
SESSION #6: SDGS LEARNING, TRAINING AND PRACTICE

1. NAME OF THE SESSION:

“Practices and approaches on quality education towards environment and climate”

2. TIME:

SESSION 6: Thursday, 11 July from 3:00 pm to 6:00 pm in conference room 5.

3. PARTNERS:

- International Federation of Social Workers
- International Science Council (ISC/ICSU)
- Harvard University Zofnass Program for Sustainable Infrastructure

4. TENTATIVE AGENDA: 3:00 pm to 6:00 pm

3:00- 3:10 pm: Introduction to the theme of the workshop series - SDGs Learning, Training & Practice

3:10- 3:20 pm: Self-introduction by the panelists

3:20 - 3:30 pm: Live polling- ice breaking activity - Engagement with the audience

3:30 - 4:15 pm: Representing institutions: IFSW, TROP ICSU, Harvard University (15 min each)

4:15 - 5:00 pm: Presentation of a common case study from the perspectives of IFSW, TROP ICSU and Harvard University

5:00 - 5:15 pm: Live polling - Engagement with the audience

5:15 - 5:45 pm: Q&A between the audience and the panelists

5:45 - 5:55 pm: Key lessons learned

5:55 - 6:00 pm: Closing of the event

5. SUMMARY OF THE SESSION:


Designing sustainable infrastructure, that is locally-relevant, but based on global science is the most critical challenge being faced today by policy makers and people working on this issue at Governmental and non-Governmental levels. Over the past 50 years, scientists, NGOs and many governmental organisations across the world have tracked the cause of climate change at the global level and environmental degradation at regional levels, leading to climate action initiatives such as innovative technologies to harness solar and other renewable energy sources, green businesses, environmental governance, conservation and restoration of biodiversity and its ecosystem function and services etc, ultimately aimed at achieving sustainable developmental goals. However, decelerating the trajectory of the Anthropocene in foreseeable future requires innovative solutions that promote a more harmonious coexistence with nature. Despite wealth of sound science there has been little success in changing in the public mind-set about climate change. Social science research recognises many of the cognitive and cultural barriers that hinder popular acceptance of human-induced climate change. For example, distance and doom: the perception that climate change is something that happens physically and temporally too far away to be relevant, and/or it is too late to do anything about it.



To address this important challenge, we need a whole new generation of leaders in academia, civil society, government, industry, commerce, media and politics, whose education should start now. Existing cross-disciplinary collaborations between science must be broadened to assimilate inputs from the human and behavioral sciences, from law and politics, media and the creative arts, and social workers working within grassroots NGOs on environmentally just sustainable community development. New educational models and curricula, opportunities for experiential learning, etc are needed to inculcate environmental understanding in today's students and embed it more effectively in the wider consciousness of citizens. Success of these educational efforts will help the world to develop appropriate sustainable infrastructure.

This session brainstorm on variety of approaches that formal (curriculum, pedagogy, cross-disciplinary linkages) and informal (such as NGOs working at the grass-root level) education systems can adopt to promote trans-disciplinary thinking essential for public understanding of the science of environmental degradation and climate change and (ii) to ways to obtain feedback from the community to design environmentally just sustainable infrastructure at local levels and identify ways to reverse and mitigate climate change at global levels. We would take up one or two case studies and demonstrate how education at formal and informal levels is key to develop appropriate sustainable infrastructure and propose models for further expansion of these methods across time and space.

In summary, we envisage the people of all age groups and socio-economic sections of the society to gain first-hand understanding of human-caused detrimental effects on their surrounding areas, make environmental problems more real, and empower marginalized communities to be included in identifying solutions that are socially, politically and economically just. We envisage forging new interconnections—between human and environmental concerns; between urban and rural problems; between phenomena operating in different parts of the world, and thereby, clearly demonstrating the close synergies between people, place and planet.

