

Open College

Course Workbook

A University Credit Course

Sustainability:
Canadian and Global Views

COCR 940

Open College
Continuing Education Division

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Welcome To Open College

Open College has been offering university-level courses at a distance since 1971. The thousands of students who have completed our courses prove that home study fits beautifully into busy lives. Wherever you are, whatever your schedule, an Open College course can fit into your life.

We realize that studying at a distance is not easy. You have to do the learning all on your own. In this course, the instruction comes from two sources: the course package and your marked assignments. The assignments provide an opportunity for you to test your knowledge of the subject at regular intervals. Your tutor's evaluation of your work will indicate how successfully you have understood the material assigned. This will allow you to determine whether to do further work on the topic or to continue on with new material. If you need to discuss course content, your tutor is available by phone or mail for consultation.

Please take a few minutes to read through the **Open College Student Handbook**. It sets out the administration of your course. Don't feel anxious about any red tape- we try to keep bureaucratic procedures to a minimum.

Independent study is not easy but help is always available. If you need assistance, call us at **(416) 595-0485**. We can help.

Course Organization And Evaluation

Sustainability: Canadian Perspectives on a Global Challenge is a one semester Open College credit course.

The course instructor is David V. J. Bell, Director of the York Centre for Applied Sustainability. David V. J. Bell is a professor of Political Science and Environmental Studies at York University.

Focus and Approach

This course will focus on international dimensions of sustainability and the role of Canadian development assistance in helping other countries respond to the challenge of sustainability. The course will make evident the symbiotic linkages between North and South, and will pay attention to the way the sustainability challenge is affecting Canada as well. As part of the latter focus, the program will discuss the recent establishment of a federal Commissioner of the Environment and Sustainable Development, and the legislated requirement that all Category 1 federal departments, including The Canadian International Development Agency (CIDA), produce a Sustainable Development Strategy. In addition to the discussion of general issues and themes related to the challenge of sustainable development, the course will feature a series of case studies of actual CIDA - sponsored development projects in Latin America, the Caribbean, Africa, Asia, and Eastern Europe.

Course Requirements

This course involves 12 one-hour programs. There are two assignments to complete and a final examination at the end of the course. ALL assignments and examinations must be completed before a final grade will be assigned.

Evaluations will be based on the following:

Assignment 1	15 %
Assignment 2	45 %
Final Examination	40 %

Course Reading Materials

Jackson, R.M (Ed.), (2000). **Annual editions: Global Issues. 2000/01.** Guilford, CT: Dushkin/McGraw/Hill.

Book of Readings. Selected articles distributed in course package. (Referenced in this workbook.)

Course Objectives

This course will promote a better understanding of development issues and will help students understand the global significance and local ramifications, of the challenge of sustainability. It will also showcase Canada's early leadership on the international stage, especially with respect to the Brundtland Commission (of which the Secretary General was Canadian Jim MacNeill) and the Rio Conference (of which Maurice Strong, the first President of CIDA, was Secretary-General), and critically examine the role Canada is currently playing in relation to the global sustainability challenge. Students will be encouraged to use electronic sources to further their understanding and document their analyses.

Biographical Notes on Dr. David V. J. Bell

Dr. David Bell is interested in the Politics of Sustainability - the transformation in political practices, policies, institutions and culture that will be necessary to support sustain-ability in the twenty-first century.

A political scientist by training, David received his PhD from Harvard University in 1969. David Bell served as Dean of the Faculty of Graduate Studies (1981-87) and Dean of the Faculty of Environmental Studies from 1992-1996 at York University. He is currently Director of the York Centre for Applied Sustainability. This Centre, which David founded in 1996, took over the resources and equipment of the Ontario Round Table on Environment and Economy when its mandate was terminated in the fall of 1995. (David was an ORTEE member.)

David is currently a member of the Environmental Task Force of the City of Toronto; a Director of Learning for a Sustainable Future; and Chair of the Technical Advisory Committee of the Voluntary Challenge and Registry Inc. - an organization established by the Canadian government and leading industries to promote voluntary measures to reduce Green House Gas Emissions in line with the recent Kyoto targets. David is also a co-investigator in a York University-based SSHRC Strategic Grant research program on Voluntary Codes. This project is headed up by Professor Wesley Cragg.

David Bell teaches courses on Political Linguistics, Canadian Political Culture, and Environmental Politics. His recent publications include: (with F. Fletcher et al.) *Reaching the Voter: Constituency Campaigning in Canada* (1993); *The Roots of Disunity: A Study of Canadian Political Culture* (1992); (with R. Logan) "Communication and community: promoting world citizenship through electronic communications"(1997); "Negotiation in workplaces: the view from a political linguist"(1995); "Political education and democratic administration" (1993); and "Global communications and culture: implications for international security" (1993). He is co-editor (with R. Keil, L. Fawcett and P. Penz) of *Political Ecology: Global and Local*, London: Routledge (1998); and has co-edited (with R. Keil and G.R. Wekerle) *Local Places in the Age of the Global City*, Montreal: Black Rose Books (1996).

Using The Workbook

The workbook is designed to prepare you for the programs and the exam. It has been designed to be used while you listen to the program and afterward for review purposes.

Before the program: Read through the required readings. If you find that the material is too hard to understand, with a modest amount of effort, leave it until after the program. Then read the Learning Objectives to get an idea of the main topics.

While the program is on the air: Use the Learning Objectives as a guide while preparing notes. This program is question driven and students are encouraged to use questions as the driving force behind the learning process. Accordingly, this course will have a substantive component and a process component. The substantive component will consist of learning about issues of sustainability in a global context. The process component will consist of learning to apply the method of Inquiry to the course learning materials.

After the program: Check your notes against the Learning Objectives. Did you get all the important points? Return to the required reading, and this time try to understand the material in more depth. If you are still unclear about the material covered, phone your tutor.

Participants

We would like to thank the following people who were interviewed and consulted for this course:

Fatima Amorim. Brazilian Industrial Learning Service- SENAI.

Ray Anderson. CEO and founder of Interface Flooring.

Charles Bassett. Vice President of The Canadian International Development Agency (CIDA).

Stephan Barg. International Institute for Sustainable Development.

Fikret Berkes. Professor of Natural Resources, University of Manitoba.

Mary Bernard. Faculty of Environmental Studies and York Centre for Applied Sustainability, York University

Michael Brownell. Canadian International Development Agency (CIDA).

Louise Clement. Senior Official- Brasilia Branch- Canadian International Development Agency (CIDA).

Tim Cullen. World Bank.

Ann Dale. Senior Assistant with Sustainable Development Research Institute at the University of British Columbia, and Senior Assistant for the Canadian Biodiversity Institute.

Elizabeth Dowdeswell. Former Director- United Nations Environment Program (UNEP).

Brian Emmett. Federal Commissioner for the Environment and Sustainable Development, Ontario.

Gustavo Lopez Espina. Director of UNESCO project on Education for Sustainability.

John Fein. Environmental Educator, Australia.

Gary Filmon. Premier, Manitoba.

William Found. Professor of Environmental Studies, York University.

Beth Franklin. Faculty of Environmental Studies, York University.

Frank Frantisak. Senior Vice President of Environment, Noranda.

Jon Grant. Former CEO, Quaker Oats and former chair of Ontario Round Table on Environment and Economy (ORTEE).

Bryan Gray. Executive Director, Manitoba Sustainable Development Coordination Unit.

Diane Griffin. Deputy Minister, Environment, P.E.I.

Peter Hardi. IISD

Professor Haryadi. Professor and Indonesian researcher

Tony Hodge. Chair, British Columbia Council for Sustainability; Former member of National Round Table on Environment and Economy.

Chuck Hopkins. Special advisor to the United Nations (UN) on Sustainable Education.

Colin Isaacs. Environmental Consultant. Former member of Pollution Probe,

Michael Keating. Freelance Writer and Senior Fellow, York Centre for Applied Sustain-ability

Roger Keil. Associate Professor of Environmental Studies, York University.

Brian Kelly. Acting Director, Haub Programme in Business and Sustainability, York University. Former director, Sustainable Development Unit, Ontario Hydro.

Bonnie Kettel. Associate Professor of Environmental Studies, York University.

Huguette Labelle. President, The Canadian International Development Agency (CIDA).

Eva Ligetti. Ontario Commissioner of the Environment.

Dan Longboat. PhD Student, Environmental Studies, York University.

Robert Macdonald. Associate Professor of Environmental Studies, York University.

Rupert Maclean. Director, UNESCO, Asia Pacific branch.

Jim MacNeill. Secretary-general of the “Brundtland Commission”.

Aguilar Martins. Deputy Director of the Brazilian Industrial Training Service - SENAI.

Dianne Masson. Senior Advisor, Czech Republic, The Canadian International Development Agency (CIDA).

Marsha McEachrane. Ryerson International.

Dick McNeil. Professor, Cornell University.

James McQuaig. Environment Canada

Jean Marc Metivier. Vice President, Asia Branch of The Canadian International Development Agency (CIDA).

Sam Mikhail Director, Ryerson International.

Bedrick Molden. Charles University, Prague. Former Minister of the Environment, Czech Republic

David Morley. Professor of Environmental Studies, York University.

Ken Ogilvie. Executive Director of Pollution Probe.

David Orr. Professor, Oberlin College.

