

# *Many to Many*

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*“Many to Many” under the aegis of Operation Peace Through Unity is a communicating link between “we, the peoples” of all nations, races, creeds and ideologies offering in the spirit of the preamble of the United Nations Charter an instrument for the furthering of better relationships based on deepening mutual understanding and the aspiration to promote unity and cooperation beyond all differences.*

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**June 2014**

- I. SUSTAINABILITY - Editorial**
- II. RAPPROCHEMENT OF CULTURES AND CREATIVE EDUCATION – Rene Wadlow**
- III. POST-2015 AGENDA PROCESS**
- IV. MOMENTUM FOR CHANGE – Annual Report 2013 UNFCCC**
- V. “DELIVERING ON AND IMPLEMENTING A TRANSFORMATIVE POST-2015 DEVELOPMENT AGENDA”**
- VI. NEW ENVIRONMENTALISM**
- VII. ONE BILLION SIGNATURES FOR PEACE!**
- VIII. DPI NGO BRIEFING SUMMARY – Education for Global Citizenship**
- IX. THREE MONTHS AT THE PALAIS DES NATIONS – Aarhus Convention Internship**
- X. “NUCLEAR WEAPONS AND THE MORAL COMPASS”**
- XI. BECOMING A CITY OF PEACE**
- XII. THE GREAT INVOCATION**

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## I. Sustainability

After two years of preparation the UN General Assembly decided (December 2013) not merely to designate the 5<sup>th</sup> December as World Soil Day but also to declare 2015 the International Year of Soils. The resolution states that *'soils constitute the foundation for agricultural development, essential ecosystem functions and food security and hence are key to sustaining life on Earth'*. It also urges each country, in cooperation with all other countries, to develop a policy of *'wise land use'*.  
<http://www.fao.org/globalsoilpartnership/world-soil-day/en/> .

Sustainability is not a concept that sits comfortably within today's climate of consumption and waste. While common sense says that our addictive consumerism and wastefulness is exhausting planetary resources and weakening the ecosystem, the human intellect is blindly locked into the short-term lucrative business of catering for these unsustainable appetites. And, sadly, both the state of opulence and deprivation are adding to this dangerously unbalanced and precarious planetary condition.

But there *is* an awakening realisation within the global community that our current interpretation of sustainability may be wanting; that the Brundtland Report definition of sustainability as the *'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'* is not complete. While the rights of the human being have universally been agreed upon there is in this day and age no such universal agreement on the intrinsic rights of the 'non-human' world, within which the human population forms an increasingly large and demanding part. The voices of a rapidly growing number of scholars and scientists are joining those of people within all nations who are calling for a universal agreement which outlines the rights of the 'non-human' world.

The Earth Charter, "Earth, Our Home", calls attention to the fact that we, humanity, form part of *'a vast evolving universe'*; that the human being is living within a *'unique community of life'* on planet Earth, which is providing *'the conditions essential to life's evolution'*. The Charter appeals to the human heart and to our common sense, urging us to remember that: *"the protection of Earth's vitality, diversity, and beauty is a sacred trust"*. [www.earthcharter.org](http://www.earthcharter.org).

The Secretariat of the Global Soil Partnership (GSP) is entrusted with establishing an organising committee of willing partners to prepare for the 2015 International Year of Soils, with the aim of uniting all future efforts for food security, hunger eradication, climate change adaptation, poverty reduction and sustainable development.

*'Soil feeds us. It's as simple as that'*, says Dr John Baker, (MAgrSc in soil science and Ph.D. in soil agricultural engineering), adding *'we have a huge responsibility in front of us, as this will be a unique opportunity for soil scientists to position soils in the development agenda beyond 2015'*. And the Earth Charter says: *'In the midst of a magnificent diversity of cultures and life forms we are one human family and one Earth community with a common destiny'*.

Let us break the mindless bondage to materialism and the illusion of finding happiness in finite entrapments. As it has been said: *"To the dark ones all appears finite – therein lies their darkness"* (511 Fiery World)

Let us re-connect with the dynamic - infinite - Life, coiled in readiness within each seed; let us *be* the soil which nurtures it into the fullness of its being – and let each season move us closer to the completion of the manifestation of the Vision it holds.

