values
- Capacity to analyze issues through a diversity of angles, think critically and creatively
- Social and emotional skills : empathy, conflict resolution, communication, aptitudes for networking, interacting with people of different backgrounds, cultures and perspectives
- Capacity to act collaboratively and responsibly to find global solutions and strive for the collective good





United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترقية والعلم والثقافة

联合国教育、
科学及文化组织

Post-2015 development agenda

- Aim: achieving **sustainable development**, and ending extreme poverty
- Enabled by 3 interconnected objectives:
 - Economic development
 - Social justice and inclusion
 - Environmental sustainability
- Rights-based
- Universally-relevant
- Context-specific implementation
- Education: a key area of the agenda



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترقية والعلم والثقافة

联合国教育、
科学及文化组织

What goal beyond 2015?

**Global Education Meeting
Muscat agreement**

May 2014

One overarching Goal

Ensure equitable and
inclusive quality education
and lifelong learning for all
by 2030

**Open Working Group
July 2014**

Proposed goal 4

Ensure inclusive and equitable
quality education and promote
life-long learning opportunities
for all



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترربية والعلم والثقافة

联合国教育、
科学及文化组织

Next steps

UNESCO

UN

World Education Forum
(Incheon, Republic of Korea;
May 2015):

Summit of Heads of State (NY,
September 2015):

- endorsement of the education agenda and of a Framework for Action
- adoption of the post-2015 development agenda



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترقية والعلم والثقافة

联合国教育、
科学及文化组织

Post-2015 global governance

- What role for intergovernmental agencies?
- International normative function to guide the governance of global common goods such as knowledge, education, and tangible and intangible cultural heritage
- Complexity requires interdisciplinary and trans-disciplinary responses
- United Nations agencies must strengthen their cooperation and harmonize their interventions



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединённых Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترفيه والعلم والثقافة

联合国教育、
科学及文化组织



Thank you !

Presentation Abstract

Maki Fukami, Ph.D. President, International Institute of Global Resilience

The International Institute of Global Resilience (IIGR) was founded in 2012, as a division of the S&R Foundation, a 501(c)(3) non-profit organization based in Washington, D.C., by Dr. Sachiko Kuno, Dr. Ryuji Ueno, and Dr. Maki Fukami in response to the disaster that struck eastern Japan in March 2011. IIGR's mission is to help strengthen the readiness and professionalism of the emergency management community worldwide through training, education, consulting, and research.

One of the biggest challenges in disaster management is the need to quickly focus and manage resources where they are most needed. Community-based systems such as fire departments can handle day-to-day emergencies, but are unlikely to have sufficient resources on hand in the event of a large or/and complex disaster. In such a situation, resources will be needed from other communities, from the central government, from other sectors, and perhaps even from other countries. To manage these resources and to integrate them into a single response system effectively and efficiently, it is critical to have a common language with standard operating terms that are clearly understood by responders from across any borders or sectors. By teaching the common language of emergency management, IIGR strives to prepare leaders to respond to emergencies whether the incident is local, regional, national or even international in scope.

IIGR works with representatives of all sectors of emergency management... the public sector, the private sector, NPOs, communities, and academia. We search for excellent ideas from any source. Our instructors are experienced first-class practitioners from all levels of emergency management, and our information network spans all sectors. We host information seminars and events with other NPOs, and we also have creative educational programs with a number of universities. In short, the very core of IIGR's work is collaboration that spans borders and sectors to find solutions to create a disaster-resilient world. IIGR's organization size is small enough to move quickly on innovative projects, and our friendship among stakeholders is strong enough to make things happen. If you have an innovative idea for a disaster resilient world, then you are already our team member, and IIGR will work with you to make your idea a reality. We are ready to make it happen. Let's start tomorrow today.



Third Global Collaboration Symposium on Human Survivability

An Initiative of Global Leaders for Human Survivability

Maki Fukami, Ph.D.

International Institute of Global Resilience

IIGR
International Institute
of Global Resilience



The global issues we are dealing with



- One of the biggest challenges in disaster management is the need to quickly focus and manage resources where they are most needed.
- Community-based systems can handle day-to-day emergencies, but are unlikely to have sufficient resources on hand in the event of a large or/and complex disaster.
- Resources will be needed from other communities, from the central government, from other sectors, and perhaps even from other countries.
- We must be able to manage these resources and to integrate them into a single response system quickly, effectively, and efficiently.

To solve those issues, the way of IIGR



- From an overall perspective with multi level - community, local, state/prefecture, central, international
- Standardization



Common Language

Public, Private, NPO, community....all over the world

Potential collaboration scheme



IIGR's business is collaboration

- We seek out projects that are original, unique, and innovative.
- We use well-qualified team members and working in a healthy team environment.





The Environmental Voice for Sustainable Development – Building Bridges and Partnerships

Hartwig H. Kremer

UNEP by mandate keeps the world environment under review. Resulting from the United Nations Conference on Sustainable Development (Rio+20), held in Brazil in June 2012, world leaders have decided to strengthen and upgrade UNEP as the leading global environmental authority setting the global environmental agenda and establish universal membership in its Governing Council. The first United Nations Environment Assembly, UNEA, was held in June 2014 where UNEP received clear direction to promote a strong science policy interface.

The central theme of the first session “Sustainable Development Goals and the Post-2015 Development Agenda, including sustainable consumption and production” indicates that UNEP is expected to provide the evidence base for environmental status and change in the context of social, political, cultural and economic development. The key objective can be summarized as to articulate the voice for the environment in the Post 2015 process defining the Sustainable Development Goals and informing related targets.

UNEP is responding to the challenge by focusing on the environment as the central global asset supporting human wellbeing and by fostering inclusive and multiple evidence based approaches to knowledge generation and management. Milestones are the Global Environment Outlook (GEO) and UNEP’s support to global assessments such as the IPCC and the IPBES. Key is to compile, analyze and integrate across sectors, domains and drivers by linking environmental information and emerging issues on country, regional and global level to human development, governance and environmental policy implementation. This is relying on active, targeted and continuous partnerships within and beyond the UN System. They are aimed to broaden and consolidate the scientific evidence base and enable new pathways towards open access to relevant data on all scales. UNEP meets the challenge by providing a moderated and interactive virtual and physical space for collective synthesis assessment and knowledge management.

The presentation will elaborate on recent examples of existing, new and emerging partnerships and processes, such as the recently started GEO 6 process, UNEP’s role in the Science and Technology Alliance for Global Sustainability that supports the new Future Earth Research initiative and highlight concrete collaboration with other specialized UN organisations in the context of food systems and transboundary waters. Cornerstone will be the role of the Community of Practice concept in UNEP’s assessment and science policy work and the supporting platform for data access and knowledge management, UNEP-Live. The frame will be provided by a practical example mapping out potentials and risks for sustainable development in a regional context. This example underlines the necessity of multiple evidence-based, highly integrated analyses of global trends and socio economic implications in light of ecosystem services and the resulting need to mobilize a data revolution for sustainable development.



United Nations Environment Programme
environment for development

Hartwig Kremer (Dr.)
Head of Scientific Assessment Branch
UNEP Division of Early Warning & Assessment
21 November 2014



UNITED NATIONS ENVIRONMENT PROGRAMME

Established in **1972 at the UN Conference on the Human Environment** to promote international environmental cooperation, provide policy guidance and to keep the world environmental situation under review.

Mission:

“To provide leadership and encourage partnership in caring for the environment by inspiring, informing, and enabling nations and peoples to improve their quality of life without compromising that of future generations”.