6. CONTRIBUTION OF THE PARTICIPANTS TO THE SESSION:

Institution	Main points of interest to present	Contribution to the session on quality education towards environment and climate
<p>International Federation of Social Workers -global voice for social work, representing 120 country members</p> 	<p>IFSW Global Agenda for Social Work and Social Development-Third pillar focus-Promoting Community and Environmental Sustainability. Education to global social work practitioners and educators via regional reports of best practices, educational resources disseminated via IFSW, World Social Work Day, SW Day at the UN, Climate Justice program. Advocacy via the UN, grassroots and governmental levels. Environmental Justice as encompassing the social, economic, political and environment-empowering marginalized populations and ensuring inclusiveness and equality in climate change education, preparation and</p>	<ul style="list-style-type: none"> • Presenting environmentally just sustainable development education in climate change education, preparation and mitigation and best practices that empower marginalized populations and ensure inclusiveness and equality. • Integration of environmentally just sustainable development through economic development projects that provide decent work and economic growth (SDG8) and empowerment to marginalized populations.

	mitigation.	
<p>International Science Council (ISC/ICSU) - via TROP-ICSU</p> 	<ul style="list-style-type: none"> ● Global survey at the beginning of the project ● Curation of the teaching resources to integrate regular curriculum and climate change knowledge ● Outcome of the workshops previously conducted. 	<ul style="list-style-type: none"> ● Mainstreaming the climate education alongside science, mathematics, humanities and social sciences education ● Presenting the aspect of curricular and pedagogical interventions of the selected case study
<p>Harvard University- The Zofnass Program for Sustainable Infrastructure</p> 	<ul style="list-style-type: none"> ● Sustainable infrastructure as driver to achieve the SDGs. ● Identification of climate change adaptation strategies that can be achieved through sustainable infrastructure. ● Outcomes of collaboration between academia, international institutions, private industry and other different stakeholders. 	<ul style="list-style-type: none"> ● Infrastructure as a driver of economic growth and development (SDG8). ● Present what is sustainable infrastructure to a non-expert audience using real world case studies as main teaching resource. ● Identification of the synergies that exist between sustainable infrastructure criteria and the SDGs. ● Presentation of sustainable infrastructure best practices to achieve climate action (SDG 13).

7. CONTACT INFO:









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8. SESSION DESCRIPTION:






Case study: Bamboo For Good (BFG), Uganda, Africa

Idea is to use the knowledge of the science of climate change and environmental degradation to identify innovative solutions. Any sustainable solutions should take into account the science of climate change and the non-linear impact of global warming as it increases. As causes of climate change may have their origin elsewhere, most people may not realise how this problem may unravel itself in future, making it difficult to identify appropriate solutions. Our session is aimed at showcasing methods to educate all citizens of the globe the cause and effects of climate change and help them to develop sustainable solutions that maximally suits their region.





Launched in September 2016, Bamboo for Good (B4G) provides a good case study for this purpose. It reflects innovative partnerships among public and private institutions working together to mobilize bamboo resources to address critical social needs and serve as a catalyst for social empowerment, economic vitality, and environmental health in the context of climate change. B4G is an initiative of Makerere University Department of Social Work and Social Administration (Uganda), Rwanda Bamboo organization, and Pacific Bamboo Resources (USA). The team leaders are all Social Work educators working in partnership with local institutions to promote social, economic and environmental justice.