Gustavo Ospina. UNESCO

Suzanne Padua. Brazilian environmental educator

Peter Penz. Associate Professor of Environmental Studies, York University.

Ellie Perkins. Associate Professor of Environmental Studies, York University.

Jean Perras. Executive Director, Learning for a Sustainable Future.

Sergei Plekanov. Professor of Political Science, York University.

Elie Politi. SENAI, Sao Paulo

Robert Prescott-Allen. Sustainability Indicators Consultant living in Victoria B.C.

Bill Rees. Professor of Community and Regional Planning, University of British Columbia

Mary Richard. President, Aboriginal Council, Winnipeg.

Ricardo Risende. Brazilian Industrial Training Service -SENAI.

Bill Ross. Professor of Environmental Design, University of Calgary.

David Runnalls. Senior Fellow of the International Institute for Sustainable Development (IISD).

Robert Schad. CEO, Husky Manufacturing.

Nola Kate Seymour. IISD.

Tony Shallcross. Sustainability Educator, Scotland.

Michael Shtappa. Educational Administrator, Czech Republic.

Rodger Schwass. Professor of Environmental Studies, York University

Maurice Strong. First President of CIDA

Peter Victor. Dean of Environmental Studies, York University

David Woolcombe. Head of Peace Child International.

Robert Van Wyngaarden. Former Director of Marketing and Sales, Geomatics.

Program Outline 1

The Challenge of Sustainability

The program deals with the challenge facing all of us. This challenge is how to change the way we live on this planet to reduce the negative impact of our presence. Humankind suffers from a global lifestyle disease that may prove fatal for the species. (This gives new meaning to John Maynard Keynes' unforgettable aphorism "In the long run we are all dead.") Figuring out what changes are necessary, and tackling the even more difficult task of bringing them about, are the key elements of "the challenge of sustainability."

Learning Objectives

This learning module is designed to help the student:

1. Become familiar with the key problems that require a sustainability response (i.e. an approach that integrates consideration of the environmental, economic and social implications).
2. Appreciate the need for an approach that links the imperative of meeting basic human needs with the necessity of ensuring that the environment is not degraded.
3. Appreciate the concepts of Development and Economic Growth.
4. Begin to understand the concept of ecological economics.
5. Understand the concepts of development and foreign aid.

Outline

1. Causes for concern
2. Industrial impact and sustainability
3. The beginnings of the Environment movement in Canada
4. Ecological Economics and Conventional Economics
5. Environment and the international setting: Canada's role in development and aid
6. Development and the environment

Required Readings

1. Birdsall, N. (1998). Article #3: Life is Unfair: Inequality in the world, In R.M. Jackson(Ed.), *Global Issues* (16th ed). CT Dushkin/McGraw/Hill.

2. Costanza, R. (Ed.) (1991). Goals, agenda, and policy recommendations for ecological economics. In *Ecological economics: The science and management of sustainability* (Chapter 1, pp. 1-20). New York: Columbia University Press.
3. Hawken, P. (1993). A declaration of sustainability. *Utne Reader*, September/October, 54-61.
4. Mckibben, B. (1998). Article #1: A Special Moment in History, In R.M. Jackson (Ed.), *Global Issues* (16th ed.). CT: Dushkin/McGraw/Hill.

Recommended Readings

1. Eckersley, R. (1999). Article #40: Is Life Really Getting Better?, In R.M. Jackson (Ed.), *Global Issues* (16th Ed.). CT: Dushkin/McGraw/Hall.
2. Interface, Inc., Atlanta Georgia (n.d.) Sustainability Report.
3. Hinrichsen, D. (1998). Article 1: Computing the risks: A global overview of our most-pressing environmental challenges. In J.L. Allen, *Environment*. (17th ed.). Connecticut: Dushkin Publishing.

Web Sites

An Article by Paul Hawken: “Natural Capitalism”

http://www.motherjones.com/mother_jones/MA97/hawken/html

Center of Excellence for Sustainable Development

<http://www.sustain.doe.gov>

Centre for Applied Sustainability

<http://www.YorkU.CA/faculty/fes/ycas/>

Canadian International Development Agency (CIDA)

<http://www.acdi-cida.gc.ca/index.htm>

EcoNet Sustainable Development Page

<http://www.igc.apc.org/igc/www.dev.html>

European Campaign for Sustainable Cities and Towns

<http://www.iclei.org/europe/suscam.htm>

Learning for Sustainability

<http://www.schoolnet.ca/vp/learning>

United Nations Home Page

<http://www.unicc.org:80/>

United Nations Department for Policy Coordination and Sustainable Development

<http://www.un.org./dpcsd/>

WHO World Health Organization Cities Project Site

<http://www.who.dk/tech/hcp/sustain.htm>

World Wide Web Virtual Library on Sustainable Development

<http://www.ulb.ac.be/ceese/sustvl.html>

Study Questions

1. Using recent world events as examples, illustrate how they relate to sustainability.
2. How does the current market economy neglect the environment and sustainability in its operating mechanisms?
3. What were the main elements that influenced the beginnings of the environment movement in Canada?
4. Explain the main differences between ecological economics and mainstream conventional economics.
5. What is the motivation behind development agencies such as CIDA?
6. Development and Aid often neglect the environment. Find an example of how development fails to address these problems, and how current policy is becoming more attentive to it.
7. List some of the major sustainability challenges the world will face in the next 20-50 years.

Heard On This Program (In Order Of Appearance)

Bill Rees. Professor of Community and Regional Planning, University of British Columbia.

Ray Anderson. CEO and founder of Interface Flooring.

Rodger Schwass. Professor of Environmental Studies, York University.

Peter Victor. Dean of Environmental Studies, York University.

Maurice Strong. First President of CIDA.

Suzanne Padua. Brazilian environmental educator.

Program Outline 2

Sustainability and “Our Common Future”

The program focuses on the development of The World Commission on Environment and Development (WCED); and discusses the impact of their report, Our Common Future examining the critical role it played in the evolution of the concept of sustainable development. Several definitions are presented, and the different lenses through which one can look at the concept of sustainable development (including aboriginal and gender specific views) are discussed. Some methods of applying sustainable development are also examined.

Learning Objectives

The learning module is designed to help the student:

1. Appreciate the critical role the UN played in environment and development.
2. Understand the importance of Our Common Future, and the key role played by Canada and Canadians in the work of the World Commission on Environment and Development (Brundtland Commission).
3. Appreciate the Brundtland Commission’s definition of sustainable development and the plethora of other definitions.
4. Understanding of the transforming of the “paradigm” of neo-classical economics and the emergence of “ecological economics.”
5. Appreciate gender and aboriginal views of sustainability.

Outline

1. Our Ecological footprint
2. The Brundtland Commission
3. Approaching a definition to sustainability
4. Different perspectives of sustainability
5. The role of public hearings in the Brundtland Commission
6. Critics of the Brundtland Commission
7. Capital Theory

Required Readings

1. Brown, L.R. (1996). Article #14: We can build a sustainable economy, In R.M. Jackson (Ed.), *Global issues* (16th Ed.). CT: Dushkin/McGraw/Hill.
2. WCED. (1987). *Our common future* (Chapter 1, pp. 27-42, pp. 348-366). Annexe 1, 2). Oxford: Oxford University Press.
3. Wackernagel, M. & Rees, B. (1996). *Our ecological footprint* (pp. 1-6). B.C.: New Society Publishers.

Recommended Readings

1. Berkes, F. & Fast, H.(1996). Chapter 9: Aboriginal Peoples: The Basis for Policy Making toward Sustainable Development. In A. Dale & J. B. Robinson. *Achieving sustainable development*. Vancouver: UBC Press.
2. Jaquette, J.S. (1997) Article #43: Women in Power: from Tokenism to Critical Mass, In R.M. Jackson (Ed), *Global Issues* (16th ed.). CT: Dushkin/McGraw/Hill.
3. Kettel, B. (1996). Chapter 7: Putting Women First: Poverty Alleviation and Sustainable Development. In A. Dale, & J.B. Robinson, *Achieving sustainable development*. Vancouver: UBC Press.

Web Sites

Canadian International Development Agency (CIDA)

<http://www.acdi-cida.gc.ca/index.htm>

Earth Council

<http://ecouncil.ac.cr>

Ecological Footprints

<http://www.utexas.edu/courses/resource/>

Global Environment Facility

<http://www.worldbank.org/html/gef/geffiles/gef.html>

United Nations Home Page

<http://www.unicc.org:80/>

United Nations Department for Policy Coordination and Sustainable Development

<http://www.un.org/dpcsd/>

Study Questions

1. Given that the North's population is smaller than the South's, who has a larger ecological footprint, and why?
2. How did the Brundtland Commission come into being, and what legacies

did it leave in Canada?

3. Why is it so difficult to define sustainability? Explore certain ways of examining the concept.
4. Why is it important to take into account different perspectives when examining the concept of sustainability and sustainable development?
5. Given the diversity of the Brundtland Commission membership and the scope of its recommendations, how was consensus possible?
6. Discuss some of the differing critical views surrounding the Brundtland Commission.
7. Outline the basic assumptions of capital theory and how it relates to ecological economics.

Heard on this Program (in order of appearance)

Ray Anderson. CEO and founder of Interface Flooring.

Jim MacNeill. Secretary-general of the “Brundtland Commission.”

Colin Isaacs. Environmental Consultant. Former member of Pollution Probe.