Presentation of Stockholm Conference Poster
to Secretary-General U Thant (1971)



Delegates discussing a document at the
Conference(1972)

KEY MILESTONES IN ENVIRONMENTAL GOVERNANCE

2000 Millennium Declaration adopted “ensuring environmental sustainability” as one of 8 MDGs

- 1) Eradicate extreme poverty and hunger
- 2) Achieve universal primary education
- 3) Promote gender quality and empowerment of women
- 4) Reduce child mortality
- 5) Improve maternal health
- 6) Combat HIV/AIDS, malaria and other diseases
- 7) Ensure environmental sustainability
- 8) Promote global partnership for development



KEY MILESTONES IN ENVIRONMENTAL GOVERNANCE

- Aug 2002** **World Summit on Sustainable Development**
- Re-affirmed UNEP's important, crucial role in sustainable development; linked poverty alleviation and environmental protection
- June 2012** **UN Conference on Sustainable Development (Rio+20)**
- Paragraph 88 on strengthening and upgrading UNEP
- Feb 2013** **First Universal Session of UNEP Governing Council /Global Ministerial Environment Forum (GC/GMEF)**
- 15 decisions adopted, including on new UNEP governance structure
- June 2014** **First United Nations Environment Assembly (UNEA-1)**



RIO+20 OUTCOME DOCUMENT (JUNE 2012)

- ❑ **Paragraph 88** on strengthening and upgrading UNEP as the **leading global environmental authority** that:
 - 1) Have secure, stable, adequate and increased financial resources
 - 2) Coordinate environmental activities in UN system
 - 3) Promote strong science-policy interface
 - 4) Disseminate evidence-based environmental information
 - 5) Provide capacity-building and facilitate access to technology
 - 6) Consolidate HQ functions and strengthen regional presence
 - 7) Ensure participation of all relevant stakeholders
- ❑ 1st universal session of the Governing Council successfully convened in Nairobi (February 2013); Global Ministerial Environment Forum abolished
- ❑ Governing Council renamed as “**United Nations Environment Assembly of the UNEP**” by the General Assembly (March 2013)

UNEP PROGRAMME OF WORK

D
C
P
I

D
E
L
C

D
E
P
I

D
E
W
A

D
T
I
E



Climate
Change



Disasters
& Conflicts



Ecosystem
Management



Environmental
Governance



Chemicals
& Waste



Resource
Efficiency



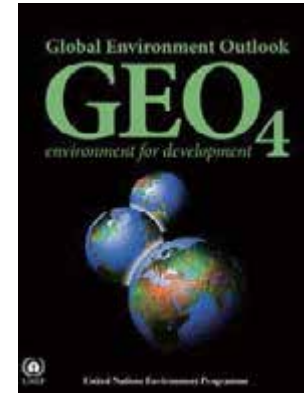
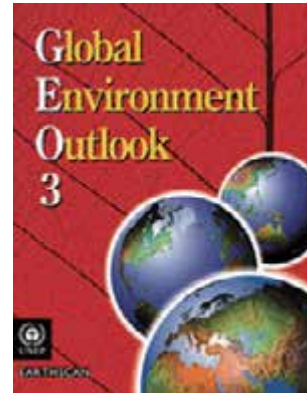
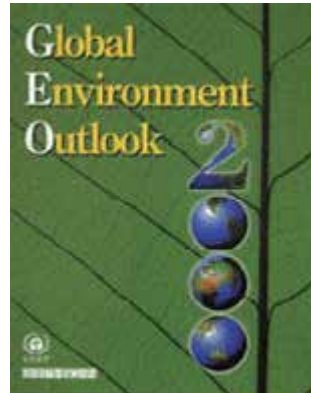
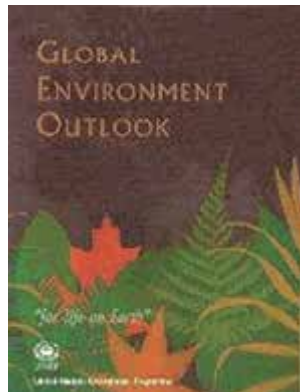
Environment
Under Review

7 Subprogrammes

Assessments: From regional to global

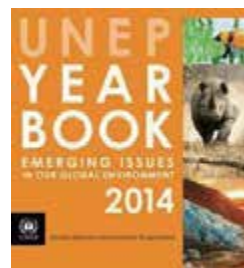
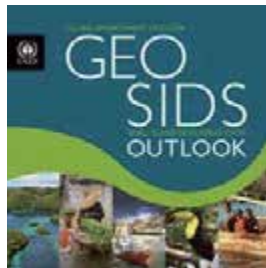


Assessment Products



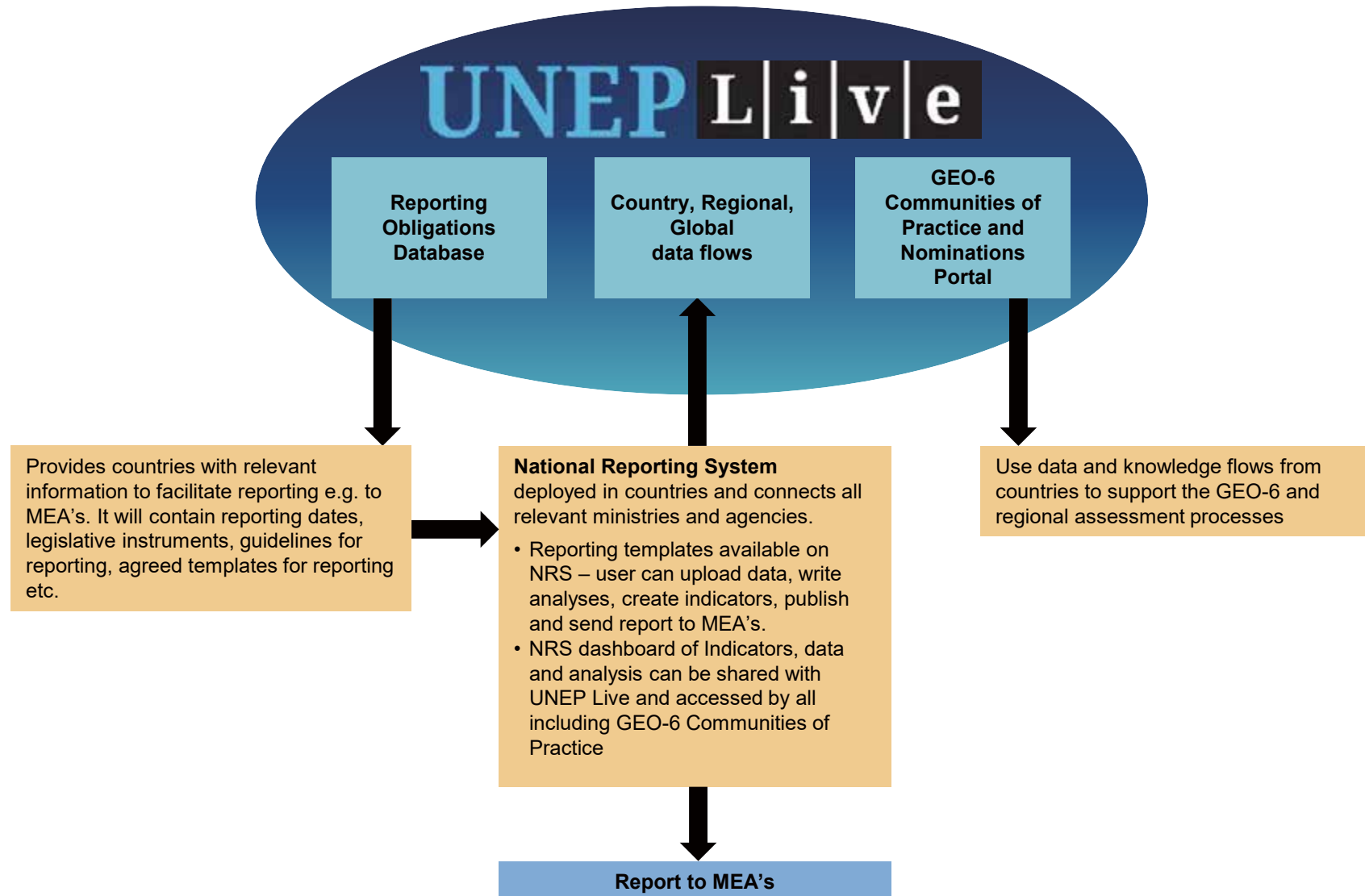
UNEP LIVE, NRT, MOOC, “Live Digital Series”