Envision infrastructure sustainability framework (By category)	Sustainability criteria (keywords)	Bamboo For Good (BFG) Envision-based Sustainability Assessment	Areas of focus & synergies International Federation of Social Workers / International Science Council (ISC/ICSU)	Relevance to SDGs (how project helps achieve SDGs)
<p>Quality of Life (wellbeing, mobility, community)</p> 	<ul style="list-style-type: none"> • Job creation, • enhance health & safety, • quality of life improvements. • Construction safety, • minimize noise & vibration, • light pollution, • construction impacts, • equity & social justice, • preserve historic resources, • enhance views & local character, • enhance public space 	<p>a) Quality of life improvements. BFG is building the capacity of communities neighbouring Bwindi-Mgahinga National Park (BMNP) in South Western Uganda for bamboo propagation and processing thereby enhancing livelihoods while at the same time protecting the environment. The BMNP contains a rainforest, home to more than half of the Mountain Gorillas in the world, and also is the source of livelihood of neighboring communities. The human population around the area is about 331 people per km², which is a high density that pressures the park resources.</p> <p>b) Enhances health and safety. The community no longer needs to rely on getting bamboo from the conservation area, which was harmful to the habitat of the gorillas and the overall ecosystem.</p> <p>c) Advance equity and social justice. BFG works with partner community-based organizations, using a train the trainer model, to grow, train, make and sustain. Bamboo is grown outside of the national park and when it is mature it is used to create handmade products to sell in addition to the traditional uses of the bamboo.</p> <p>c) Preserves cultural knowledge and local character. BFG capacity building is using indigenous knowledge from the community using Arundinaria bamboo, a well known local resource. The project also helps conserve the local character of BMNP, recognized as a World Heritage Site for its biodiversity and Mountain Gorillas population.</p>	<p>Synergy via embracing environmental justice as encompassing the social, economic, political and environment-empowering marginalized populations and ensuring inclusiveness and equality in climate change education, preparation and mitigation through sustainable infrastructure and educating the new generation on climate change for the purpose of ensuring quality of life.</p>	     
<p>Leadership (collaboration, planning, economy)</p>	<ul style="list-style-type: none"> • Stakeholder involvement, • plan for sustainable communities, 	<p>a) Provision of skill & training on sustainable cultivation. Growing and harvesting bamboo to complement existing agriculture and agroforestry efforts among communities in fragile environments</p>	<p>Synergy via Collaboration to educate the next generation around climate change, planning and building</p>	

	<ul style="list-style-type: none"> ● plan for long term, ● stimulate economic prosperity, ● develop local skills and leadership by using train-the-trainer model. 	<p>b) Workforce development. BFG reflects innovative partnerships among public and private institutions working together to mobilize bamboo resources to address critical social needs and serve as a catalyst for social empowerment, economic vitality, and environmental health. BFG workforce development includes building capacity in bamboo nursery establishment, propagation techniques, and plantation management for bamboo growing.</p> <p>c) BFG provides alternative livelihoods, which promote economic prosperity and community sustainability while at the same time preserving the physical environment essential for wildlife and the whole ecosystem.</p> <p>d) Stakeholder involvement and community buy in. BFG is an initiative of Makerere University Department of Social Work and Social Administration (Uganda), Rwanda Bamboo organization, and Pacific Bamboo Resources (USA). The team leaders are all Social Work educators working in partnership with local institutions to promote social, economic and environmental justice. BFG partners with local community organisations: the Mgahinga Bamboo Conservation Programme, Uganda Wildlife Authority, National Forestry Authority, district and sub-county administration and Change a Life.</p> <p>e) Planning sustainable communities and income based on bamboo cultivation. Bamboo is a fast growing plant that reaches maturity in 60 to 90 days, providing high biomass for multiple uses (e.g. as building material, craft, agricultural material as stakes for climbing crops and firewood for local source of energy). The Arundinaria bamboo is a predominant local plant and very important resource for the communities bordering the MGNP for its multiple uses.</p>	<p>sustainable infrastructure projects that can create opportunities for decent work and economic growth for marginalized populations. Synergy also occurs through sharing best practices within our respective organizations.</p>	    
<p>Resource Allocation (materials, energy, water)</p> 	<ul style="list-style-type: none"> ● Sustainable procurement practices, ● recycled materials, ● reduce waste, ● reduce energy consumption, ● renewable energy, ● preserve water resources, ● reduce water consumption 	<p>a) Sustainable procurement practices in the use and cultivation of bamboo. With bamboo cultivation outside the conservation area, there is less extraction of raw materials from the park.</p> <p>b) New bamboo sustainable product creation & industries. It helps meet communities' critical needs, which B4G aligns through strategic planning to sustain programs and partner relationships for durable beneficial impacts.</p> <p>c) Bamboo products help reduce waste. The community is able to use 100% of the bamboo resource for food, products, and industries. Bamboo is an organic product, which reduces waste and minimizes the use of other polluting materials (i.e. plastic containers)</p>	<p>Synergy via focus on resource allocation in educating the next generation on climate change, educating social workers and marginalized communities in benefits of resource allocation in social and economic development through sharing best practices and through sustainable infrastructure projects</p>	  

