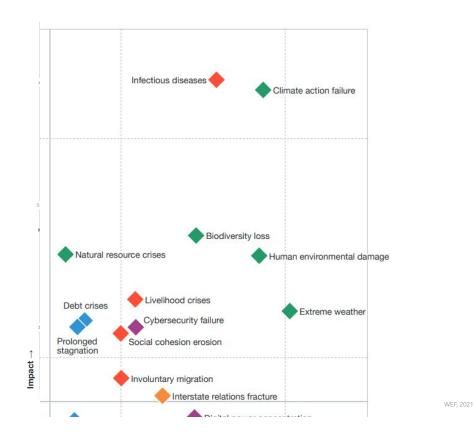
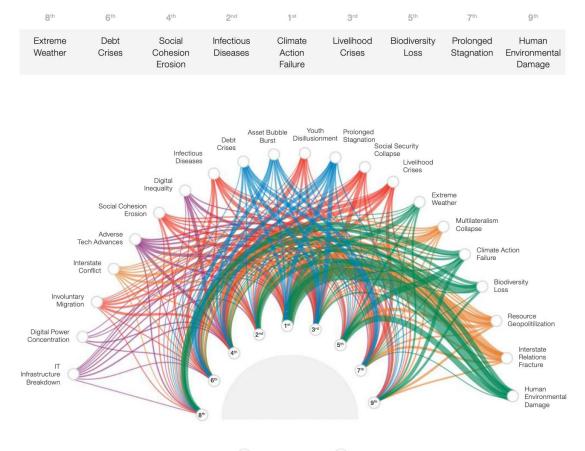
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Respondents rank the most concerning risks globally and their drivers.



Outer Arc = Drivers Inner Arc = Risks

Figure I: The Evolving Risks Landscape, 2007–2020

Top 5 Global Risks in Terms of Likelihood

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
1st	Infrastructure breakdown	Blow up in asset prices	Asset price collapse	Asset price collapse	Storms and cyclones	Income disparity	Income disparity	Income disparity	Interstate conflict	Involuntary migration	Extreme weather	Extreme weather	Extreme weather	Extreme weather
2nd	Chronic diseases	Middle East instability	China economic slowdown	China economic slowdown	Flooding	Fiscal imbalances	Fiscal imbalances	Extreme weather	Extreme weather	Extreme weather	Involuntary migration	Natural disasters	Climate action failure	Climate action failure
3rd	Oil price shock	Failed and failing states	Chronic diseases	Chronic disease	Corruption	Greenhouse gas emissions	Greenhouse gas emissions	Unemployment	Failure of national governance	Climate action failure	Natural disasters	Cyberattacks	Natural disasters	Natural disasters
4th	China hard landing	Oil price shock	Global governance gaps	Fiscal crises	Biodiversity loss	Cyberattacks	Water crises	Climate action failure	State collapse or crisis	interstate conflict	Terrorist attacks	Data fraud or theft	Data fraud or theft	Biodiversity loss
5th	Blow up in asset prices	Chronic diseases	Deglobalization (emerging)	Global governance gaps	Climate change	Water crises	Population ageing	Cyberattacks	Unemployment	Natural catastrophes	Data fraud or theft	Climate action failure	Cyberattacks	Human-made environmental disasters

Top 5 Global Risks in Terms of Impact

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
1st	Blow up in asset prices	Blow up in asset prices	Asset price collapse	Asset price collapse	Fiscal crises	Financial failure	Financial failure	Fiscal crises	Water crises	Climate action failure	Weapons of mass destruction	Weapons of mass destruction	Weapons of mass destruction	Climate action failure
2nd	Deglobalization	Deglobalization (developed)	Deglobalization (developed)	Deglobalization (developed)	Climate change	Water crises	Water crises	Climate action failure	Infectious diseases	Weapons of mass destruction	Extreme weather	Extreme weather	Climate action failure	Weapons of mass destruction
3rd	interstate and civil wars	China hard landing	Oil and gas price spike	Oil price spikes	Geopolitical conflict	Food crises	Fiscal imbalances	Water crises	Weapons of mass destruction	Watercrises	Watercrises	Natural disasters	Extreme weather	Biodiversity loss
4th	Pandemics	Oil price shock	Chronic diseases	Chronic disease	Asset price collapse	Fiscal imbalances	Weapons of mass destruction	Unemployment	Interstate conflict	Involuntary migration	Natural disasters	Climate action failure	Water crises	Extreme weather
5th	Oil price shock	Pandemics	Fiscal crises	Fiscal crises	Energy price volatility	Energy price volatility	Climate action failure	Infrastructure breakdown	Climate action failure	Energy price shock	Climate action fail ure	Water crises	Natural disasters	Water crises
	Economic Environmental Geopolitical Societal Technological													