DIGITAL PRODUCTS



English
Français
Español
Русский
中文版
عربي

UNEP Live: Support to GEO-6

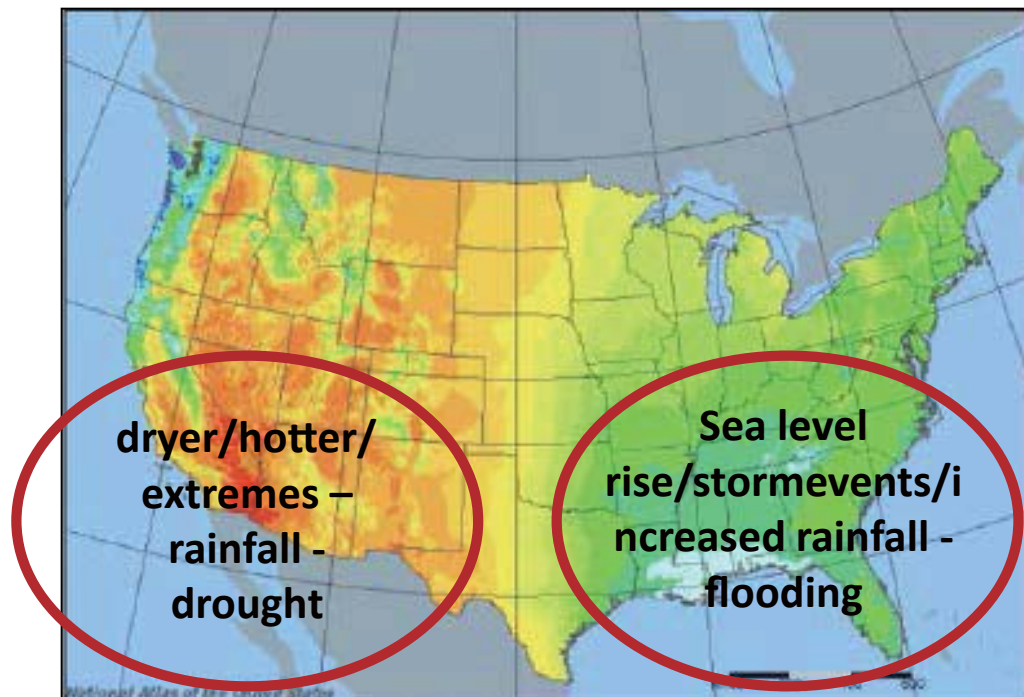


Sustainability and Sustainable Development Goals

1. Poverty eradication, building shared prosperity and promoting equality
2. Sustainable agriculture, food security and nutrition
3. Health and population dynamics
4. Education and life-long learning
5. Gender equality and women's empowerment
6. Water and sanitation
7. Energy
8. Economic growth, employment and infrastructure
9. Industrialization and promoting equality among nations
10. Sustainable cities and human settlements
11. Sustainable Consumption and Production
12. Climate change
13. Conservation and sustainable use of marine resources, oceans and seas
14. Ecosystems and biodiversity
15. Means of implementation/Global partnership for sustainable development
16. Peaceful and inclusive societies, rule of law and capable institutions

Global Megatrends and Economic Principles

- Ecosystem Services:



Average precipitation patterns
(100 Meridian) running from
west central Texas to the
Dakotas;

