



**International
Holistic Tourism
Education Centre
IHTEC**



This is a White Paper from IHTEC drafted by Julia Morton-Marr for the

Science for Peace and Canadian Pugwash,

Global Issues Project

Global Sustainability Education Concepts

FOOD AND POPULATION ROUNDTABLE November 20 - 21, 2009

1. The outcome statement -- *Wasan Action Framework* -- from the Global Issues Project, Climate Change and Energy Roundtable held in September 2007, identified the root causes of many crises and identified the large and growing human population as a root cause of many current crises; and
2. The world is rapidly approaching an unprecedented climate catastrophe, and is also severely and increasingly threatened by deforestation, rapid species extinction, soil erosion, desertification, air and water pollution, scarcities of water, energy, and other valuable resources, as well as additional environmental threats.
3. The Club of Rome identified the population growth paradigm in 1972 in *The Limits of Growth* and little has been achieved to slow that growth.
4. We are at the mid-point of the 'UN Decade of Education for Sustainable Development' (UNDESD 2005-2009); and the Bonn Declaration – which was unanimously endorsed by UNESCO's 5-year international congress and by UNESCO itself subsequently -- emphasizes the need for improved, worldwide educational efforts regarding food security, health, biodiversity, climate change, lifestyle changes, risk reduction, healthy water, and sustainable economies.
5. Many universities and ministries of education are re-orienting education towards sustainability education and curriculum decisions for the future.
6. Long-term existence of human civilization must be the main value in sustainability education and curriculum decision-making for the future.

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WE therefore urge action by all ministers & departments of education and health within governments, universities, schools, colleges and communities to:

7. Examine population issues in depth within sustainability education curricula, as a life saving value, on the basis that all human being have the right to exist on earth.
8. Educate for long term sustainability, using interdisciplinary methods of system science. Teach the negative effects of compounding forest removal, increasing agricultural land use for housing, roads and other nonagricultural purposes, and the burgeoning population increase, which through the resultant food and food & water insecurity, places all species at risk.
9. Promote the importance of plant-based diets, and encourage major reductions in the animal-based elements of Western diets. Animal-based diets contribute significantly to many diseases, climate change, deforestation, species extinction, soil erosion, water and air pollution, desertification, and wasteful use of water, land, and energy.
10. Develop population programs and sex-ed curricula that increase awareness and knowledge on current population and food crises, to motivate and promote lifestyle changes.

We call upon our governments and education systems to involve their citizenry in actions to:

11. Provide training and government support to prevent food wastage, in a ways relevant to the differing social structures of both developed and developing countries.
12. Support the United Nations Food & Agriculture Organization's work on the global food crisis, and increase sharing of the global larder.
13. Reinvigorate soils by organic agricultural methods, and use bio-carbon sequestration with the intent to restore lost carbon. Establish gardening and recultivation schemes in rural and urban areas, to recreate fertile soils and reverse desertification.
14. Grow food in many local gardens and promote the purchasing of locally grown food. The International Holistic Tourism Education Centre – (IHTEC)'s International School Peace Gardens program is a useful example.



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15. Remove all products that degrade the reproductive hormones and organs of species, focusing particularly on plastics.
16. Ban products and chemicals that deplete the ozone, as increased UV radiation decreases crop yields.
17. Enable women to achieve lower birthrates providing sex education, promotion abstinence and contraception, including condoms, and ensuring the establishment of services to assure the availability of birth control as well as maternal and child health care.

Media & Laws

18. Remove advertisements of sexual enhancement and fertility drugs on TV around the world. Instead use TV, radio programs and magazines to promote women's health and population stabilization.
19. Involve NGO's, women's networks, and computer networking in spreading these messages.
20. Facilitate workshops for governments and encourage local and national governmental officials to champion solutions and actions to the issues of food and population.

Poverty and Women's Health and Equality

21. Wherever food or agricultural aid (e.g. crop seeds, goats etc.) is provided, deliver condoms and education.
22. Encourage women's meetings and dovetail sex education with other programs, as the Grameen Bank, which gives micro-loans in Bangladesh, already does.
23. Empower women in developing countries to provide community education on population issues and family planning. Population is a women's health issue.
24. Include mothers and daughters in western countries in the process of population education.



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25. Involve fathers and sons in sex education and contraception education. Men must understand the implications of additional children for their families and for society.
26. Engender respect and equality for women in all societies, and promote their access to the economy, jobs and income.
27. Use dance, dramatic presentations and soap operas to help educate people about birth control and other population-related issues.

Religious Communities

28. Involve all organized religions as well as interfaith groups. Globally, everyone must recognize that all life on earth is at risk.
29. Request all religious groups to accept and teach these population and food concepts.

Julia Morton-Marr

Founding President of the International Holistic Tourism Education Centre - IHTEC
IHTEC has United Nations ECOSOC Status.

NB: This document has been edited by members of the Global Issues Project, Science for Peace, Canadian Pugwash, The Council on Global Issues in Canada & Germany, Heiner Benking, IHTEC who handed this document to participants at the Copenhagen, Denmark Climate Change Conference in December 2009.



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