## ***II. Rapprochement of Cultures and Creative Education***

*By Rene Wadlow\**

With Rene's kind permission this article has been included in this June 2014 issue of *Many to Many*:

The United Nations General Assembly has proclaimed the Decade 2013-2022 as the International Decade for the Rapprochement of Cultures building on the efforts in the UNESCO General Conference which had called for "the development of a universal global consciousness" based on dialogue and cooperation in a climate of trust and mutual understanding and for a "new humanism for the twenty-first century." The Rapprochement of Cultures is a positive aspect of the process of globalization.

Globalization is an empirical process of world integration driven by a variety of economic, cultural, political, and ideological forces as seen in such areas as market expansion, a global production pattern as well as cultural homogenisation. In the fields of economics, politics, technology, environment and health, we see greater collaboration and interdependence. Now, international conferences, common trade agreements and multinational projects are striving to find solutions to long-standing difficulties and to promote development in areas where the problems have become too great to be resolved by a single State. We are learning, out of necessity, that competition has its limits. To give one example, many of the issues in trade negotiations which go on in Geneva where I am an NGO Representative to the United Nations are about labour standards, environmental policies and human rights (such as products fabricated by child labour). These are all deeply domestic matters which have now become part of international affairs.

Has education been changing as quickly as the world economy? How are we preparing students to meet the demands of the world society? What role are schools playing in the formation of active world citizens able to make real contributions to the creation of a more peaceful society? Are we building the foundations of a New Humanism?

Education is uniquely placed to help deal with the major problems facing the world society: violent conflict, poverty, the destruction of the natural environment, and other fundamental issues touching human beings everywhere. Education provides information, skills and helps to shape values and attitudes.

It is true that education is not limited to the formal school system. There are many agents of education: family, media, peers, and associations of all sorts. Nevertheless, schools play a central role, and people expect schools to be leaders in the educational process. Unfortunately, there are times when schools are left alone as the only conscious instrument of education. Therefore, teachers need to analyse how other agents of society contribute to the educational process or, more negatively, may hinder the educational process or promote destructive attitudes and values. Education has two related aims: one is to help the student to function in society, be it the local, the national, and the world society; the other to help in the fullest development of the individual's physical, emotional, intellectual, and spiritual capacities.

There are three related ways to help prepare students for a fast-changing world in which people, ideas, goods and services increasingly cross State frontiers. These ways are related to:

- 1) skills,
- 2) content,
- 3) values and attitudes.

There is a need to teach those skills needed to be able to function effectively in the world: skills of goal setting, analysis, problem solving, research, communication, and conflict-resolution skills. We need to place more emphasis on communication skills in our schools with an emphasis on personal expression through language and the arts. Children need opportunities to acquire skills in writing, speech, drama, music, painting and other arts in order to find their own voices and expressions.

The second area of importance concerns the content of education with an emphasis on modern history and geography, ecology, economics, civics, and the history of science and technology. There is also a need to organize a curriculum through the use of broad themes such as interdependence, change, complexity, culture and conflict.

The third area concerns values and attitudes needed for living in a global society: self-confidence in one's own capacity, concern and interest in others, an openness to the cultural contributions of other societies. There needs to be a willingness to live with complexity, to refuse easy answers or to shift blame to others. In practice, a good teacher makes a personalized combination of all these elements.

One must be realistic in evaluating the difficulties of restructuring educational systems to make them future oriented and open to the world. We all know the heavy structures of educational systems and the pressures to conform to the status quo. We must not underestimate the narrow nationalistic pressures on the teaching of social issues or the political influences on content and methods.

In order to understand the limits and the possibilities of change, teachers must be prepared to carry out research on the local community. They must be able to analyse their specific communities. It is always dangerous to make wide generalizations on the role of the family, the media, of religion as if it were always the same in all parts of the country or the same in all social classes and milieu.