separating the moist eastern US
from dry western region

Red < 12cm yr⁻¹;
light blue to dark blue
> 125 cm yr⁻¹

Nat. Atlas of the US 2013

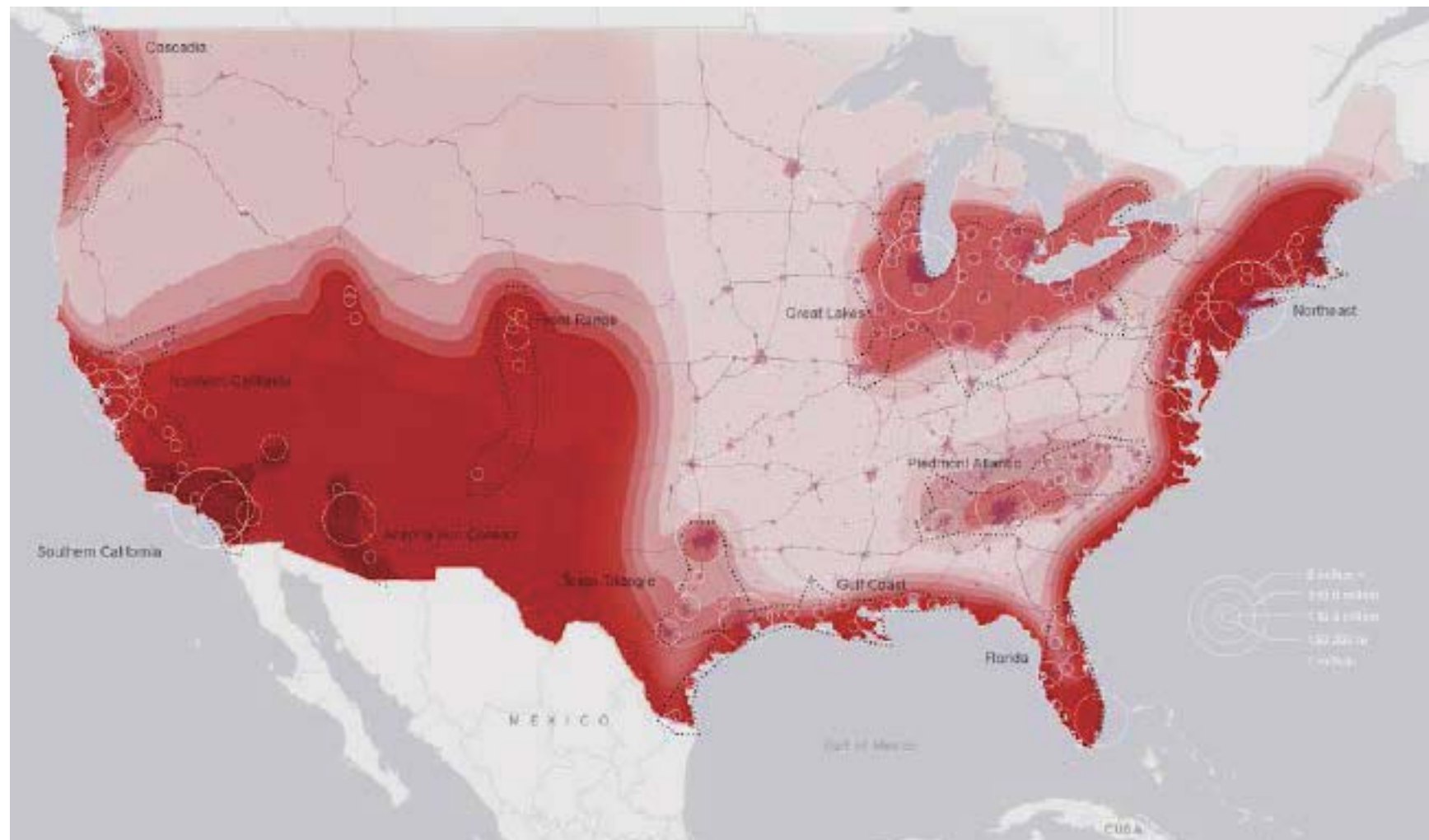
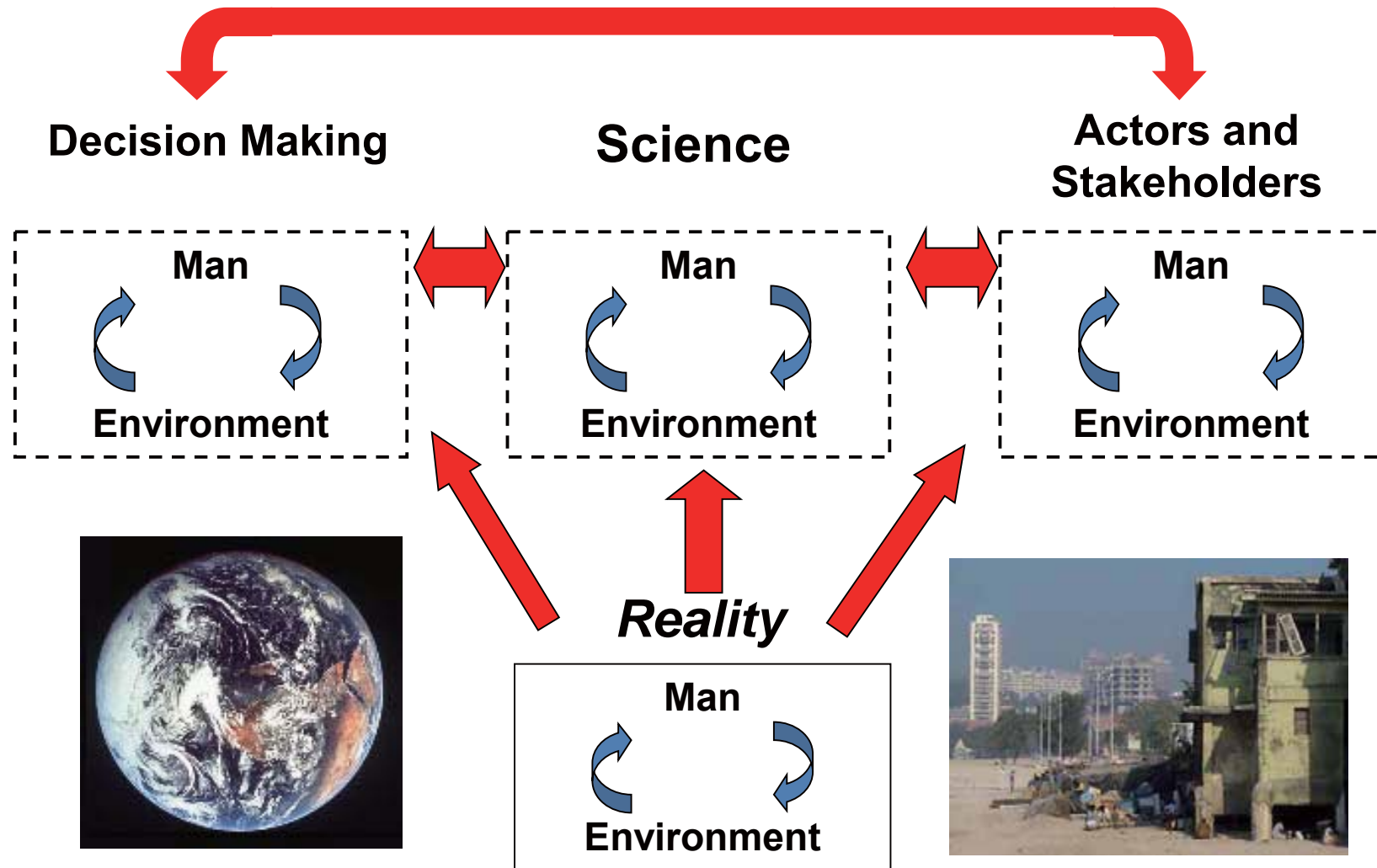


Fig. 6. Based on our analysis, several areas of the U.S. will have compromised sustainability in the 21st century. These include the southern Great Plains, the Southwest, the southern half of California, the Gulf and Atlantic coasts (especially southern Louisiana and Southern Florida, and areas of dense population such as south Florida and the Northeast. Although this map is for the U.S., the trends extend into Canada and Mexico. See text for discussion. The 11 megaregions from Fig. 5a are shown.

futureearth

A Co-designing approach
bridging world views





FAO for Food and Nutrition Security

Kakoli Ghosh

As an intergovernmental UN agency FAO has 194 member nations, two associate members and one member organisation the European Union. Headquartered in Rome, Italy, FAO is present in some 130 countries. Achieving food security for all is at the heart of FAO's mission – Help build a food secure world for present and future generations. The three global goals are:

- Access of all people at all times to sufficient nutritionally adequate and safe food, ensuring that the number of undernourished people is reduced by half by no later than 2015
- The continued contribution of sustainable agriculture and rural development, including fisheries and forestry, to economic and social progress and the well-being of all.
- The conservation, improvement and sustainable utilization of natural resources, including land, water, forest, fisheries and genetic resources for food and agriculture.

FAO is a centre of excellence and an authoritative purveyor of knowledge and advice in the sphere of its mandate. It is a repository and provider of multidisciplinary capacities and services in the areas of its competence; To address the major global trends in agriculture development and challenges faced by member nations, FAO has identified key priorities as Strategic Objectives, which represent the main areas or work on which FAO is concentrating its efforts at present. These are

1. Help eradicate hunger, food insecurity and malnutrition;
2. Increase and improve agriculture, forestry and fisheries in a more sustainable manner
3. Reduce rural poverty;
4. Enable more inclusive and efficient agricultural and food systems at local, national and international levels; and
5. Increase the resilience of livelihoods to threats and crises.

Achieving food security calls for its different dimensions to be adequately addressed, including food availability, access, stability and utilization. FAO activities in the field focus on the provision of technical support and innovation for capacity development to enhance, restore and improve sustainable food security. The focus is on strengthening small-scale and family farming systems.

This year is celebrating International Year of Family Farming to showcase the contribution family farmers make to agricultural output, the impact they have on rural development and the key role they play in preserving and sustainably using our planet's biodiversity. Family and small-scale farming are inextricably linked to world food security. It preserves traditional



food products and safeguards global biodiversity through the sustainable use of natural resources and represents an opportunity to boost local economies.

Partnerships play a key role in enabling FAO to achieve effectively its five Strategic Objectives. It does this by benefitting short-, medium- and long-term efforts to pool financial and human resources and leverage combined skills and knowledge. Partnerships synergistically increase the efficiency of each of partner, helping to foster dialogue among all strategic entities to create mutually beneficial relationships that accommodate respective interests at global, regional and country levels. The presentation will discuss some of the recent achievements in this regard.



WELCOME TO FAO

THE FOOD AND AGRICULTURE
ORGANIZATION OF THE
UNITED NATIONS





...for a world
without hunger



5 NEW STRATEGIC OBJECTIVES

1. Eradicate
hunger and
malnutrition

2. Make
agriculture
forests and
fisheries
more
productive
and
sustain-
able

3. Reduce
rural
poverty

4. Enable
inclusive and
efficient
agricultural
and food
systems

5. Increase
the
resilience of
livelihoods
to disasters



HOW DO WE GET THE JOB DONE?

