



Science Division



United Nations
Environment Programme

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12 February 2018

Dear Global Universities Partnership on Environment and Sustainability (GUPES) network,

The Global Environment Outlook (GEO) is UN Environment's flagship assessment of the state of the global environment, providing environmental trends for air, climate, water, land and biota. The Global Environment Outlook complements other assessments from the Intergovernmental Panel on Climate Change, Intergovernmental Platform on Biodiversity and Ecosystem Services and other UN bodies by demonstrating the interactions and feedback loops among social, economic and environmental drivers, assessing how different policy options may move us to a more sustainable world in the near to longer term.

UN Environment launched the preparation of the sixth edition of the Global Environment Outlook, responding to UN Environment Assembly Resolution 1/4, by holding three authors meeting between February and October, 2017. The fourth and final authors meeting is planned for 19-23 February, 2018. The Outlook provides important analyses and interpretations on the state and trends of the global environment, the effectiveness and impacts of relevant policies and programmes, and prospects for the future, based on the most current data available and collated and drafted through a rigorous scientific process. Its aim is to inform and assist citizens, organizations and governments at all levels about the most effective ways to manage and sustainably use our natural resources and environment while at the same time protecting the health of the environment, to promote sustainable development for the continued benefit of current and future generations.

We are now at the stage in the Global Environment Outlook process where prospective reviewers are requested to contribute to specific sections and chapters of the assessment. Having been identified as a member of the Global Universities Partnership on Environment for Sustainability network, we invite you to contribute to the Global Environment Outlook process as an expert reviewer of the final draft of the full assessment. **The review periods of these chapters will be from the 15th April to 15th May 2018 and 15th June to 15th August, 2018.** We therefore seek individuals with the following qualification;

1. PhD students in the fields directly related to our thematic areas i.e. Air, Land, Biodiversity, Freshwater, and Oceans/marine
2. PhD study in fields related to drivers of environmental change (e.g. economic development, population/demographics, urbanization technology diffusion, built-in climate change);
3. PhD study in fields related to crosscutting issues that affect or are affected by the environment; For example, food production, energy production and consumption, resource use, gender, human health, economic development, equity, urbanization, environmental disasters, chemicals, waste, culture, education and society and finally polar regions.
4. PhD studies in environmental policy/governance and or a related field
5. PhD studies in future scenarios and outlooks as well as and innovations for systemic transformation and governance.

If you are available during this period and can provide substantive review comments, we would appreciate your confirmation by sending your detailed Curriculum Vitae (clearly indicating your expertise as highlighted above) together with a signed acceptance form attached to the email account GEO.Head@unep.org for our consideration by **23rd February, 2018.**

We hope that you are able to contribute to the sixth edition of the Global Environment Outlook, which is expected to be the most innovative assessment yet.

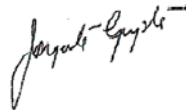
Yours sincerely,



Mr. Jian Liu, PhD
UN Environment Chief Scientist



Dr. Paul Ekins
Co-chair of GEO-6



Dr. Joyeeta Gupta
Co-chair of GEO-6

Acceptance

I, (Name) hereby accept the appointment of a technical Reviewer for the Sixth Global Environment Outlook (GEO 6).

Name:

Signature:

Date:

Annex 1 Reviewer's Terms of Reference for the Global Environment Outlook Sixth Edition (GEO-6)

The main task of the GEO-6 expert reviewer will be:

- Suggest specific remedies for identified shortcomings of the draft report.
- Point out other priority, emerging and cross-cutting issues or evidence which may not have been highlighted but would be considered a serious omission if these were left out of the final report, and include details of appropriate sources/references.
- Point out any errors, inconsistencies and/or contradictions of facts/data within and across different sections/chapters.
- Indicate any information which you consider might be moved to another Chapter
- Indicate any information which you consider might be particularly appropriate for graphical presentation rather than as text.
- Indicate any information which you consider might be better placed in a box rather than in the main text (and vice versa).
- Indicate any information which you consider might be moved to the technical annex of the chapter.
- Point out non-essential material that could be deleted, with explanations, if appropriate, about why a change needs to be made.
- Indicate where additional referencing/citing or cross-referencing between sections is needed.
- Provide additional source documents (with full reference details) information and data, including boxes and other illustrations to enrich the chapters or to fill data gaps or update existing data, if necessary.
- Provide suggestions for alternative boxes and illustrations.