Source: World Economic Forum 2007-2020, Global Risks Reports.

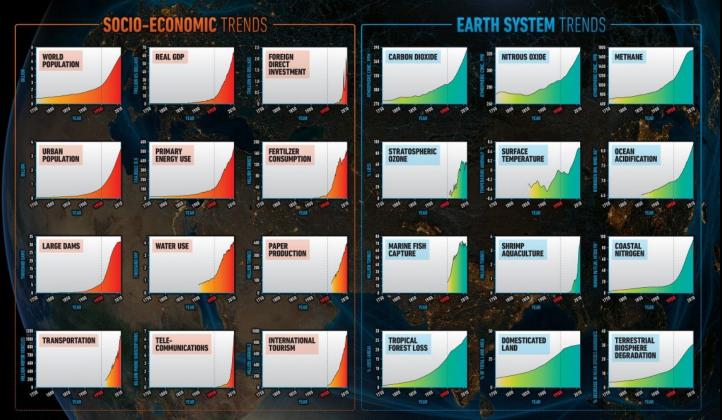
Note: Global risks may not be strictly comparable across years, as definitions and the set of global risks have evolved with new issues emerging on the 10-year horizon. For example, cyberattacks, income disparity and unemployment entered the set of global risks in 2012. Some global risks have been reclassified: water crises and income disparity were recategorized as societal risks in the 2015 and 2014 Global Risks Reports, respectively.

"Identify the most severe risks on a global scale over the next 10 years"

Economic Environmental Geopolitical Economic International Geopolitical									
1st	Climate action failure	6th	Infectious diseases						
2nd	Extreme weather	7th	Human environmental damage						
3rd	Biodiversity loss	8th	Natural resource crises						
4th	Social cohesion erosion	9th	Debt crises						
5th	Livelihood crises	10th	Geoeconomic confrontation						