Putting
information
within reach

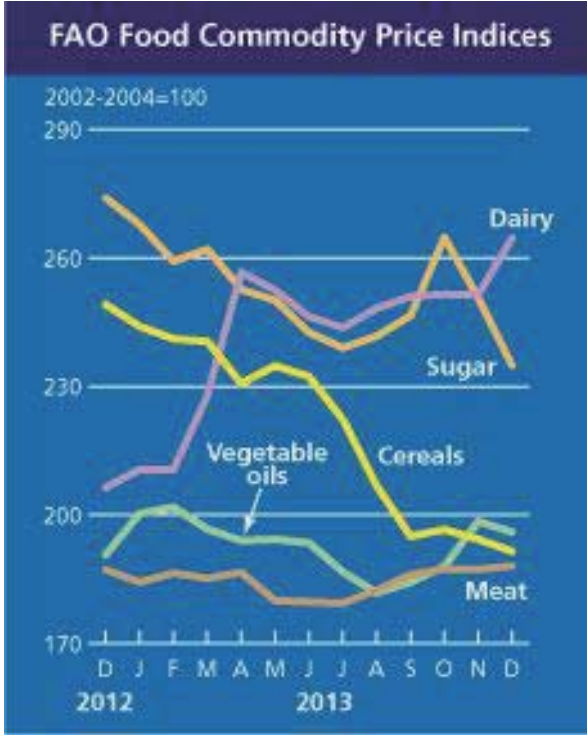
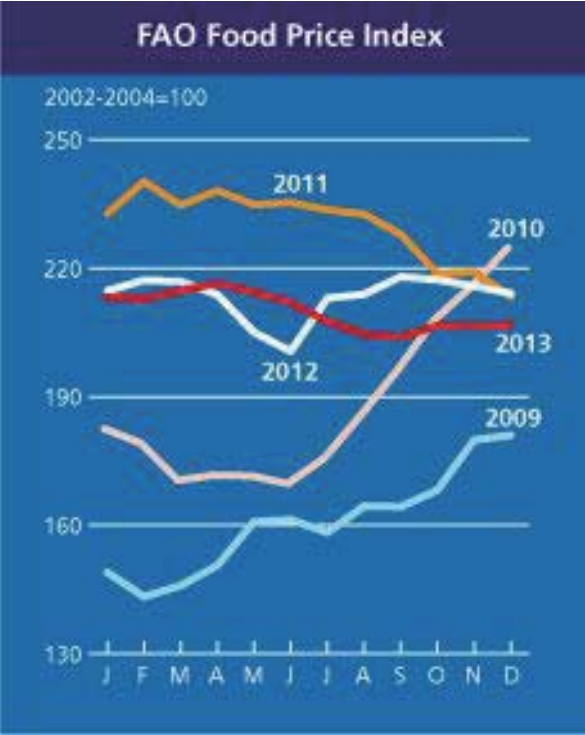
Developing
Capacities

Providing
Policy
Support

Providing a
meeting
place for
nations

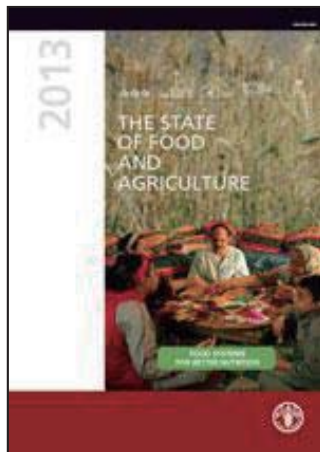
Exchanging
knowledge
and
expertise



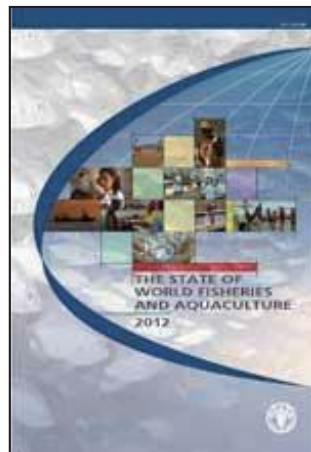


Putting information
within reach

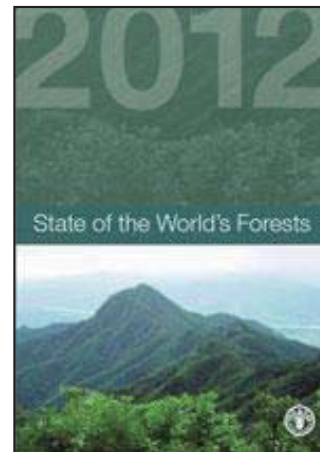
Flagship Publications



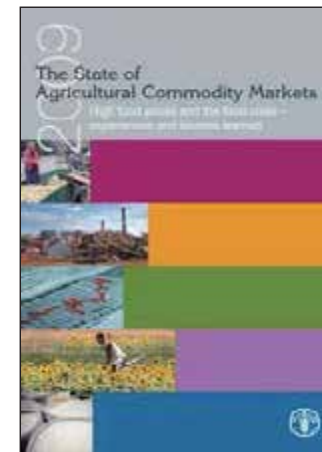
The State of
Food and
Agriculture
(SOFA)



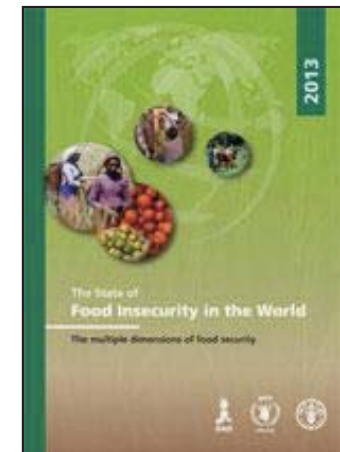
The State of
World Fisheries
and Aquaculture
(SOFIA)



The State of the
World's Forests
(SOFO)



The State of
Agricultural
Commodity
Markets (SOCO)



The State of Food
Insecurity in the
World (SOFI)

Putting information within reach

The screenshot shows the FAO website homepage. At the top, there is a navigation bar with the FAO logo and the text "Food and Agriculture Organization of the United Nations". To the right of the logo, there are language links: العربية, 中文, English, Français, Pycckий, and Español. Below the navigation bar is a search bar. The main content area features a large banner with a blue sky and white clouds over a body of water. The banner text reads: "Time for a sea change in ocean management" and "New approach to marine resources needed to safeguard world food security, promote sustainable development". Below the banner is a carousel of featured content with five categories: EVENT, EMERGENCY, WEBSITE, VIDEO, and INFOGRAPHIC. Each category has a small image and a title. The bottom section of the page is divided into three columns: "In Action", "From the Field", and "Food Price Index". Each column contains a small image and a brief description of a project or report.

Food and Agriculture Organization
of the United Nations

About FAO | In Action | Countries | Themes | Media | Publications | Statistics | Partnerships

Time for a sea change in ocean management
New approach to marine resources needed to safeguard world food security, promote sustainable development

EVENT: The International Year of Family Farming
EMERGENCY: FAO in emergencies
WEBSITE: Animal Production and Health
VIDEO: Paths out of Poverty
INFOGRAPHIC: Our Food and Agriculture in Numbers

In Action: Smallholder tea producers benefit from harmonized safety standards
From the Field: The SmartFish approach: teaching fish hygiene and quality to jilizeze fisher-folks through videos
Food Price Index: Food Price Index

Developing Capacities (CD)

Develop capacities within Member Countries for increased sustainability and impact



- ✓ Country ownership and leadership
- ✓ Beyond capacity building apply three CD dimensions
- ✓ Beyond Training- CD as process not event
- ✓ Functional Skills matter



Providing Policy
Support

The right policies
create lasting
solutions.

Providing Policy Support

The Right to Food



Providing Policy
Support

Gender in Agriculture



Providing a meeting
place for nations

Conventions & Agreements



Agreement on Port State Measures to Prevent, Deter and Eliminate Illegal, Unreported and Unregulated Fishing (2009)



International Treaty on Plant Genetic Resources for Food and Agriculture (2001)



International Plant Protection Convention (1951)

Providing a meeting
place for nations

Global plans of action



Global Plan of Action for
plant Genetic resources for
food and agriculture



Global Plan of Action
for Animal Genetic
Resources



Several international plans of
action contribute to the
Implementation of the Code of
Conduct for Responsible fisheries

Bringing knowledge
to the field

Pests and diseases




Bringing knowledge
to the field

Humanitarian emergencies



WHO'S IN CHARGE?