		<p>d) Helps preserves water resources. Bamboo preventing erosion and protecting water replenishment areas inside the BMNP conservation area.</p> <p>Areas for improvement: -Integrate renewable energy generation to support operations such as bamboo propagation, processing, products creation. -Help preserve water sources by incorporating a water reuse strategy i.e. watering bamboo with recycled greywater, monitoring water use,</p>	that integrate renewable energy generation to support operations.	
<p>Natural World (siting, conservation, ecology)</p> 	<ul style="list-style-type: none"> ● Preserve sites of high ecological value, ● provide buffers, ● preserve undeveloped land, ● reclaim brownfields, ● manage stormwater, ● reduce pesticide/fertilizer, enhance habitats, ● enhance wetlands/water bodies, ● maintain floodplain functions, ● control invasive species, ● protect soil health 	<p>a) Preserve sites of high ecological value. BFG helps reduce resource extraction pressure on one of the most biodiverse areas in the world, the Bwindi-Mgahinga National Park. The propagation of fast growing bamboo in the communities helps protect biodiversity. The rainforest in the park is the habitat for the Mountain Gorillas, a keystone species listed as endangered in the IUCN Red List,¹ and 120 species of mammals, 346 bird species, 310 butterfly species, 163 tree species, 104 fern species, and 27 frogs.</p> <p>b) Bamboo cultivated areas help protect water replenishment areas through forest conservation. Bamboo cultivated areas in the communities help reduce resource extraction in the conservation areas, which helps preserve the key ecosystem benefits from the forest. The key ecosystem goods and services that the conservation areas provide include water catchment protection, as well as tourism, medicinal, and cultural values.</p> <p>c) Bamboo phytoremediation helps reclaim brownfields. The bamboo cultivated areas help in cleaning up cadmium found in soil from mining activity in the communities. The bamboo uses rhizomes and high biomass to eliminate pollutants from soil, which help remediate brownfields from mining.</p> <p>d) Bamboo cultivated areas help manage stormwater. The BMNP conservation areas provide water catchment protection which helps ensure water availability downstream from the park.</p> <p>e) Bamboo protects soil health. BFG helps minimize erosion with bamboo propagation, which protects the soils. In addition, the bamboo rhizomes help in plant nourishment and enhance the activity in the soil, improving its health.</p>	Protecting and preserving the natural world through engagement of local community in economic development projects that are sustainable for the community and the environment.	   

¹ International Union for Conservation of Nature, Red List, accessed on June 2019, <https://www.iucnredlist.org/species/39999/17989719>

<p>Climate and Resilience (emissions, resilience)</p> 	<ul style="list-style-type: none"> • Reduce net embodied carbon, • reduce GHG emissions, • reduce air pollutant emissions, • avoid unsuitable development, • assess climate change vulnerability, • evaluate risk & resilience, establish resilience goals & strategies, • maximize resilience, • improve infrastructure integration 	<p>a) Bamboo cultivation reduces air pollutant emissions by avoided deforestation in the BMNP conservation area. BFG helps conserve the forest in the park, as well as contributes to clean air as the bamboo cultivation area helps to reduce air pollutant emissions in the community.</p> <p>b) Bamboo cultivation reduces GHG emissions by avoided deforestation and carbon sequestration. BFG helps communities to sequester carbon through indirect protection of the primeval forest in BMNP and through direct carbon sequestration from the fast growing bamboo biomass in the cultivation areas, and bamboo products.</p> <p>c) BFG established resilience strategies for the communities. BFG uses bamboo as a valuable catalyst for social empowerment, economic vitality, and environmental health, which helps minimize climate change impacts in the communities. BFG project strategy helps to reduce pressure on the fragile BMNP ecosystem while it improves relationships between communities and park management, and conserving biodiversity.</p>	<p>a) Help the next generation to understand the science of climate change and its short-term and long-term impacts and its non-linearity. The increase in the climate literacy through pedagogical interventions would help them to identify innovative and sustainable solutions to their local problems using global science.</p> <p>b) Make the next generation aware about the resilience to and mitigation of a problem that may have its origin elsewhere and today's solution may not hold good tomorrow.</p>	  
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References