Jean Perras. Executive Director, Learning for a Sustainable Future.

Nola Kate Seymour. IISD.

David Runnalls. Senior Fellow of the International Institute for Sustainable Development (**IISD**).

Ken Ogilvie. Executive Director of Pollution Probe.

Ann Dale. Senior Assistant with Sustainable Development Research Institute at the University of British Columbia, and Senior Assistant for the Canadian Biodiversity Institute.

Fikret Berkes. Professor of Natural Resources, University of Manitoba.

Peter Victor. Dean of Environmental Studies, York University.

Program Outline 3

Sustainability, North-South Relations and International Development

The program looks at Canadian approaches to international development assistance, with special attention to the work of CIDA, the Canadian International Development Agency. It examines the idea of international development assistance - or foreign aid-which first emerged in the period after the Second World War, about the same time that the idea of development appeared.

Learning Objectives

This learning module is designed to help the student:

1. Understand the origins of the idea of "foreign aid".
2. Understand the basic concepts of environment, development, and trade as they pertain to sustainability.
3. Appreciate the changing nature of development projects in the 1970s and 1980s.
4. Become familiar with the evolution of CIDA as an aid agency, and the development of CIDA's policies and priorities.
5. Appreciate CIDA's approach to International Development Assistance.

Outline

1. World War II and colonialism
2. The early years of CIDA
3. Development

Required Readings

1. Rosenau, J.N. (1997). Article #15: The complexities and contradictions of globalization. In R.M. Jackson (Ed.), **Global issues** (16th ed.). CT: Dushkin/McGraw/Hill.
2. Newmark, J.W. (1995). Foreign aid in the 1990s: The new realities, chapter 8. In M.Dorraj (Ed.), **The changing political economy of the Third World** (pp. 223-243). Lynne Rienner
3. Canadian International Development Agency (CIDA) (December, 1997).

Our Commitment to Sustainable Development. The strategy of the Canadian International Development Agency (pp. 1-47).

Recommended Readings

1. Ponting, C. (1991). Creating the Third World, Chapter 10. In *A green history of the world*. New York: Penguin
2. Esteva, G. (1993). Development. In W. Sachs *The development dictionary: A guide to knowledge as power* (pp. 7-25). London: Zed Books

Web Sites

Canadian International Development Agency (CIDA)

<http://www.acdi-cida.gc.ca/index.htm>

International Development Research Centre

<http://www.idrc.ca/>

United Nations Home Page

<http://www.unicc.org:80>

Study Questions

1. How did World War II set the stage for International Development Assistance?
2. Outline the different approaches and criticisms of development.
3. Trace the evolution of CIDA's policies with particular attention to the move towards sustainability and the "five pillars."
4. What lessons has CIDA learned from the past 30 years in development?

Heard on this Program (in order of appearance)

Peter Victor. Dean of Environmental Studies, York University.

Tim Cullen. World Bank.

Ellie Perkins. Associate Professor of Environmental Studies, York University.

Rodger Schwass. Professor of Environmental Studies, York University.

Jean Marc Metivier. Vice President, Asia Branch of The Canadian International Development Agency (CIDA).

James McQuaig. Environment Canada.

Huguette Labelle. President, The Canadian International Development Agency (CIDA).

Charles Bassett. Vice President of the Canadian International Development Agency.

Program Outline 4

Rio and Agenda 21

The Earth Summit at Rio, held June 3-14 1992, has been called “one of the defining moments of twentieth century history.” The scope of what took place at the “United Nations Conference on Environment and Development,” or UNCED (the official name of the Rio Earth Summit) will be explored in this program. The focus is on the 40 chapters of Agenda 21, as well as the other agreements signed at Rio.

Learning Objectives

This learning module is designed to help the student:

1. Develop an understanding of the events that led to Rio, including the □Prep Coms.□
2. Examine the significance of education for sustainable development and environmental education in Agenda 21.
3. Obtain a clear picture of what the conference entailed.
4. Study the four different sections of Agenda 21.
5. Appreciate the significance of NGO, indigenous and private sector involvement at Rio.

Outline

1. The development of the UNCED
2. Stockholm and Rio
3. The □Prep Coms□ and Rio
4. Agenda 21, sustainable development and education
5. Attending Rio
6. Agenda 21

Required Readings

1. Bright, C., (1999). Article #13: Invasive Species: Pathogens of Globalization, In R.M. Jackson (Ed.), *Global Issues* (16th ed). CT: Dushkin/McGraw/Hill
2. Keating, M. (1993). Agenda 21 *The Earth . s Summit . s Agenda for Change* (pp. 1-70).
3. Berne, Switzerland: Centre for Our Common Future.

4. United Nations. (1997). *Changing our patterns of Production and Consumption to save the Global Environment*. New York: United Nations Department of Public Information.

Recommended Readings

1. Suskind, L.E. (1994). *Environmental Diplomacy*, The Weakness of the Existing Environmental Treaty-Making System, Chapter 2. New York: Oxford University Press.
2. Elliott, L. (1998). *The Global Politics of the Environment*, From Stockholm to Rio, Chapter 1. New York: MacMillian Press.
3. Freita, D. (1998). Article #42: The First Fifty Years: The Main Achievements. In R.M.Jackson (Ed.), *Global Issues* (14th ed.). CT: Dushkin/McGraw/Hill.

Web Sites

Canadian International Development Agency (CIDA)

<http://www.acdi-cida.gc.ca/index.htm>

EcoNet

<http://www.web.net/fon/econet2.htm>

Earth Council

<http://ecouncil.ac.cr>

ICLEI: International Council for Local Environmental Initiatives

<http://www.iclei.org>

International Development Research Centre

<http://www.idrc.cal>

Institute for Local Self-Reliance (ILSR)

<http://www.ilsr.org/>

<http://www.bestpractices.org!>

Secretariat of the Convention on Biological Diversity

<http://www.unep.ch/biodiv.html>

United Nations Home Page

<http://www.unicc.org>: 80

United Nations Department for Policy Coordination and Sustainable Development

<http://www.un.org/dpcsdl>

Study Questions

1. Outline some of the developments, which led to RIO and the UNCED.
2. What was the role of the "Prep Coms" in the development of Rio?
3. Outline the effectiveness of a strengths model approach to education and sustainable development.
4. Explain the significance of the indigenous community meetings being so far away from the "Official" meetings at Rio.
5. Briefly outline the different sections of Agenda 21.
6. What is the significance of the CSO -Civil Society Organisations, indigenous community, and the private sectors attendance at Rio? What does this mean for the future?

Heard on this Program (in order of appearance)

David Runnalls. Senior Fellow of the International Institute for Sustainable Development.

Chuck Hopkins. Special advisor to the United Nations (UN) on Sustainable Development.

Stephan Barg. International Institute for Sustainable Development.

Michael Keating. Freelance Writer, Senior Fellow, and York Centre for Applied Sustainability.

David Woolcombe. Head of Peace Child International.

Maurice Strong. First President of CIDA.

John Fein. Environmental Educator, Griffiths University, Australia.

Bedrich Molden. Charles University, Prague. Former Minister of the Environment, The Czech Republic.

Gustavo Ospina. Unesco.

Program Outline 5

Canada-Brazil Technical Cooperation Project: Environmental Training in Brazilian Industry (1995 - 2000)

The next six programs are case studies of how CIDA has attempted to promote sustainability through projects it has funded in various parts of the world. Each project has different objectives, and the countries involved are at different stages of development. These case studies illustrate the wide range of issues and challenges involved in applying the idea of sustainable development.

This program focuses on Brazil. Brazil is attempting to “green” Brazilian industry through technical training and environmental education, as well as by introducing environmental management systems, through the work of SENAI - the Brazilian Industrial Training Service.

Learning Objectives

This learning module is designed to help the student:

1. Understand that various social, economic, political, and physical factors affect how development occurs through a case study.
2. Gain a sense of how sustainable development principles are applied and how developmental assistance can be given through a project like the Environmental Training Program.
3. Understand the role of capacity building and what the limitations and gains of such projects are.
4. Examine how economic decisions can and should take environmental issues into account and what the various barriers and benefits are.
5. Question the roles of the North and South in taking initiatives for development.

Outline

1. Brazil - development and background
2. The role of the environment in economic decisions.
3. The role of SENAI in environmental promotion in industry
4. Outcomes of CIDA involvement in the future

Required Readings

1. Nanie Herrnger da Silva, R. (Trans), (1997). *SENAI. Yesterday, today and tomorrow education for work and citizenship.* (3rd ed., pp. 13-52). Sao Paulo: SENAI
2. Petrarolha, F.L.S. (1996). Article 22: Brazil: The meek want the earth now. In R.M. Jackson (Ed.), *Global issues.* (13th ed., pp. 130-136). CT: Dushkin/McGraw/Hill. Reprinted from *The Bulletin of the Atomic Scientists*, November/December, 1996.

Recommended Readings

1. Conger, L. (1998). Article #41: A Fourth Way? The Latin American Alternative to NeoLiberalism, In R.M. Jackson (Ed.), *Global Issues* (16th ed.). CT: Dushkin/McGraw/Hill.
2. Galbraith, J.K. (1999). Article #17: The Crisis of Globalization, In R.M. Jackson (Ed.), *Global Issues* (16th ed.). CT: Dushkin/McGraw/Hill.