FAO's
Governing
Bodies

FAO's Governing Bodies

FAO is an organization
of countries



FAO has 194
Member
Nations in
addition to the
European
Union

FAO's Governing Bodies

FAO is an organization
of countries



- Conference
- Council
- FAO Committees
- Regional Conferences

WHERE DOES THE MONEY COME FROM?

The FAO regular budget
for the 2014–2015 biennium
is just over US\$1 billion
(in assessed contributions).

WHERE DOES THE MONEY COME FROM?

Voluntary contributions are
expected to reach
approximately US\$1.4 billion

FAO AROUND THE WORLD

FAO Delegates

Employed by Member Countries



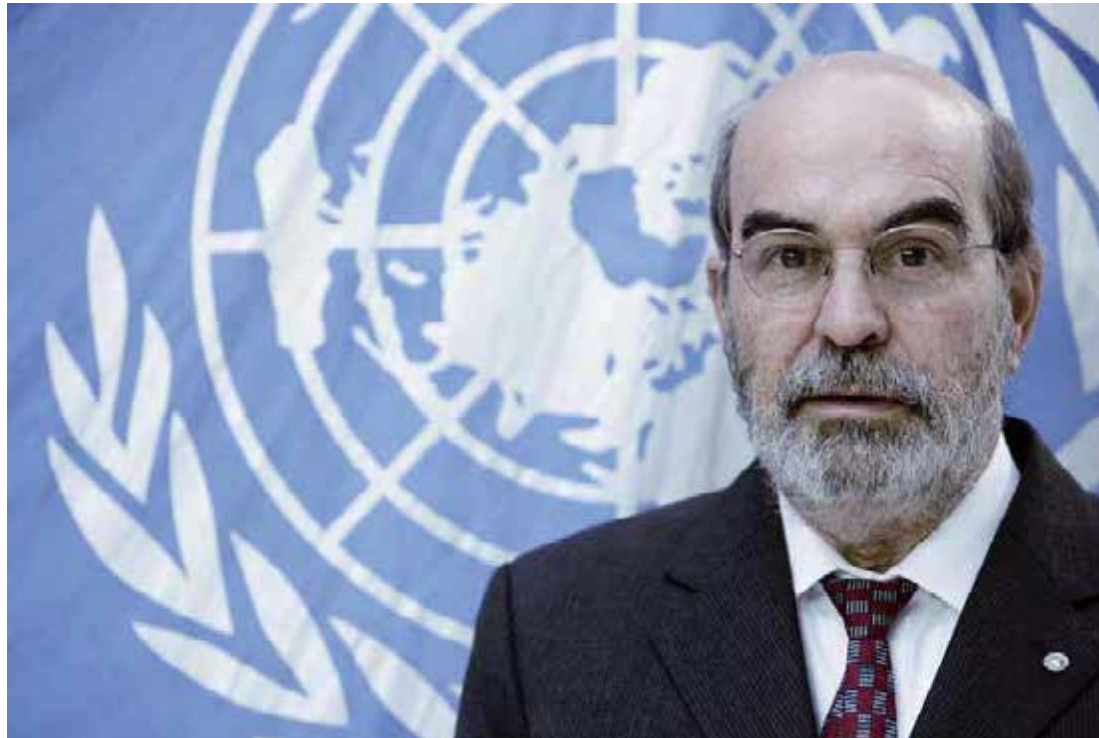
FAO Employees

Carry out the FAO Work Plan



FAO AROUND THE WORLD

FAO Director-General
José Graziano da Silva



FAO AROUND THE WORLD

Some 3 450 permanent staff
work at FAO



FAO AROUND THE WORLD

FAO's technical work is carried out through departments:

- Agriculture and Consumer Protection
- Economic and Social Development
- Fisheries and Aquaculture
- Forestry
- Corporate Services, Human Resources and Finance
- Technical Cooperation

FAO AROUND THE WORLD

5 Regional Offices:

Santiago, Chile Latin America and the Caribbean

Accra, Ghana Africa

Budapest, Hungary Europe and Central Asia

Cairo, Egypt Near East

Bangkok, Thailand Asia and the Pacific

FAO AROUND THE WORLD

10 Sub-Regional Offices

5 Liaison Offices

74 Country Offices

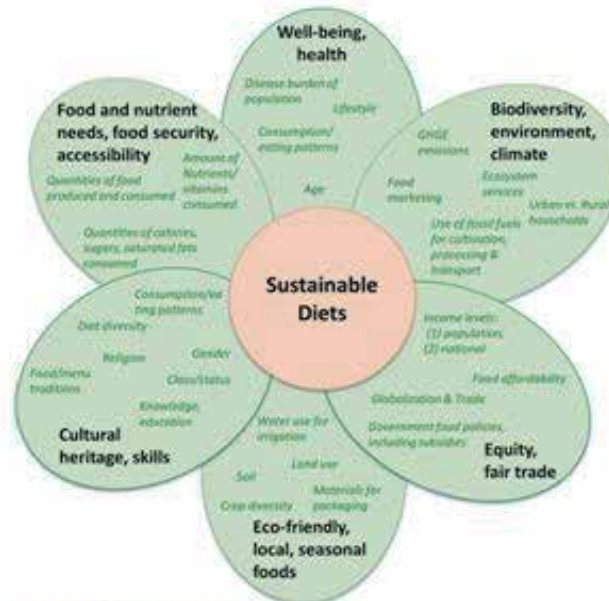
FAO IS CHANGING

We're doing more and more in the social media



FAO IS CHANGING

The key components, determinants, factors, and processes of a sustainable diet.



Johnston J L et al. Adv Nutr 2014;5:418-429

Advances in Nutrition
AN INTERNATIONAL REVIEW JOURNAL

©2014 by American Society for Nutrition



Deforestation accounts for up to 20% of greenhouse gas emissions

5/08/13 - Forests ensure environmental functions such as climate regulation. Deforestation, however, accounts for 20% of the global greenhouse gas emissions that contribute to global warming. [More](#)

[MORE](#)

Parking for Expectant Mothers
[06-06-2013 08:20]

Vegetarianism
[01-06-2013 10:21]

Crossing the line
[30-07-2013 11:43]

Becoming better managers
[25-07-2013 09:41]

many thanks to Senior Management!!!
[17-07-2013 15:51]

[PREVIOUS THREADS](#)

Second issue of IT@FAO Newsletter featuring "augmented reality" demonstration

FAO Near East and North Africa Land and Water Days. 16 - 19 September 2013 - Cairo, Egypt

[MORE](#)



THANK YOU
ANY QUESTIONS?





Establishment of Advanced Integrated Studies in Human Survivability

Yosuke (Alexandre) Yamashiki

One clear legislative achievement from the 1990's was the Kyoto Protocol which was adopted in 1997 during COP3 of UNFCCC. This Protocol was innovative as it established a legally-binding emission level for Annex I countries, however, it has been the subject of a fundamental conflict of modern civilization between developed and developing countries. Within the Report of Millennium Development Goal 8, the need to strengthen the Global Partnership for Development among different sectors of the UN, international organizations and NGO is emphasized as a primary target in a time of crisis. In the same report, the UN Secretary-General addressed the economic crisis that threatened the achievement of the MDG set in 2000 and stated that development of a global partnership is the fundamental solution to deal with existing and emerging gaps between commitment and achievement of MDG8 (MDG Gap Task Force Report 2009).