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9. PARTICIPATING INSTITUTIONS

1) **International Federation of Social Workers**- Global voice for social work, representing 120 country members. The International Federation of Social Workers is a global organization striving for social justice, human rights and social development through the promotion of social work, best practice models and the facilitation of international cooperation. Website URL: <https://www.ifsw.org/>

2) **International Science Council (ISC/ICSU) - via TROP ICSU**

Website URL: <https://tropicsu.org/>

TROP ICSU is a project funded by the [International Council of Science](#) and being implemented by [IUBS](#) and its [partners](#) representing a number of Science Unions and UN organizations. It aims to integrate climate change-related topics with the core curriculum at school and/or undergraduate level to increase the awareness of cause and effect of climate change among students. To achieve this goal, the TROP ICSU project has developed or collated and curated and validated a repository of teaching resources from across the world that can be used by teachers to teach discipline-specific topics by using examples, case studies, and activities related to climate change. The TROP ICSU project demonstrates a novel pedagogical approach of integrating climate change education with the existing curriculum.

3) **Harvard University- The Zofnass Program for Sustainable Infrastructure**

Website URL: <https://research.gsd.harvard.edu/zofnass/>

The mission of the Zofnass Program for Sustainable Infrastructure is to develop and promote methods, processes, and tools that quantify sustainability for infrastructure. Its goal is to facilitate the adoption of sustainable solutions for infrastructure projects and systems, and expand the body of knowledge for sustainable infrastructure.

10. SPEAKERS/PANELISTS

1) **Prof. L S Shashidhara** is a Professor at IISER Pune and at Ashoka University. He specialises in Genetics, Molecular Biology and Evolutionary biology. His group has identified key mechanisms that specify organ development and regulate growth control in *Drosophila*. They have also expanded their study to examine the status of these evolutionarily conserved mechanisms in epithelial cancers in human.

Prof Shashidhara has served as Vice-President of Indian National Science Academy (INSA) in the past and is currently Secretary General of International Union of Biological Sciences (IUBS) and is steering an international project on Climate Change Education. Recently, Prof Shashidhara was elected as Associate member of European Molecular Biology Organization (EMBO), an international recognition for excellence in research in life sciences. He has served/is serving as Chair/co-chair/member of various apex committees of Government of India and S&T organizations, particularly those dealing with education, basic/applied/translational research, innovation, policy, international relations and outreach.

Prof Shashidhara has facilitated training of more than 10,000 school and undergraduate teachers in adopting inquiry-based teaching methods. In addition, he has organized several alternate career workshops for scientists, particularly women scientists, in science journalism, science policy, administration and management that have benefited more than 300 scientists from across the country.

2) **Dr. Lucilla Spini** is a bio-anthropologist with expertise in sustainable development, science/policy bridging, capacity-building, and gender mainstreaming. Prior to joining the International Science Council (ISC) where she leads, *inter alia*, the activities of the Scientific and Technological Community Major Group, she held several positions in the United Nations System, including Associate Expert at the United Nations Educational, Scientific and Cultural Organization (UNESCO); Executive Officer for Global Environmental Change and Human Health at the United Nations University Institute for Water, Environment and Health (UNU-INWEH); as well as Programme Officer at the UNESCO TWAS-The World Academy of Sciences for advancement of science in developing countries. Dr. Spini holds a B.A. (Hons.) in anthropology from New York University, as well as an

M.Sc. in human biology and D.Phil. in biological anthropology, both awarded from the University of Oxford. She has also served as Adjunct Assistant Professor in Anthropology at the University of Waterloo and Adjunct Professor in the School of Geography and Earth Sciences at McMaster University. Dr. Spini is also an alumna of the Harvard Kennedy School's Sustainability Science Program and of the European University Institute's Policy Leaders Fellowship Programme of the School of Transnational Governance, as well as an Old Member of Linacre College (Oxford). She is from Firenze, Italy.