Web Sites

Canadian International Development Agency (CIDA)

<http://www.acdi.gc.ca/index.htm>

Curitiba, Ecological Capital of Brazil:

<http://ultra.bastecet.com.br/curitibalindex1.html>

Integrated Transport Planning in Curitiba, Brazil:

<http://www.solstice.crest.org/planning/curitiba/index.html>

New Urbanism in Curitiba

http://www.lawrence.edu/dept/anthropology/new_urbanism/curitiba_brazil.html

United Nations Home Page

<http://www.unicc.org>: 80/

Study Questions

1. What difficulties does Brazil's history present in applying the ideas of sustainability in the 90's.
2. Why is it difficult to have environmental concerns included in economic decisions? Is it just a matter of internalizing external factors or of changing the outlook of persons making the decisions?
3. Which of the four outcomes of the CIDA funded Environmental Training Project with SENAI positively affected the environment?
4. Comment on the parallels between SENAI's evolution in the context of international cooperation and development assistance and the shift in Canada's international assistance programs.
5. Explain how environmental trading requirements in the international market can become a barrier for developing economies. How does ISO 14000 certification alleviate and hinder developing companies (hint: it is very expensive to maintain an ISO 14000 certification annually)?
6. Outline some of the shortcomings of the CIDA sponsored project.

Heard on this Program (in order of appearance)

Ricardo Risende. Brazilian Industrial Training Service -SENAI.

Colin Isaacs. Environmental Consultant. Former member of Pollution Probe.

Louise Clement. Senior Official Brasilia Branch Canadian International Development Agency (CIDA).

Aguilar Martins. Deputy Director of the Brazilian Industrial Training Service - SENAI.

Sam Mikhail. Director, Ryerson International.

Marsha McEachrane. Ryerson International.

Elie Politi. SENAI, Sao Paulo.

Ray Anderson. CEO and founder of Interface Flooring.

Michael Brownell. Canadian International Development Agency (CIDA).

Program Outline 6

Environmental Tourism in the Windward Islands

The Windward Islands lie in a crescent-shaped chain in the south-eastern Caribbean. The program will look at various forms of ecotourism in four Caribbean islands: Dominica, St. Lucia, St. Vincent, and Grenada. The program focuses on a rather unusual, and innovative project called the “Windward Islands Nature Tourism Project.”

Learning Objectives

This learning module is designed to help the student:

1. Examine sustainable development in the context of the Caribbean (as opposed to Brazil).
2. Appreciate the significance of the tourism industry in development and to examine the principals of sustainable development in ecotourism.
3. Further examine the role of developing countries in creating environmentally friendly industries and in addressing environmental degradation.
4. Study some of the strategies involved in development projects. This includes capacity building, self-determination and the participatory processes at the grass roots and governmental levels.

Outline

1. Ecotourism
2. Sustainability and sustainable development
3. History and Geography of the Caribbean Islands

Required Readings

1. Blangy, S. (1999). Article #33: Ecotourism without Tears, In R.M. Jackson (Ed.), *Global Issues* (16th ed.). CT: Dushkin/McGraw/Hill.
2. The UNESCO Courier. (1999). Article #32: The Globalization of Tourism, In R.M. Jackson (Ed.), *Global Issues* (16th ed.). CT: Dushkin/McGraw/Hill.
3. Franklin, B. (1998). Contextural Action Research: Methodology in Practice. In *Contextural action research: Extending praxis methodology* (Doctoral Dissertation, pp. 64-108. Santa Barbara, CA: The

Fielding Institute.

4. Franklin, B. (1993). *Grassroots initiative in sustainability: A Caribbean example*. In D.
5. Bell (Ed.), *Human society and the natural world: Perspectives on sustainable futures* (pp. 116-127). Toronto: Faculty of Environmental Studies, York University.

Recommended Readings

1. Escobar, A. (1999). Article #16: The Invention of Development, In R.M. Jackson (Ed.), *Global Issues* (16th ed.). CT: Dushkin/McGraw/Hill.
2. Weaver, D.B. (1998). Introduction to Ecotourism in the Less Developed World, Chapter
3. 1. In *Ecotourism in the Less Developed World*. London: CAB International.
4. Weaver, D.B. (1998). Ecotourism in the Less Developed World, Chapter 3. In *Ecotourism in the Less Developed World*. London: CAB International.

Web Sites

Canadian International Development Agency (CIDA)

<http://www.acdi-cida.gc.ca/index.htm>

Green Community Association

<http://www.ptbo.igs.net/~gcal>

United Nations Home Page

<http://www.unicc.org:80/>

Study Questions

1. Tourism and agriculture are important parts of the economies of these islands. What are the environmental impacts of these industries?
2. Define ecotourism.
3. What was unusual about the Nature Tourism Project and how did it differ from the CIDA sponsored project in Brazil?
4. How do search conferences and Adapting by Learning or the CIDA initiative in the Windward Islands fit in with participatory processes? Are these effective in promoting sustainability?
5. Can you think of other potential industries that may prove beneficial?
6. How does ecotourism or nature tourism aid in environmental protection?

Heard on this Program (in order of appearance)

Ricardo Risende. Brazilian Industrial Training Service .SENAI.

Dick McNeil. Professor, Cornell University.

Bill Found. Professor of Environmental Studies, York University.

Beth Franklin. Faculty of Environmental Studies, York University.

David Morley. Professor of Environmental Studies, York University.

Rodger Schwass. Professor of Environmental Studies, York University.

Program Outline 7

Sustainability and District Planning in Kenya

Kenya is caught in a vicious cycle of deteriorating economic conditions that have contributed to social misery and environmental degradation. Against this depressing background, the Kenyan political situation continues to look bleak. In this program we can't hope to unravel all the causes of Kenya's developmental difficulties, but we will learn about some recent CIDA projects that illustrate the challenge of promoting sustainable development in Sub-Saharan Africa.

Learning Objectives

This learning module is designed to help the student:

1. Begin to develop an understanding of the development challenges facing Kenya.
2. Appreciate the problems in the energy sector in Kenya.
3. Evaluate the DURP project.
4. Examine the changing nature and the continuation of developmental aid in the case of Kenya.

Outline

1. Kenya: problems and potentials
2. Energy and the environment
3. The parties involved in development processes
4. DURP Project
5. Evaluating projects and the continuing of developmental aid

Required Readings

1. Brown L.R. and B. Halweil. (1999). Article #6: Breaking out or Breaking Down, In R.M. Jackson (Ed.), *Global Issues* (16th ed.). CT: Dushkin/McGraw/Hill.
2. Fisher, R.W. (1997). Article #42; The future of energy. In R.M. Jackson (Ed.), *Global Issues* (16th ed.). CT: Dushkin/McGraw/Hill.
3. Fantu Cheru. (1992). Structural adjustment, primary resource trade and sustainable development in Sub-Saharan Africa. *World development*, 20 (4), 497-512.

Recommended Readings

1. Bender W. (1997). Article #8: How Much Food Will We Need in the 21st Century? In R.M. Jackson (Ed.), *Global Issues* (16th ed.). CT: Dushkin/McGraw/Hill.
2. Glantz, M. (1997). Article #10: The Global Challenge, In R.M. Jackson (Ed.), *Global Issues* (16th ed.). CT: Dushkin/McGraw/Hill.

Web Sites

Canadian International Development Agency (CIDA)

<http://www.acdi-cida.gc.ca/index.htm>

Eco-Village Information Service

<http://www.gaia.org>

Institute for Local Self-Reliance (ILSR)

<http://www.ilsr.org>

Sustainability Site

<http://www.crest.org>

Yellow Woods Associates Inc.

<http://www.together.net/~yellow>

United Nations Home Page

<http://www.unicc.org:80/>

Study Questions

1. The energy crisis that may ensue in Kenya has the capacity for environmental degradation. Outline how this may arise and which sectors are involved.
2. In alleviating the energy crisis, which groups can help, and how are they

involved?

3. According to Peter Victor, what pitfalls exist in development efforts today?
4. How does CIDA define or assess the success of a project?
5. What are the main factors and issues involved in development assistance?

Heard on this Program

Elizabeth Dowdeswell. Former Director, United Nations Environment Program (UNEP).

Charles Bassett. Vice President of the Canadian International Development Agency (CIDA).

Robert MacDonald. Associate Professor of Environmental Studies, York University.

Peter Victor. Dean of Environmental Studies, York University.

Tony Hodge. Chair, British Columbia Council for Sustainability; Former member of National Round Table on Environment and Economy.

Ellie Perkins. Associate Professor of Environmental Studies, York University.

Program Outline 8

Measuring Progress Toward Sustainability

This program is about measuring progress toward sustainability. How do we define sustainability and how can we measure progress toward achieving it? Some of the ideas presented are quite challenging. The focus here is on techniques for measurement that rest on assumptions about how knowledge is acquired, and linked to action. As in other discussions about sustainability, we take our initial bearings from Agenda 21. In this program an international project called “Monitoring and Assessing Progress Toward Sustainability” is discussed. This project was carried out in the mid 1990s by the IUCN The International Union for the Conservation of Nature (also called the World Conservation Union).

Learning Objectives

This learning module is designed to help the student:

1. Understand the need for a vision, and a definition, of sustainability.
2. Examine decision-making processes, and how they affect sustainability.
3. Understand the imperative need to develop indicators and scales to measure progress towards sustainability.
4. Appreciate the importance of cultural sensitivity and traditional knowledge.
5. Develop an understanding of the project “Measuring Progress Toward Sustainability”, and the significance of examining the ecosystem as tied to human well being.