Annex 1. 1 Ethical Responsibilities of GEO-6 Reviewers

- **Competence:** Reviewers should accept responsibility for reviewing a chapter only if they have adequate expertise to provide an authoritative assessment of the chapter. It is the responsibility of the reviewer to make his/her degree of competence known to the Secretariat.
- **Confidentiality:** Draft chapters/manuscripts of the GEO-6 Assessment are confidential materials; the reviewer should not share or discuss the content of the chapters with anyone outside the review process unless necessary and approved by the Secretariat and the coordinating lead authors.
- **Conflict of interest:** A potential reviewer with a conflict of interest or risk of bias should either decline the role of reviewer or disclose the conflict of interest to the Secretariat. Where in doubt, reference should be made to the criteria for selection of reviewers coordinated by the Secretariat.
- **Constructive critique:** Reviewers are requested to provide comments that would help authors improve the contents of the chapters. Positive aspects of the material under review should be acknowledged and negative aspects identified constructively, with an indication of needed improvements. It is important to note that comments are intended to be suggestions to authors to improve the chapters; hence should be in an encouraging tone.
- **Specificity:** Reviewers should be as specific as possible in their comments. Their judgements should be explained and supported clearly, such that the editors and authors can understand the basis for the comments.
- **Integrity:** All comments should be impartial, written with integrity in mind, and capable of withstanding public scrutiny.
- **Timeliness:** Reviewers are expected to respond to the request for review and submit their comments in accordance with the overall GEO-6 work-plan and production schedules.

Annex 1.2 Managing Review comments

You can provide written comments on the whole draft report, the chapter(s) assigned to you or other chapters that you would like to review. In doing so please note the following:

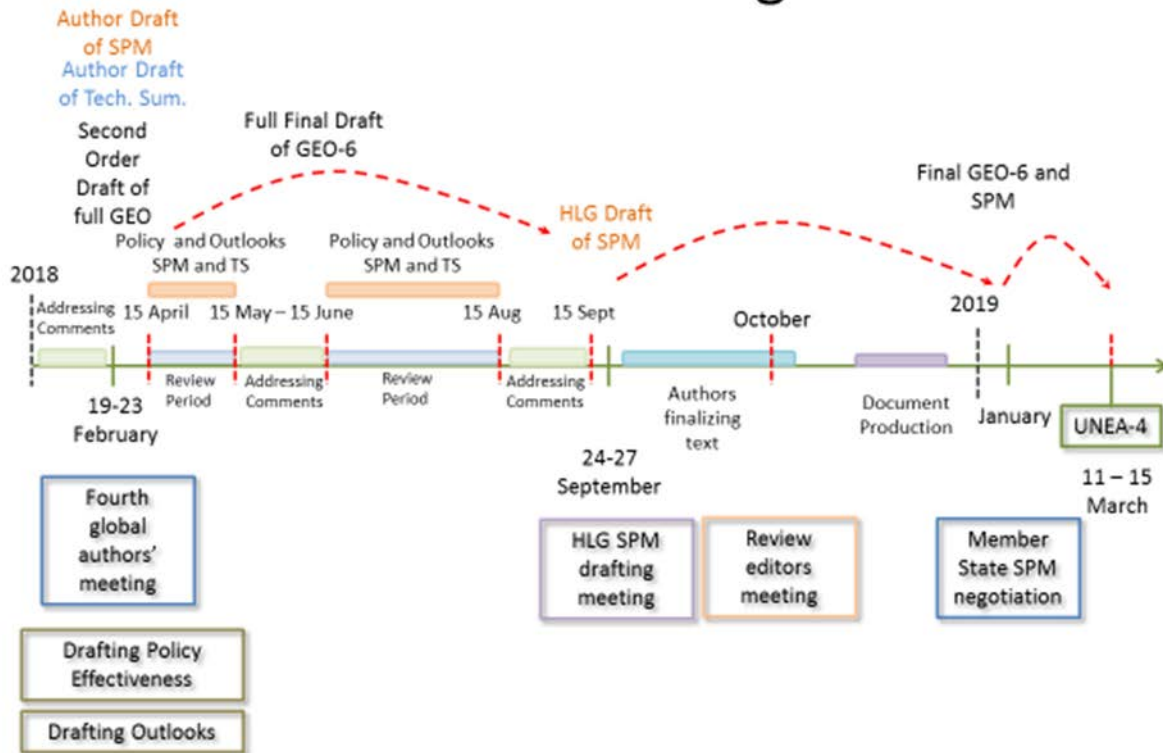
- 1) Submit your review comments in English in the template provided following the guidelines provided by the secretariat.
- 2) In case of general or overview comments on the entire report or chapter please **clearly label the chapter(s) that they refer to by number and name** or indicate if they refer to the entire report.
- 3) Specific comments on the material in the chapter should follow the general comments and **must be labeled by page number and line number**. We strongly encourage you to enter these comments using the template containing a table with columns, corresponding to the chapter name, page, and line numbers, and the comment, among other specifics.
- 4) Comments that refer to a table or figure should identify the page number and the table or figure number. In the case of tables, please also identify the row and column to which the comment refers.
- 5) ***Please refrain from commenting on grammar, spelling, or punctuation, unless it affects the meaning or clarity of the presentation. Professional editing will be done in the final draft.***