3) Boram Lee is Senior Scientific Officer of the World Climate Research Programme (WCRP). Her responsibilities include leading the planning and coordination of the WCRP core projects on the Stratosphere-troposphere Processes And their Role in Climate (SPARC) and the Global Energy and Water Cycle Experiment (GEWEX), in close coordination with the respective International Project Offices. She is also in charge of supporting the coordination of WCRP's regional activities through its Coordination Office for Regional Activities (CORA) and with relevant national, regional and international research communities. Boram's responsibility extends to the development of WCRP initiatives on urban climate; monitoring and supporting the implementation of WCRP Grand Science Challenges on Weather and Climate Extremes and on Water for the Food Baskets of the World; and supporting/enhancing partnerships with early career scientists.

Before joining WCRP in 2014, Boram worked for the World Meteorological Organization (WMO), responsible for international coordination of marine meteorological affairs including coastal risk forecasting and warning, through the Joint WMO-IOC Technical Commission for Oceanography and Marine Meteorology (JCOMM). Boram's experience comprises intergovernmental science policy, as well as the development and management of research&development projects in marine meteorology and coastal disaster risk reduction; she has led the development and coordination of the WMO Coastal Inundation Forecasting Demonstration Project (CIFDP). Boram worked at the Intergovernmental Oceanographic Commission (IOC) of UNESCO from 2003 to 2011 as a Programme Specialist, at the National Institute for Agro-Environmental Sciences of Japan in 2002 as visiting scientist, and at the Korea Meteorological Administration (KMA) from 1995 to 2001 as research scientist. Since 2010, Dr Lee serves as adjunct professor in the College of Ocean Science, Jeju National University, Republic of Korea.

Boram Lee holds PhD in climatology from the Université Paris VI, France, Masters and Bachelor's degrees in atmospheric science from the Seoul National University in Korea.

4) Ms. Cristina Contreras Cristina Contreras is currently a Research Associate in the Zofnass Program for Sustainable Infrastructure at Harvard University, where she focuses on promoting sustainable practices in infrastructure projects on a global scale, examining and exploring the challenges and opportunities that sustainability can provide to countries and industry. During her time at Harvard, Cristina has lead several multi-year research projects aimed at introducing sustainable infrastructure practices into emerging economies, especially in the Latin America region. Cristina has also participated in collaborations with the Harvard School of Public Health in the Healthy Cities for China initiative and the Business Case for Sustainable Infrastructure. In her efforts to promote sustainable infrastructure, she also consults as an independent expert consultant for international organizations such as the Inter American Development Bank, Brookings Institute in Washington D.C, and GIZ in Germany, among others.

Cristina holds a Bachelor degree in Technical Architecture and Building Engineering, both from the Polytechnic University of Madrid (UPM), and a Masters Degree in Sustainability and Environmental Management from Harvard University as well as two Professional Graduate Certificates in Corporate Sustainability and Innovation, and Strategic Management from Harvard University.

Cristina is a member of several working groups in infrastructure sustainability including the "United Nations Environment Programme's Expert Working Group on integrated approaches to sustainable infrastructure" and American Society of Civil Engineers' (ASCE), "Sustainable Infrastructure Standards Committee - Leadership Writing Group" and the "Planning Committee on Global Sustainability."

5) Ms. Judith I. Rodríguez is a Research Associate and Program Administrator at Harvard University Zofnass Program for Sustainable Infrastructure. She focuses on key questions surrounding the sustainability and