Outline

1. Sustainability as a process
2. The IUCN, CIDA, and the IDRC
3. The IDRC and Agenda 21
4. The IDRC/IUCN project and indicators of sustainability
5. “Tools” for sustainability
6. The IUCN Project in Columbia, Zimbabwe and India
7. The applicability of “tools” for sustainability in Canada

Required Readings

1. Sadowski, Y. (1998). Article #26: Ethnic Conflict: Think again, In R.M. Jackson (Ed.), **Global Issues** (16th ed.). CT: Dushkin/McGraw/Hill.
2. Hodge, R.A. (1996). A Systemic Approach to Assessing Progress toward Sustainability, Chapter 10. In A. Dale, & J. B. Robinson. **Achieving sustainable development** (pp. 267-292). Vancouver: UBC Press.
3. Robinson, J.B. Francis, G. Lerner, S.(1996). Defining a Sustainable Society, Chapter 3 In J.B. Robinson, G. Francis, R. Legge, S. Lerner, D. S. Slocombe, & C. Van Bers. **Life in 2030: Exploring a sustainable future for Canada** (pp. 26-52). Vancouver: UBC Press.
4. Roseland, M. (1991). Toward sustainable cities. **Ecodecision**, 3, 48-52.

Recommended Readings

1. Yunus, M. (1999). Article #38: The Grameen Bank, In R.M. Jackson (Ed.), **Global Issues** (16th ed.). CT: Dushkin/McGraw/Hill.
2. Maclaren, V. (1996). Developing indicators of urban sustainability: A focus on the Canadian experience (Chapters 3 & 4). Toronto: ICURR Press.

Web Sites

Aboriginal Resources Network

<http://www.bloorstreet.com/home.htm>

Canadian International Development Agency (CIDA)

<http://www.acdi-cida.gc.ca/index.htm>

Center for Sustainable Cities

<http://www.uky.edu/Classes/PS776/cscinfo.html>

Center for Sustainable Communities - University of Washington

<http://weber.u.washington.edu/~common/>

Fourth World Documentation Project of the Center for World Indigenous Studies

<http://www.halcyon.com/FWDP/un.html>

Indicators of Sustainability

<http://www.subjectmatters.com/indicators/HTMLSrc/Indicators.html>

Searchable Database of 800 indicators for 15 communities

<http://www.subjectmatters.com/indicators>

United Nations Home Page

<http://www.unicc.org:80/>

Study Questions

1. If sustainability deals with relationships and linkages, how do we determine if we are arriving at this process? How and why should we measure sustainability?
2. Briefly outline the relationship between the IDRC and CIDA. Are there differences in their approaches?
3. Given the IDRC's official role as an Agenda 21 agency, how has sustainability become an integral part of IDRC programs?
4. Why are cultural sensitivity and the use of traditional knowledge important?
5. Explain how the different "tools" to measure sustainability were applied in Columbia, Zimbabwe, and India? Are these same "tools" applicable to the Canadian case?
6. Given that the key goal of sustainability is to improve social equity by reducing poverty, why are new methods of measuring sustainability that go beyond GDP necessary?
7. Outline some of the root causes of ethnic conflict.

Heard on this Program (in order of appearance)

Peter Hardi. IISD.

Bill Found. Professor of Environmental Studies, York University.

David Runnalls. Senior Fellow of the International Institute for Sustainable Development (IISD).

Tony Hodge. Chair, British Columbia Council for Sustainability; Former member of National Round Table on Environment and Economy.

Robert Prescott-Allen. Sustainability Indicators Consultant living in Victoria B.C.

Fikret Berkes. Professor of Natural Resources, University of Manitoba.

Michael Keating. Freelance Writer, Senior Fellow and York Centre for Applied Sustainability.

Bill Rees. Professor of Community and Regional Planning, University of British Columbia.

Program Outline 9

Environmental Sustainability in Indonesia

In the last few programs, the focus was on CIDA projects in the Caribbean, Brazil, and Kenya; and on an IDRC project that involved field tests in Colombia, Zimbabwe, and India. The focus in this program shifts to the Asia-Pacific region. After discussing some of the general sustainability challenges in this region, the program focuses on one of CIDA's first environment development projects: Environmental Management and Development in Indonesia, (EMDI).

Learning Objectives

1. Study the different development challenges facing East Asia.
2. Develop an understanding of Environmental Impact Assessment as a key tool for environmental management.
3. Examine the CIDA sponsored EMDI project and begin to understand the challenge of urban management.
4. Appreciate the different activities of the UN and the World Bank and their programs as related to urban development and sustainability.
5. Draw the link between the many social elements of sustainability, including concern for social equity, gender issues, and education.

Outline

1. The rise and fall of the Asian market
2. UN and UNEP
3. Social equity, the World Bank and East Asia
4. EMDI and CIDA
5. Development in Indonesia and social equity issues
6. Education for sustainability

Required Readings

1. Kraar, L. (1999). Article #20: What Pacific Century?, In R.M. Jackson (Ed.), **Global Issues** (16th ed.). CT: Dushkin/McGraw/Hill.
2. Steinfeld, E.S. (1999). Article #18: Beyond the Transition: China's Economy at Century's End, In R.M. Jackson (Ed.), **Global Issues** (16th ed.). CT: Dushkin/McGraw/Hill.

Recommended Readings

1. Kupchan, Charles. (1999). Article #23: Life After Pax Americana, In R.M. Jackson (Ed.), *Global Issues* (16th ed.). CT: Dusklin/McGraw/Hill
2. Park, D. Southeast Asia's economic crisis. *Contemporary Review*, 272(1584), 8-13.
3. Gilpin, A. (1995). Environmental Impact Assessment (EJA): cutting edge for the twenty-first century, Chapter 2. Cambridge: Cambridge University Press.

Web Sites

Canadian International Development Agency (CIDA)

<http://www.acdi-cida.gc.ca/index.htm>

United Nations Home Page

<http://www.unicc.org:80/>

Study Questions

1. When examining the Asian situation, why might we question whether or not development is sustainable?
2. It can appear as if there is a lack of coordination and cooperation between the different UN agencies, briefly explain how they fit together.
3. How can sustainability become a part of urban management?
4. Explain Environmental Impact Assessment (EIA).
5. Outline the need for education in sustainability and urban management, and how the many social elements of sustainability are linked.

Heard on this Program (in order of appearance)

Jean Marc Metivier. Vice President, Asia Branch of The Canadian International Development Agency (CIDA).

Rupert Maclean. Director, UNESCO, Asia Pacific Branch.

Elizabeth Dowdeswell. Former Director United Nations Environment Program (UNEP).

Tim Cullen. World Bank.

William Found. Professor of Environmental Studies, York University.

Bonnie Kettel. Associate Professor of Environmental Studies, York University.

Professor Hariyadi. Professor and Indonesian researcher.

Bill Rees. Professor of Community and Regional Planning, University of British Columbia.

Program Outline 10

Sustainability in Eastern Europe and the Former Soviet Union

In the last few programs different aspects of sustainability were examined. The greening of industry in Brazil, nature tourism in the Windward Islands, district environmental planning in Kenya, environmental management and assessment in Indonesia, and measuring progress towards sustainability in Columbia, Zimbabwe and India. This program deals with a region that was not included in CIDA's mandate until 1989- Central and Eastern Europe. This program examines some of the challenges this region faces as it attempts a difficult transition from a planned, centrally controlled economy to one based on the open market. The focus is on the Czech Republic and the CIDA sponsored project:

“Mapping Land Hazards with Radarsat.”

Learning Objectives

1. Understand the origins and history of aid to Central and Eastern Europe.
2. Appreciate the nature of environmental degradation in Central and Eastern Europe and the difficulties facing these economies in transition.
3. Identify CIDA's objectives for the region and the nature of these objectives.
4. Examine the CIDA sponsored “Mapping Land Hazards with Radarsat” to develop an understanding of the applicability for such technology and its benefits.

Outline

1. CIDA and Central and Eastern Europe
2. The Czech Republic, Environment and Sustainability
3. GIS (Geographic Information Systems) and Remote Sensing
4. “Mapping Land Hazards with Radarsat”
5. Economies in Transition to “graduated economies”

Required Readings

1. Business Week. (1999). Article #21: How far, How Fast Is Central Europe Ready to Join the Eu?, In R.M. Jackson (Ed.), **Global Issues** (16th Ed.). CT: Dushkin, McGraw, Hill.
2. Arnoff, S. (1995). Geographic information systems: A management perspective (pp.1-29). Ottawa: WDL Publications.
3. Smith, P.A. (1998, Nov. 5). Environmental reporting: A universal standard. *The Herald Tribune*, p. 22.

Recommended Readings

1. Haass, R.N. (1999). Article #25: Europe at Century's End: The Challenge Ahead, In R.M. Jackson (Ed.), **Global Issues** (16th ed.). CT: Dushkin/McGraw/Hill.
2. Falk, R. (1999). Article #4: World Prisms: The Future of Sovereign States and International Order, In R.M. Jackson (Ed.), **Global Issues** (16th ed.). CT: Dushkin/McGraw/Hill.