Please do not cite or quote the draft report other than in your review. Please do not represent any material in the draft report as reflecting the preliminary findings of GEO-6.

Annex 2: GEO-6 draft work programme and schedule

The following diagramme outlines the full timeline and expected deliverables for GEO-6. Delivery of the final GEO-6 is expected for the 4th United Nations Environment Assembly (UNEA).

GEO-6 2018 Work Programme



Annex 3: GEO-6 draft annotated outline (as developed by the GEO-6 advisory bodies)

Part A: Global Environment: State and Trends, including Responses

- **Introduction;** General knowledge about environmental assessment and the global context around the environmental challenges that we face.
- **Drivers;** Understanding of the drivers of environmental change. Subject areas like economic growth and development, population and demographics, technology diffusion and climate change.
- **State of our data and knowledge;** the state of environmental data and information. What we know and what we do not know about the state of the environment.
- **Air;** Knowledge of the state of the environment for Air. For example, air pollution, greenhouse gas emissions, ozone depletion, persistent organic pollutants, heavy metals and toxins.
- **Fresh water;** Knowledge of the state of the environment for Fresh water. For example, water quantity, quality, infrastructure and ecosystems.
- **Oceans;** Knowledge of the state of the environment for Oceans. For example, fish production, ocean acidification, and waste in the ocean.
- **Land;** Knowledge of the state of the environment for Land. For example, land degradation, agricultural production, land use patterns, desertification.
- **Biota;** Knowledge of the state of the environment for Biodiversity. For example, species richness, alien invasive species, genetic diversity.
- **Linkages among cross-cutting issues;** Knowledge about areas of the economy and society that affect and are affected by the environment. For example, food production, energy production and consumption, resource use, gender, human health, economic development, equity, urbanization, environmental disasters, chemicals, waste, culture, education and society and finally polar regions.

Part B: Policies, Goals, Objectives and Environmental Governance: A Review of their Effectiveness

Part B provides an assessment of links between the state and trends of the environment; Air, Biota, Land (including coasts), Water: *Oceans/marine (including coasts)*, *Freshwater* and global and regional environmental goals and objectives, including those reflected in national policy responses, where necessary, and the extent of progress towards them. The section also provides an overview of progress towards Internationally Agreed Environmental Goals, Millennium Development Goals (where these can be assessed, e.g. Kyoto, etc.) and their relevance for SDGs, COP21, etc., and the means for achieving these, citing regional and national examples where relevant.

Part C: Healthy Planet, Healthy People: outlooks and innovations for systemic transformation and governance

This section will have a forward looking perspective (scenarios) to 2030 and 2050, in line with SDGs, Paris Agreement and Sendai framework, etc.. This section will outline creative solutions to these systemic environmental problems identified in Parts A and B. It will include new and experimental approaches, and highlight where solutions have not yet been identified. It would build on frameworks such as the detoxify, decarbonize, decouple and restore ecosystems and the gender environment nexus models identified by UNEP, including lifestyle choices.