resilience of infrastructure, landscape, and cities. Her experience in sustainability and resilience includes Envision assessments of large-scale infrastructure, flood resilience best practices for cities, and mapping vulnerabilities to climate change. As Zofnass Program Administrator, Judith has experience planning workshops that bring together global infrastructure industry leaders, experts, academics, and public officials. Judith co-founded the Climate Adaptive Just Urbanism (CAJU) initiative to articulate community-based urban resilience with replicable and accessible design strategies for climate change adaptation. The pilot project "Refresca Sao Paulo" was voted top 3 Best Climate Practice from the International Center for Climate Governance. CAJU was granted a competitive fund, the Sustainable Urban Initiatives Prize from the Brasilia Secretary of the Environment to develop a project on adaptation to extreme heat in a public school in Brasilia. Judith holds dual Master's degrees in Landscape Architecture and Urban Design from Harvard University GSD, and a Master in Architecture from the Illinois Institute of Technology. She is an Envision Sustainability Professional (ENV SP) accredited by the Institute of Sustainable Infrastructure, a LEED Accredited Professional (LEED AP) by the U.S. Green Building Council, and a Municipal Vulnerability Preparedness (MVP) provider certified by the MA Executive Office of Energy and Environmental Affairs. In addition, she speaks fluent Portuguese, as well as Spanish (native), German, and French.

6) **Dr. Michael Cronin** is the main representative to the UN-NY from the International Federation of Social Workers (IFSW) and an Associate Professor at the Monmouth University School of Social Work in West Long Branch, NJ in the USA. His main area of work at the UN is on ageing and family. In addition to teaching, he coordinates the Global and Community Practice Concentration of the Master's in Social Work (MSW) program at Monmouth. Dr. Cronin serves in a leadership capacity on the Executive Committee of CIF International and has volunteered as a disaster mental health leader with the American Red Cross in Greater New York since 1996. He is the Chapter's representative for international disaster mental health collaboration and is Roster Member of the International Psychosocial Support Team for the International Federation of Red Cross & Red Crescent Societies. His research interests and publications are in international social work, health care and social policy, disaster management, social gerontology, humanitarian law, cultural competence and diversity.

7) **Priska Fleischlin**, M.S., is the IFSW UN Commissioner. In her work at the UN-Vienna. In her work at the Un-Vienna she focuses mainly on ageing because of her working experience with elderly people for more than ten years. Those over the ages of 60 are the world's fastest growing age-group, mostly in developing countries. Worldwide, Social Workers view the elderly as a heterogeneous group: they range from those with great agility and independence to the very vulnerable with high-maintenance needs.

8) **Elaine Congress** MSSW, DSW is Professor and Associate Dean at Fordham University Graduate School of Social Service and a representative to the UN from IFSW. At the UN she is Recording Secretary and member of the Executive Committee for the NGO Committee on the International Decade of the World's Indigenous Peoples, a Vice Chair of the NGO Committee on Mental Health, and a member of the NGO Committee on Migration and NGO Committee on the Status of Women. Dr. Congress has presented and published widely in the area of cultural diversity, immigrants and refugees, ethics, and social work education. She is currently working on the fourth edition of her book *Multicultural Perspectives in Working with Families* and a new book on the United Nations and the Sustainable Development Goals.

9) **Robin Sakina Mama**, PhD, is Dean of the School of Social Work at Monmouth University, West Long Branch, New Jersey and a representative to the UN from IFSW. A full Professor at Monmouth, Dr. Mama teaches in the Global and Community Practice concentration of the MSW program. She is also a member of the Steering Committee of the Global Alliance to Strengthen the Social Service Workforce. Recently, Dr. Mama has been appointed to serve on the New Jersey Advisory Commission on the Status of Women advocating and making policy recommendations for women of all races and creeds.

10) **Anne C. Deepak**, PhD, is an Associate Professor at Monmouth University School of Social Work in West Long Branch, NJ in the USA and a representative to the UN from IFSW. She teaches in the Global and Community Practice concentration of the MSW program. Her scholarly work has been focused on developing and applying a postcolonial feminist social work perspective to global social issues such as food security, human trafficking, humanitarian initiatives for women's economic empowerment, social work practice with refugees and immigrants, and sustainability and population growth. Her other scholarly work and interests are focused on diversity and anti-racism in social work education and in exploring globalization and international partnerships through research on the experiences and impact of international volunteers. Dr. Deepak has served the Council on Social Work Education in a leadership capacity through her involvement in the Council on the Role and Status of Women in Social Work Education.