Web Sites

Canadian International Development Agency (CIDA)

<http://www.acdi-cida.gc.ca/index.htm>

Inter-American Water Resource Network (IWRN)

<http://www.oas.org/L/IWRN.htm>

United Nations Home Page

<http://www.unicc.org:80/>

Study Questions

1. Why would one refer to aid in Central and Eastern Europe as a paradox or irony? Furthermore, why would CIDA be criticized for including this area in its mandate? Briefly explain the difference between developing economies and economies in transition and why both of these need international aid.
2. With the opening up of the former Soviet Union and the countries of Eastern Europe, it has become apparent that the state systems have produced extreme environmental damages in many regions. How will the introduction of market forces into this area affect the environment and where does sustainability have its place?
3. Briefly explain the CIDA project in the Czech republic.

4. Outline some of the problems □graduated□ economies will face, and how sustainability can find a strong foothold in these economies.

Heard On This Program (In Order Of Appearance)

Charles Bassett. Vice President of The Canadian International Development Agency (CIDA).

Bedrich Molden. Charles University, Prague. Former Minister of the Environment, The Czech Republic.

Michael Shtappa. Educational Administrator, The Czech Republic.

Dianne Masson. Senior Advisor, The Czech Republic, The Canadian International Development Agency (CLDA).

Robert Van Wyngaarden. Former Director of Marketing and Sales, Geomatics.

Sergei Plekanov. Professor of Political Science, York University.

Program Outline 11

Sustainability in Canada

Canada has often been hailed as a world leader in the field of sustainability and environment policy. Several Canadians have held important positions internationally over the past three decades. Canadians were also pioneers of the concept of “Round Tables”, and moved in the late 1980’s to establish these multi-stakeholder advisory bodies at all levels of government and in every province. Canada was one of the first countries to develop a national Green Plan. CIDA was one of the first agencies in the world to incorporate environment in its aid programs and policies. How much of this early momentum has continued? Is Canada still a world leader in environment and sustainability? This program assesses Canada’s prospects for moving towards sustainability in the coming century. The contribution of both institutional change and leadership for the successful implementation of sustainability is considered.

Learning Objectives

1. Develop an understanding of multi-stakeholder dialogue in the context of Round Tables. Understand the dynamics and difficulty in establishing a sustainability agenda and embedding these concepts into formal legislation.
2. Be able to identify the different approaches to embedding sustainability attempted in all three jurisdictions (Federal, Ontario, and Manitoba) and elaborate upon each.
3. Appreciate the need for private sector participation in sustainability.
4. Form opinions on the tools needed to achieve sustainability.

Outline

1. Multi-stakeholder dialogue and Round Tables
2. A sustainability agenda
3. The private sector and sustainability
4. Sustainability and the classroom

Required Readings

1. Robinson, J.B. & Slocombe, D.S. (1996). Exploring a sustainable future for Canada, Chapter 1: In J.B. Robinson, G. Francis, R. Legge, S. Lerner, D. S. Slocombe, & C. Van Bers, C. *Life in 2030: Exploring a*

- sustainable future for Canada* (pp. 1-12). Vancouver: UBC Press
2. International Institute for Sustainable Development. (Jan/Feb 1998, Issue 13) Social Capital. *Developing Ideas*.

Recommended Readings

1. Robinson, J.B. & Francis, G. Legge, R. Lerner, S. Slocombe, D.S. & Van Bers, C. (1996). Design criteria for a sustainable Canadian society, Chapter 4. In *Life in 2030 exploring a sustainable future for Canada* (pp 1-12). Vancouver: UBC Press.
2. Hancock, T. (1996). Planning and creating healthy and sustainable cities: The challenge for the 21st century. In C. Price and T. Tsouros (Eds.), *Our cities. our future: Policies and action for health and sustainable development*. Copenhagen: WHO Healthy Cities Project Office.

Web Sites

Canadian International Development Agency (CIDA)

<http://www.acdi-cida.gc.ca/index.htm>

Environment Canada

<http://www.doe.ca>

EPA Storefront of Community Environmental Tools

<http://www.epa.gov/ecosystems/storefront/>

InContext

<http://www.context.org>

International Institute for Sustainable Development

<http://iisd.iisd.ca>

Joint Centre for Sustainable Communities

<http://www.naco.org/memserv/sustain.htm>

National Round Table on Environment and Economy

<Http://www.nrtee-trnee.ca/english/index.htm>

Ontario Environment Network

<http://www.web.net/~oen>

Ontario Healthy Communities Coalition

<http://www.opc.on.ca/ohcc>

Ontario Ministry of Environment and Economy

<http://www.ene.gov.on.ca>

Ontario Ministry of Environment and Economy

<http://www.ene.gov.on.ca>

Ontario Round Table on Environment and Economy (ORTEE)

<http://www.apc.org/users/ortee>

United Nations Home Page

<http://www.unicc.org:80/>

Study Questions

1. Collaboration between business and government has become the cornerstone of post-Rio implementation of Sustainable Development. Demonstrate how Round Tables in Canada serve as an example of this.
2. Outline and explain the approach taken to sustainability in all three jurisdictions: Manitoba, Ontario, and the federal government.
3. In the business world, environmental performance is increasingly seen as a competitive and strategic issue for companies. Industry has made extensive progress in addressing the sustainable development agenda. Explain how the private sector can contribute to sustainability.
4. Can the public learn a new culture of sustainability? Will sustainable development and the concepts of sustainability become a new organising principle which has the potential to bring together diverse and often competing causes?
5. In your own opinion what is needed to achieve sustainability particularly in the Canadian context?

Heard on this Program

Jim MacNeill. Secretary-general of the “Brundtland Commission.

Jon Grant. Former CEO, Quaker Oats and former chair of Ontario Round Table on Environment and Economy (ORTEE).

Frank Tizak. Senior Vice President of Environment, Noranda.

Jean Perras. Executive Director, Learning for a Sustainable Future.

Gary Filmon. Premier, Manitoba..

Bryan Gray. Executive Director, Manitoba Sustainable Development Coordination Unit.

Brian Emmett. Federal Commissioner for the Environment and Sustainable Development, Ontario.

Eva Ligetti. Ontario Commissioner of the Environment.

Maurice Strong. First President of CIDA.

Robert Schad. CEO, Husky Manufacturing.

Diane Griffin. Deputy Minister of Environment, P.E.I.

Program Outline 12

Sustainability and the Future of Humankind

In a really fundamental way, sustainability is all about the future. The word sustain means to hold up or support over time. The famous Brundtland definition of sustainability draws attention to the rights of future generations by insisting that “sustainable development” meets the needs of the present generations without compromising the ability of future generations to meet their needs. To make a commitment to sustainability planning means bringing long term considerations into the decisions we make today. The emergence of sustainable development may indeed be an important catalyst for the formulation and implementation of creative and effective responses to many of the overwhelming challenges presented in Agenda 21 and the other Rio agreements.

Learning Objectives

1. Appreciate the difficulties inherent in thinking in terms of the future and in fostering concern for the coming generations.
2. Begin to develop an understanding of the wider horizon of view points and thoughts of sustainability; culturally, politically, economically, and in terms of the bottom line.
3. In trying to access the future side of the equation of sustainability, an overview of ways of accessing the future should be gained.
4. To question ones own beliefs and views on sustainability.

Outline

1. Sustainability- Getting Back to the Future
2. Tomorrow’s Child
3. Prospects for Sustainability
4. The History of the Future

Required Readings

1. Briggs, D. & Robinson, J.B. (1996). Life in 2030: The sustainability scenario Chapter 5 In J.B. Robinson, G. Francis, R. Legge, S. Lerner, D. S. Slocombe, & C. Van Bers, *Life in 2030: Exploring a sustainable future for Canada* (pp. 83-130). Vancouver: UBC Press.
2. Organisation for Economic Co-operation and Development (OECD). Environmental Directorate. *Environmentally sustainable transport*.

Recommended Readings

1. Huntington, S.P. (1997). Article #2: The many faces of the future. In R.M. Jackson, Ed., *Global issues* (16th ed.). CT: Dushkin/McGraw/Hill.
2. Trist, E. (1980). The Environment and system-response capacity. *Futures*, April.

Web Sites

Canadian International Development Agency (CIDA)

[http://www .acdi-cida.gc.ca/index.htm](http://www.acdi-cida.gc.ca/index.htm)

Chattanooga Sustainability Page

<http://bertha.chattanooga.net/SUSTAIN/>

Community Sustainability Resource Institute

<http://www.sustainable.org>

Green Map System

<http://www.greenmap.com/>

The World Resources Institute's Education Web site

<http://www.wri.org/wri/enved>

United Nations Home Page

<http://www.unicc.org:80/>

Study Questions

1. The future is what has yet to occur be it a second from now or a millennium. It is easier to predict at these extremes than at some middle ground measured in hundreds of years. Identify three examples where the context of the situation dictates the longevity of the prediction.
2. Re-examine Orr's, Keil's and Penz's concerns on sustainability and the future. Compare and contrast.
3. What are the implications of the extrapolation method for future analysis? How does it speak to future generations and what are the shortcomings?
4. In the same vein as the previous question, search conferences and scenario planning are attempts at helping us navigate through the turbulent times ahead. How do they differ? Do they share any resonance with First Nations philosophy? How effectively do they address the North-South schism?

Heard on this Program (in order of appearance)

Ray Anderson. CEO and founder of Interface Flooring.