After that economic crisis, the world also suffered a number of severe natural disasters such as the Great East Japan Earthquake in 2011, Typhoon Haiyan in the Philippines in 2013, floods in Europe, drought and tornados. Reflecting back to our efforts through UNCED1992 in Rio, WSSD 2002 in Johannesburg, and UNCSD2012 in Rio again, the world realized "Our efforts are too little to achieve a fundamental solution to overcome complex world issues". Through the developments of the bright side of modern civilization, there is an increasing dark side which requires further attention.

The IPCC Fifth Assessment Reports (AR5) indicated that anthropogenic effects on climate change have become more and more serious and catastrophic through the development of the report series, in which AR5-WG3 projected a 3.7-4.8 degree temperature increases by 2100, whereas AR4 predicted a 1.4-4.6 degree increase. This implies that our civilization can not cope with those serious global issues unless a new strategic approach



is developed to integrate all essential components of our past “discipline” and “solutions” compiled based on a scientific and philosophical background.

Aiming for the establishment of the new discipline of Advanced Integrated Studies in Human Survivability, we focus on the following three items: (i) Establishment of a transdisciplinary scientific field by integrating traditional academic disciplines, (ii) Introduction of legislative and economical approaches based on Scientific and Engineering knowledge to cope with complex global issues, and (iii) Establishment of appropriate training components for future global leaders through practical educational approaches with UN and international organizations.



Establishment of Advanced Integrated Studies in Human Survivability



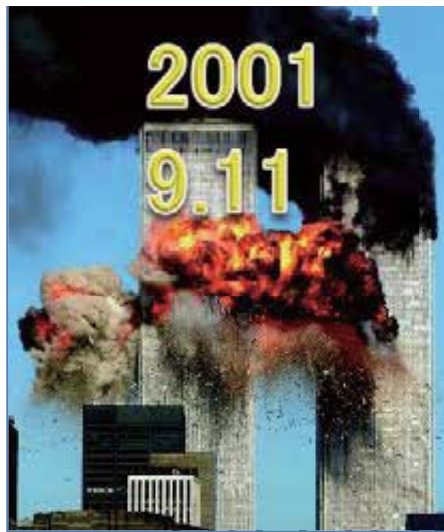
Yosuke (Alexandre) Yamashiki
Professor
GSAIS
Kyoto University

The Kyoto Protocol

- Adapted at COP3 in Kyoto, Japan on December 1997
- Legally-binding emissions targets for Annex I parties.
- A total cut of at least 5% from 1990 levels (Japan -6%).
 - No numerical targets for non-Annex I countries - China, India, Brazil-.
- Commitment period 2008-2012.
- The targets of the six main greenhouse gases; CO₂, CH₄, N₂O, HFCs, PFCs, SF₆.

→

Magnitude of Temperature Increase in Future Projection becomes more and more severe from AR3 to AR5



es in

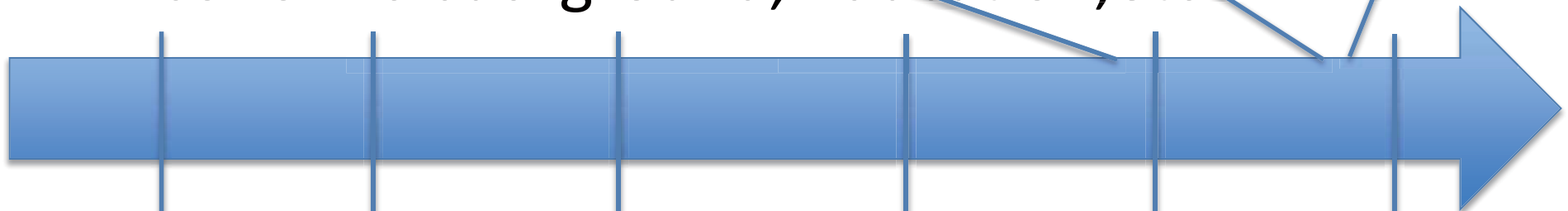
bal L

on in G... Post-War to

Green Economy / Disaster / Terrorism

Gary Varvel

- Complexity of the problem, Technology, Religion, Economic background, Education, etc.



1945

End of WW2



1950-60

Cold War



1972

UNCHE

UNEP



1992

UNCED



2002

WSSD



2012

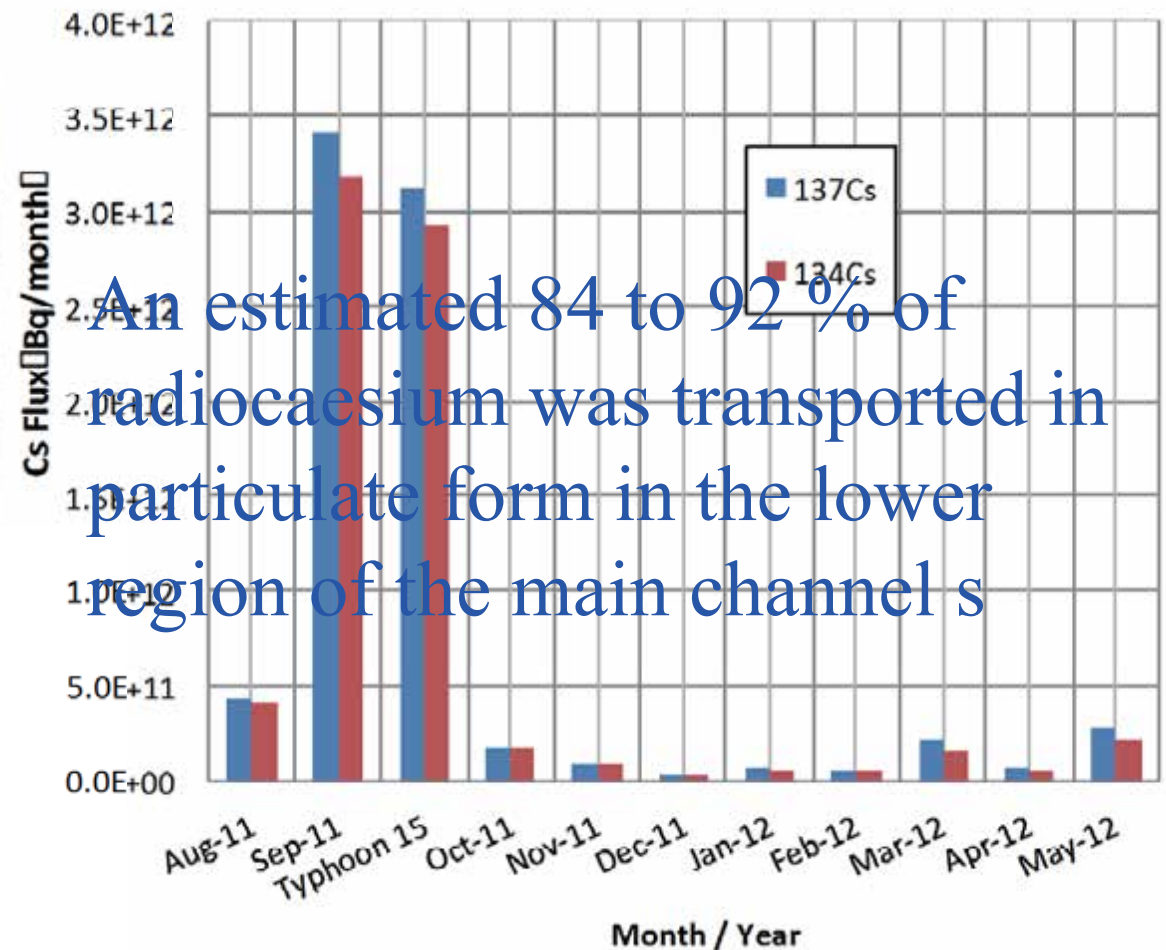
UNCSD



Establishment of River Basin Network 5th La Plata Workshop Integration with UN and NGO