Source: World Economic Forum Global Risks Perception Survey 2021-2022

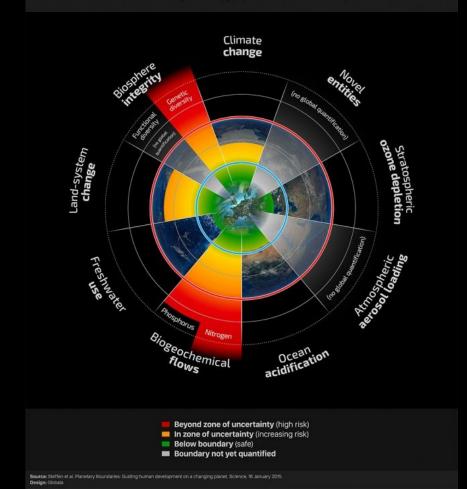
THE GREAT ACCELERATION

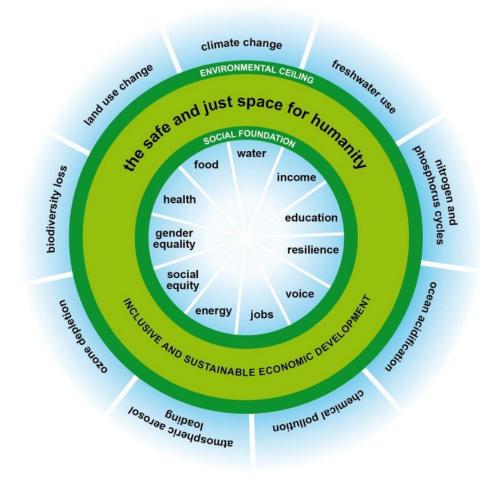


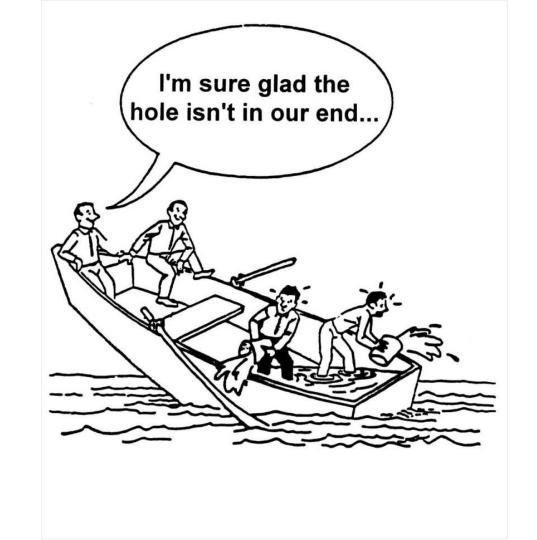
REFERENCE: Steffen, W., W. Broadgate, L. Deutsch, O. Gaffney and C. Ludwig, The Trajectory of the Anthropocene: the Great Acceleration, The Anthropocene Review, 16 January 2015. MAP & DESIGN: Félix Pharand-Deschenes / Globaia

Planetary Boundaries

A safe operating space for humanity







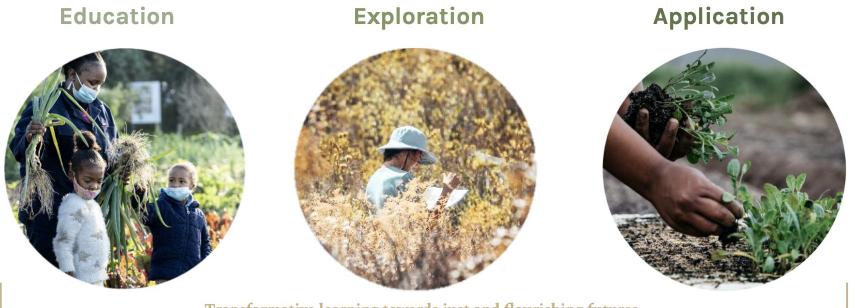
Ethical behavior is doing the right thing when no one else is watching- even when doing the wrong thing is legal.

Aldo Leopold

OUR FOCUS AREAS



Founded in 1999, the Institute is an international living and learning centre for theory and practice in values based, entrepreneurially empowered action towards positive social impact and ecological restoration.



Transformative learning towards just and flourishing futures

What was a meaningful learning experience from your childhood?

Share in the chat

LYNEDOCH CHILDREN'S HOUSE



More than 65 children attend the Infant Community (0-3 years) and Children's House (3-6 years), that offer Montessori-based education.

LYNEDOCH COMMUNITY SCHOOL



We extend our Montessori learning to provide children aged 6 – 15 with the opportunity to flourish through a diversity of learning experiences.

LYNEDOCH YOUTH PROGRAMME



We support and inspire high school and school leaving youth to choose positive life paths, and discover their full potential through academic support, education, fun and nature in a nurturing and creative environment.



A SPACE FOR EXPLORING NEW FUTURES TOGETHER

Exploration





CHILDREN IN THE SI GARDEN

The Lynedoch Children's house follows a Montessori approach to learning. Gardening is part of the children's learning experience, and here they spend time outside to explore the life of soil, water, animals, food and life in general, all through play.









NATURE: EDUCATION AND CREATING REGENERATIVE FUTURES FROM A PRACTICE PERSPECTIVE

- Environment is prepared for learning
 - E.g. sowing seeds, planting, harvesting and then eating
 - Opportunities to interact with soil, plants, water and food
- Show the entire food cycle so children can build a meaningful connection to nature and relationship to food
- Educators creating the optimal environments for learning through play, exploration and participation
- Spend time in nature to learn from nature
- Access to knowledge that can be used for nature-based learning

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