Dan Longboat. PhD Student, Environmental Studies, York University.

Peter Penz. Associate Professor of Environmental Studies, York University.

Roger Keil. Associate Professor of Environmental Studies, York University.

Mary Bernard. Faculty of Environmental Studies and York Centre for Applied Sustainability, York University.

Brian Kelly. Acting Director, Haub Programme in Business and Sustainability, York University. Former Director, Sustainable Development Unit, Ontario Hydro.

Tony Shallcross. Sustainability Educator, Scotland.

John Fein. Environmental Educator, Australia.

David Orr. Professor, Oberlin College.

Bonnie Kettel. Associate Professor of Environmental Studies, York University.

Evaluation

Assignments And Examinations

The evaluation will be based on two assignments and one final examination:

Assignment 1 (1250 word essay, double spaced)	15 %
Assignment 2 (2500 word essay, double spaced)	45 %
Final Examination	40 %

Written Work

Essays must be typed, double spaced with sufficient margins to allow for written comments by your tutor. A bibliography of works consulted must be included at the end of the essay and the essay must be properly footnoted/referenced in the text of the essay.

Extensions must be requested before the assignment is due.

Faxed assignments must be typed and the pages numbered. Also include the number of pages being faxed and the telephone number to call if there is a problem.

Marking Criteria

Please consult the Ryerson Calendar and Open College Student Handbook.

Plagiarism

Any written work which quotes directly from other material without attribution will receive no marks and there will be no chance to resubmit. For further information please consult the Ryerson Calendar and Atkinson Calendar (if applicable).

Please Print on the First Page of your Essay Assignment

Your Name
Name of Course
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The information on the title page is very important in processing your paper.

Please keep a copy of your assignment until the course is complete.

Mail assignments to:

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Continuing Education/Room A100

350 Victoria Street

Toronto, Ontario

M5B 2K3

Or Fax to:

(416) 595 .9602

*NOTE: Faxed assignments must be typed and the pages numbered. Also include the number of pages being faxed and the telephone number to call if there is a problem.

Essay Topics

Assignment 1

Maximum Length: 1250 words (15%)

Choose one chapter of Agenda 21 and prepare a brief summary of the main recommendations for action, followed by a summary of the report to Earth Summit Plus 5 of progress toward carrying out the recommendations either at the global level or within a particular country. Earth Summit Plus 5 took place in New York in 1997. This conference involved an assessment of the progress made in meeting the Agenda 21 recommendations. Indicate in your conclusion to this assignment your own suggestions about how to move more effectively “from agenda to action” over the next five years.

Assignment 2

Maximum Length: 2500 words (45%)

Select one country **in which CIDA has carried out** or supported a major project at some time during the last 10 years. Summarize the project and assess the achievements of the project in relation to CIDA’s objectives and priorities. Indicate your assessment of the extent to which the project contributes to the achievement of sustainability (Be sure to explain how you are defining sustainability.)

FINAL EXAMINATION

This is a three hour exam

PLEASE NOTE: You are expected to prepare ahead of time for this exam and are not permitted to take notes or books into the exam room.

The exam will include a section worth 40% of the exam grade consisting of short identification questions; and an essay section requiring students to answer 2 questions for 30% each.

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Key Sustainability World Wide Web Sites

Adapted from a list compiled by Paul Bubelis for the Ontario Learning for Sustainability Partnership. Note that students will be encouraged to consult these and other Web Sites (especially those established by the United Nations and CIDA) in completing their written assignments.

Aboriginal Resources Network

<http://www.bloorstreet.com/home.htm>

Canadian International Development Agency (CIDA)

<http://www.acdi-cida.gc.ca/index.htm>

Center for Sustainable Cities

<http://www.uky.edu/Classes/PS776/cscinfo.html>

The Center for Sustainable Cities is a multidisciplinary alliance of faculty and other professionals dedicated to advancing the agenda for a sustainable future through research, teaching, consulting, and public service. Proposals and projects involving members of administrative staff and core faculty have included: the Montenero Project, a proposal to design a sustainable agricultural community as an educational centre and tourist attraction near Todi, Italy; the Lexington Corridor Project, a proposal to link the University of Kentucky campus with the Lexington downtown using sustainable city principles; and the Vienna project, a proposed city-building program to build a sustainable city implant on a deteriorating area surrounding a former railway station supported by the Vienna city council.

Center for Sustainable Communities - University of Washington

<http://weber.u.washington.edu/~common/>

The Center for Sustainable Communities sponsored by the University of Washington's Cascadia Community and Environment Institute, is a well developed site offering a variety of information on sustainable development, including local case studies of communities and organizations, a library which includes bibliographies on hundreds of books. It also contains a 10 session tutorial on sustainable communities.

Center of Excellence for Sustainable Development

<http://www.sustain.doe.gov>

The Center of Excellence for Sustainable Development helps communities design and implement innovative strategies that enhance the local economy as well as the local environment and quality of life. It was created by the U.S. Department of Energy's Office of Energy Efficiency and Renewable Energy. Of particular interest on this site is the Sustainable Communities Tool Kit that includes information on the definition of sustainable development, articles on sustainability and information on indicators, success stories, a bibliography and links to sustainable community web sites.

Centre for Applied Sustainability

<http://www.YorkU.CA/faculty/fes/ycas/>

This site contains information on YCAS's approach, activities, publications and environmental research & teaching at York. Links to sustainability centres in Canada and other countries are also included.

Chattanooga Sustainability Page

<http://bertha.chattanooga.net/SUSTAIN/>

The City of Chattanooga, Tennessee has been involved in many initiatives and activities to promote sustainability, and can serve as an important model for other cities whose goal is to chart a path toward a more sustainable future. The homepage outlines the sustainable development progress in a briefing book that details energy and transportation, natural resources, agriculture, community, industry, and population. It also gives information of the environmental aspects of sustainability and resources for others for work on sustainability programs.

Community Sustainability Resource Institute

<http://www.sustainable.org>

The site contains case studies, upcoming events, Frequently Asked Questions, operates a listserv and most importantly, posts vast amounts of information and WWW links on 6 topic areas: creating communities; smart growth; growing a sustainable economy; protecting natural resources; living sustainably; and, governing sustainably.

Earth Council

<http://ecouncil.ac.cr>

This site contains a wide range of information on the Earth Council which was established following the Earth Summit in Rio in 1992. It contains the Earth Charter and Earth Council Strategy as well as online databases and an NGO forum. Information on the Rio Plus 5 consultations and the ecological footprint of nations is also included.

Ecological Footprints

<http://www.utexas.edu/courses/resource/>

This site contains information on ecological footprints as background for a university course on natural resource management.

EcoNet

<http://www.web.net/fon1econet2.htm>

The EcoNet program is a joint effort between the Federation of Ontario Naturalists, Green Brick Road, and Green Teacher magazine to support educators working to bring environmental issues into the classroom. The program uses 1-800 phone lines and Internet Web sites to communicate effectively and efficiently with educators on topics such as environment and nature education, schoolyard naturalization and current conservation issues. Also included is a workshop series for educators on how to link schoolyard naturalization with curriculum requirements and on teaching environmental and conservation issues and two special issues of Green Teacher magazine featuring leading environmental education resources and techniques that are most helpful in the classroom.

EcoNet Sustainable Development Page

<http://www.igc.apc.org!igc/www.dev.html>

This is a meta site that contains links to approximately 70 other sites on sustainability issues.

Eco-Village Information Service

<http://www.gaia.org>

Sponsored by the Global Eco-village Network (GEN) an emerging international network of eco-villages and sustainable communities. With a GEN secretariat office in North America, Germany, Australia, and Denmark, this site contains up to date ecovillage news from around the world. Articles and networking

information from secretariat newsletters, reactions, reports, and current status of GEN member ecovillages from Colorado to India. In addition there are hundreds of pages of eco-village related information, news, resources, links, calendar listings, member Web pages and much more.

Environment Canada

<http://www.doe.ca>

The Green Lane of Environment Canada has a wealth of information on a broad range of environmental topics. Of particular interest is information on Action 21 and the Great Lakes Remedial Action Plan (RAP) - Public Advisory Committees (PACs) that is posted in the Ontario Region sub-site. Note: The Action 21 Funding Directory and RAP-PAC Update information which is included in the Resource Kit is posted here.

EPA Storefront of Community Environmental Tools

<http://www.epa.gov/ecosystems/storefront/>

This US Environmental Protection Agency site serves as a “storefront” housing access to a variety of community environmental tools including comprehensive guides to community planning; maps and databases, building partnerships, protecting resources, and links to additional EPA sources of information.

Fourth World Documentation Project of the Center for World Indigenous Studies

<http://www.halcyon.com/FWDP/un.html>

Green Community Association

<http://www.ptbo.igs.net/~gca/>

This network of 14 Ontario Green Communities have deliver environmental, social-marketing programs in communities across the province. This site contains general information on the Green Community approach and has links to the 7 communities who have their own web sites. Contact information for each member of the association is included.

Green Map System

<http://www.greenmap.coml>

The Green Map System is a collection of Green Maps which identify a City’s

“green sites,” - outstanding places of natural beauty, green businesses, ecologically-designed buildings, environmental centres, bike paths, and solar sites. There are now active teams creating Green Maps in over 25 cities in 13 countries. To date 5 Green Maps have been published and are available through this site.