- UNESCO-IHP LAC
- UNEP GEMS/Water
- Japan Water Forum
- ICHARM Public Works Research Institute (PWRI), JAPAN
- Organized March 2008, Itaipu Binacional

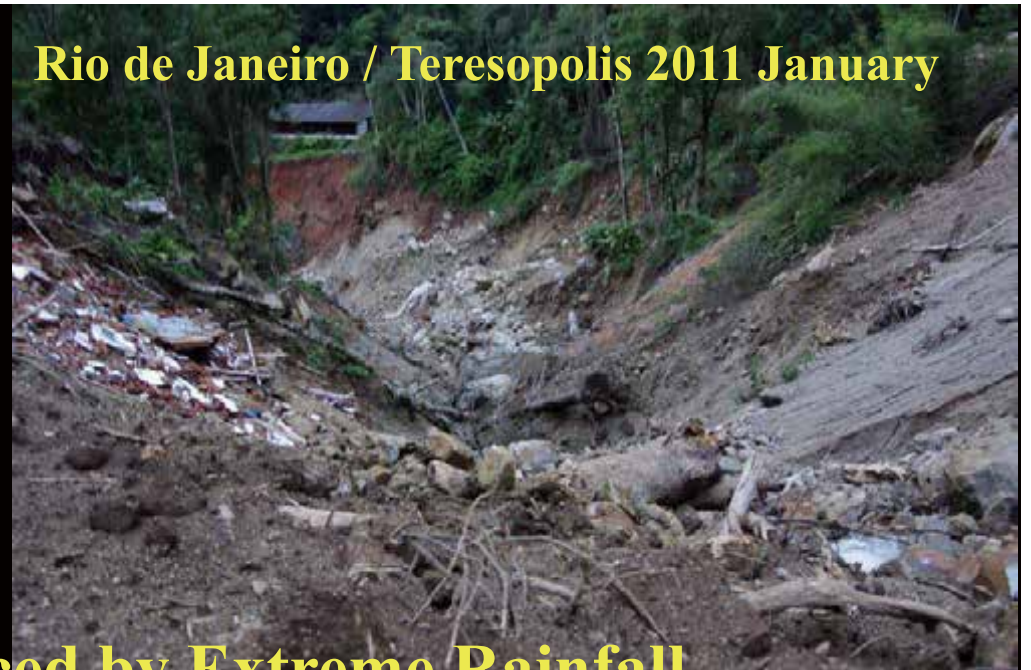
One of the Consequences of East Japan Earthquake
Monthly chronological variations in radioactive cesium transport
volume (Iwanuma site)
(Horizontal axis indicates the year.month)



Rio de Janeiro / Teresopolis 2011 January



Rio de Janeiro / Teresopolis 2011 January



**Debris Flow, induced by Extreme Rainfall –
Similarity between Brazilian and Japanese Disaster**

Nagano/Nagiso 2014 July



Hiroshima / Kabe 2014 August



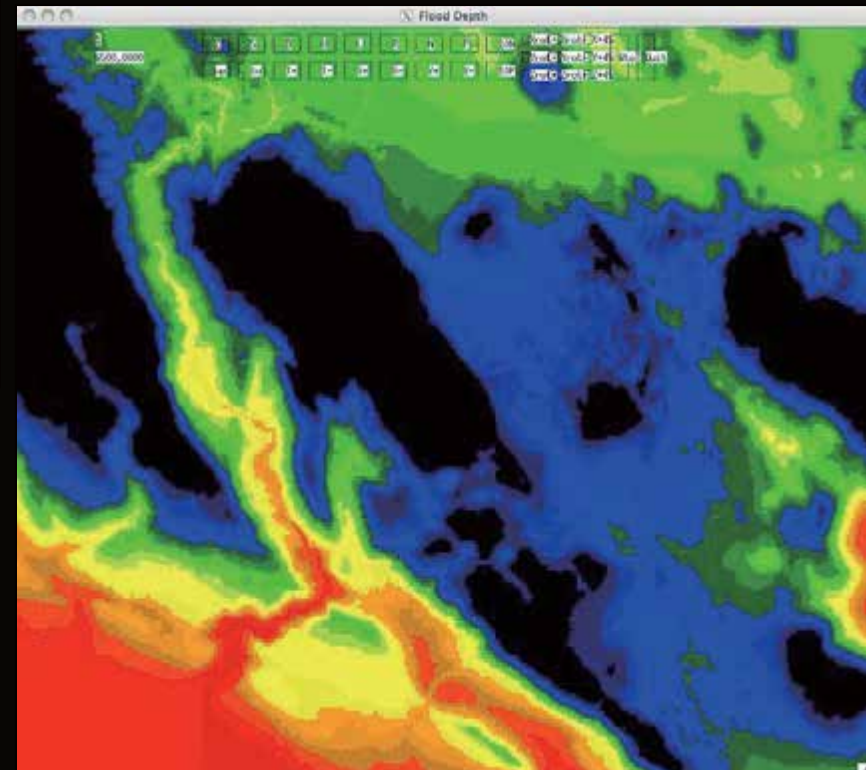
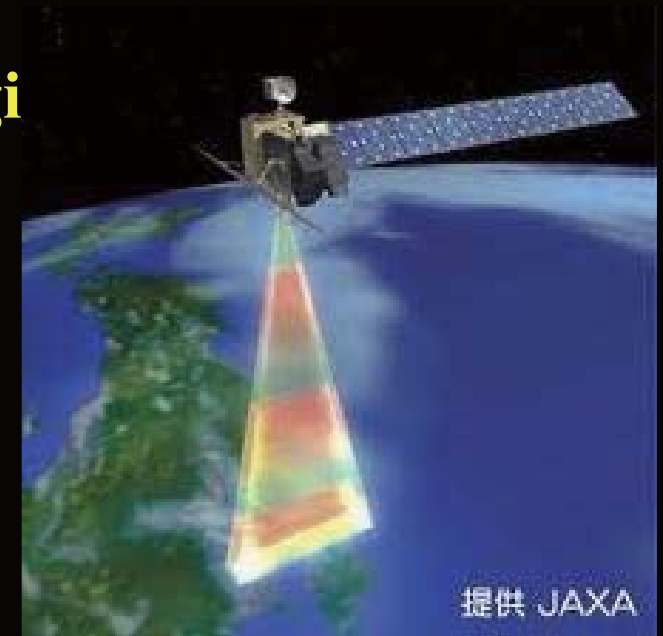


International Co-operation Dialogue with Citizens Rio de Janeiro 2011, March



Application of State-of-the-Art Technology for Early Warning of Flood / landslides

(Nakano (JAXA) & Yamashiki)



The Issues Confronting Current Global Society



Economic Growth and
Sustainable Economy
Energy Security
Technology
Innovation and gap
Deforestation,
Forest management
Global Energy &
Mineral Resources Issue
Energy
Finance Issue

Infectious
Diseases

Global Climate Change
& Natural Disasters
Philosophy & Environmental Ethics
Legal Conflicts
Destiny of civilization
Global Communication,
Investment
Education Gap
Poverty
Toxic Chemicals
Environmental
Pollution
Global Digital Divide



The Third Global Collaboration Symposium on Human Survivability Outcomes Report

Edited by Professor Eriko Ishida Kawai

Date of publication: February 2016

Publisher: Graduate School of Advanced Integrated Studies in
Human Survivability (GSAIS), Kyoto University

Person in charge of the publication: Prof. Shigeki SAKURAI
(GSAIS)

Address: Kyoto University,

Higashi Ichijokan 1 Yoshida-Nakadachi-cho, Sakyo-ku, Kyoto,
606-8306 JAPAN

<http://www.gsais.kyoto-u.ac.jp/en-top/events-international-research-symposium>