ICLEI: International Council for Local Environmental Initiatives

<http://www.iclei.org>

ICLEI is a non-profit organization established through the partnership of the UN Environment Programme, the International Union of Local Authorities, and the Centre for Innovative Diplomacy. It serves as a clearinghouse on sustainable development and environmental protection policies, programs, and techniques that are being implemented at the local level. The web site includes case studies, a newsletter, information on publications related to policy and practice, and links to related sites.

InContext

<http://www.context.org>

Formerly a hardcopy journal on sustainability, now all issues are available on line. InContext is a non-profit research organization that explores humane, sustainable culture. Over 1000 articles from 43 issues are available at this site.

Indicators of Sustainability

<http://www.subjectmatters.com/indicators/HTMLSrc/Indicators.htm/>

This site focuses on indicators but also has information on defining sustainability and provides a good list of links to other sites. It has a searchable indicator database and contains information on other indicator projects as well as training materials on the topic.

Institute for Local Self-Reliance (ILSR)

<http://www.ilsr.org/>

The Institute for Local Self -Reliance (ILSR) is a non-profit education and research organization that provides information and assistance on topics related to sustainable development. For more than 20 years, ILSR has worked with citizen groups, governments, and private companies to develop sustainable development policies. The site contains technical and educational reports on a variety of topics, including sustainable energy policies.

Institute for Local Self-Reliance (ILSR)

<http://www.ilsr.org/>

This site provides extensive information on and links to several hundred intentional communities from around the world. Many of the groups described are included in the Communities Directory, which provides links to over 600 communities. Links to related resources including calendars of events, publications, and marketplace are also provided.

International Development Research Centre

<http://www.idrc.ca/>

International Institute for Sustainable Development

<http://iisd.iisd.ca>

IISD is a non-profit organization established and supported by the Governments of Canada and Manitoba. IISD's mandate is to promote sustainable development in decision making within government, business and the daily lives of individuals in Canada and the world. They have a number of documents on world-wide sustainable development/community projects available for a fee in hard copy format. Very useful web site as well. Includes the Bellagio Principles, criteria for sustainable community indicators.

Inter-American Water Resource Network (IWRN)

<http://www.oas.org/L/IWRN.htm>

Inter-American Water Resources Network (IWRN) is a network of networks whose purpose is to build and strengthen water resources partnerships and collaboration among the water resources community of the Americas. The network facilitates technical cooperation, information and data sharing, opportunities for education, training and partnerships in analysing and managing water resources.

Joint Centre for Sustainable Communities

<http://www.naco.org/memserv/sustain.htm>

The JCSC is sponsored by NACO the National Association of Counties and the US Conference of Mayors. Its purpose is to foster sustainable communities by providing local elected officials with advice, information, and financial support

through a variety of Initiatives and Programs.

Learning for Sustainability

<http://www.schoolnet.ca/vp/learning>

Learning for a Sustainable Future is a national non-profit organization whose mandate is to work with educators from across Canada to integrate the concepts and principles of sustainable development into the curricula at all grade levels. The site contains activities and documents to assist elementary and secondary school teachers to integrate sustainable development ideas into their classes, a discussion about the basic concepts of sustainable development, the documents produced and published by LSF, including workshops for educators, and an index of Internet resources on sustainable development.

National Round Table on Environment and Economy

<http://www.nrtee-trnee.ca/english/index.htm>

This site offers information on sustainability issues, links to other relevant sites and list Round Table publications. An online newsletter is also available.

Ontario Environment Network

<http://www.web.net/~oen>

The site contains information, some action alerts, announcements and a list of the 500 OEN members. Links and information about the Ontario Environmental Bill of Rights. Please note that a hard copy of the OEN Environmental Resource Book is included in the OLSP Institute Resource Kit.

Ontario Healthy Communities Coalition

<http://www.opc.on.ca/ohcc>

OHCC history, projects, community stories and publications are available at this site. OLSP Institute participants should note that literature on the OHCC (newsletter, Peer Resource List, Community Snapshots) are included in the Resource Kit.

Ontario Ministry of Environment and Economy

<http://www.ene.gov.on.ca>

This site has limited information but includes timely announcements, lists

available publications and links to other government sites (provincial, federal and international). Please note that the OLSP Institute Resource Kit includes a phone list for MOBE employees.

Ontario Round Table on Environment and Economy (ORTEE)

<http://www.apc.org/users/ortee>

This site contains information on the history and principles of the now-disbanded ORTEE. It contains a good set of links to other sustainability centres in Ontario and to the Centre for Applied Sustainability which inherited many of the ORTEE resources..

Renew America

http://solstice.crest.org/renew_america

Renew America specializes in identifying, verifying, and promoting examples of successful environmental programs. It conducts a comprehensive, nation-wide search for effective environmental programs that can be used as models by others around the country.

Applications are evaluated on the local, state and national levels on four criteria: Program Effectiveness, Natural Resource Conservation, Economic Progress, and Human Development. The homepage offers information on these model environmental programs (around 1,600 in all) and provides information on current projects, conferences, and a kids page.

The Together Foundation and the United Nations Centre for Human Settlements

<http://www.bestpractices.org/>

The Together Foundation and the United Nations Centre for Human Settlements have created this searchable database of best practices and proven solutions to common urban problems facing the world's cities today. The reports in this database are from projects country's have implemented and identify ways in which shared solutions can address urban issues such as access to land, clean water, pollution, transportation, population, shelter, and poverty. You can search by geographic region, ecosystem, scale (for urban solutions of a certain size), or project initiative such as environmental management, technology and tools, or production and consumption patterns. This is a fee-based service, although all site visitors can view summary information for each project.

Registered users have access to the full text of these records, as well as the

projects' points of contact.

United Nations Home Page

<http://www.unicc.org:80/>

The World Resources Institute's Education Website

<http://www.wri.org/wri/enved>

This web site features a new, inspiring exercise on how to envision a sustainable future for your community.

WHO World Health Organisation Cities Project Site

<http://www.iclei.org/europe/suscam.htm>

World Wide Web Virtual Library on Sustainable Development

<http://www.ulb.ac.be/ceese/sustvl.html>

The most comprehensive source of web and Internet pointers to information on sustainable development and communities. The site is maintained by the Center for Economic and Social Studies on Environment in Belgium. The site includes links to 71 sites containing lists of WWW sites or other sources relevant to sustainable development, links to 1365 organizations, 42 projects and 111 list serves.

E-MAIL LINKS

apcadmin@apc.org

E-mail address of APC International - the Association of Progressive Communications (APC) is a worldwide partnership of member networks dedicated to providing low-cost and advanced computer communications services to improve networking and information-sharing among organizations and individuals working for environmental sustainability, social and economic justice, universal human rights, and peace.

Exam Procedures

Students must write their examinations at Ryerson Polytechnic University on the day listed on the course timetable. Exam notices will be sent out later in the term specifying time and room number.

Distance Students

Students living more than 100 kilometres from Ryerson Polytechnic University may arrange to write their examinations off-campus under the supervision of an invigilator who would be subject to approval by the Open College student coordinator responsible for the course(s). Acceptable invigilators are established members of the community such as teachers, college and university instructors, members of the clergy or librarians. **Relatives, co-workers, immediate supervisors, friends, neighbours or persons residing at the same address cannot invigilate examinations.**

Request For Off-Campus Examination (Please See Next Page)

The application attached should be completed and returned to Open College at least four weeks before the exam. One to two weeks after the 'Request for Off-Campus Examination' has been submitted, students will receive a notice in the mail confirming that their invigilator has been approved. If the invigilator is not approved students will be notified by telephone.

Exam

It will be mailed directly to the invigilator, and should be sent back to Open College no later than the next business day after it is written. Students should check with their invigilator a few days before the scheduled exam date to confirm that the exam has arrived. If it has not, Open College should be contacted immediately and another exam will be sent by courier. **Please note that Open College will not pay courier charges for exams written outside Canada. These charges must be paid by the student.**

The Exam Package will include:

- The exam
- Exam booklets
- Instructions for Invigilators
- A Priority Post waybill with the Open College account # for the invigilator to return the exam to Open College without expense
- Course evaluation

Exam Conflict

Students enrolled in more than one Open College course will have to write one of their exams at Open College during office hours (9:00 am - 5:00 pm) the week before the official exam date. Exam sittings in the Open College exam room can be booked by calling Open College four weeks prior to the exam.

REQUEST FOR OFF CAMPUS EXAMINATION

Please complete the following application and return to Open College at least four weeks before the examination date listed on your course timetable. Only students living more than 100 km from the Ryerson campus in downtown Toronto qualify for an off-campus examination.

Name			
Course			
Mid-Term Examination	~	Final Examination	~
(Note: Exam must be written within 3 days of date listed on course timetable)			
Examination Date			

Please check both spaces if you will be using the same person to invigilate both exams. If you will be using a different invigilator for your final exam you will have to submit another "Request for Off Campus Examination".

Examination Invigilator:			
Invigilator's Occupation:			
Address:			
Home Phone:		Business Phone:	

Will the exam be written at the above address?	Yes ~	No ~
If yes, is the above address a library, school, office etc? Please indicate.		
If no, where will the exam be written?		

MAIL OR FAX THIS APPLICATION TO:

**OPEN COLLEGE
415 YONGE ST., SUITE 1606
TORONTO, ONT M5B 2E7
FAX: (416) 595-9602**