Thus, teachers should be able, with some sociological training, to carry out studies on the formation of attitudes, values and skills of their students by looking at the respective role of the family, the content of the media, and student participation in associations. Such studies can be carried out in a cooperative way among several teachers so as to be able to go to greater depth. Teachers could look for information to help answer such questions as:

- Are any groups excluded from participating in the community?
- How can possible marginalisation be counteracted?
- How can one study environmental and ecological issues locally?
- What is the significance of different role models such as peers, parents, and educators?
- In what ways can non-formal and informal learning environments be furthered?

There are more and more teachers who realise the direction of current world trends. Migration puts other cultures on one's door step. Thus the importance of creative efforts for the Decade of the Rapprochement of Cultures. We all need to be encouraged by the advances being made. We can help one another so that we may develop the culture of peace and active world citizenship together.

Since 1973 Rene Wadlow, President of the Association of World Citizens, has represented the association at the United Nations, Geneva (<http://awcungeneva.com/>) (<http://awcungeneva.com/>)

### III. *Post-2015 Agenda Process*

The Post-2015 Agenda aims to incorporate and build on the outcome document of the 2012 Rio+ Conference on Sustainable Development. Efforts are continuing to formulate one global development agenda beyond 2015, with sustainable development at its core. Participating in the formulation of this new framework, facilitated by the United Nations, are civil society organisations, the private sector and businesses, academia and scientists from all over the world.

The UN Open Working Group has recently released its “Zero Draft” with a near complete list of 17 possible goals for consideration at the September UN General Assembly meeting.

#### **Education:**

Through the tireless efforts of the Education International (EI) - together with its affiliates and partner organisations - education has been listed as number 4 of the 17 proposed sustainable development goals and targets in the Zero Draft post-2015 proposal to: “*provide equitable and inclusive quality education and life-long learning opportunities for all*”.

However, with two Open Working Group meetings still remaining before the September UN General Assembly, the EI hopes to ‘refine’ the text of no 4, and also to have the following two additional targets included:

- ! “*By 2030, increase the recruitment, development and training and retention of teachers by x% and education support personnel by y% in developing countries, especially in LDCs, and*
- ! *By 2030, all countries allocate at least 4-6 % of their Gross Domestic Product (GDP) or at least 15-20% of their public expenditure to education, prioritizing groups most in need; and strengthen financial cooperation for education, prioritizing countries most in need*”

Among the other Sustainable Development Goals proposals to be attained by 2013 are:

- ! *End poverty in all its forms everywhere;*
- ! *Attain gender equality, empower women and girls everywhere;*
- ! *Secure water and sanitation for all for a sustainable world;*
- ! *Promote sustainable industrialisation;*
- ! *Reduce inequality within and among countries;*
- ! *Promote sustainable consumption and production patterns;*
- ! *Achieve peaceful and inclusive societies, rule of law, effective and capable institutions, and*
- ! *Strengthen and enhance the means of implementation and global partnership for sustainable development*

<http://sustainabledevelopment.un.org/focussdgs.html>

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“Declining aid to education is putting development at risk” says the UNESCO’s latest *Education for All Global Monitoring Report* (June 2014). Countries furthest from reaching the education goals have experienced the hardest cuts in the last two years, leaving millions of children out of schools. Receiving only 2% - half of the modest 4% target set by United Nations last year, 57 Million children and 69 million adolescents are still out of schools. ([http://www.ei-ie.org/en/news/news\\_details/3085](http://www.ei-ie.org/en/news/news_details/3085))

#### **IV. Momentum for Change** **Annual Report 2013 UNFCCC**

In her message for the United Nations Framework Convention on Climate Change (UNFCCC) Annual Report 2013, Christiana Figueres, Executive Director, says that one of the questions constantly on her mind is how we – *all* of us – can scale up and speed up the transformational change needed to tackle climate change. These ‘transformational changes’ are not only possible – they are already happening, although they may often be eclipsed by ‘negative news about the state of the planet’.

The Momentum for Change initiative was established in 2011 to highlight and actively support the ‘enormous groundswell’ of different initiatives global wide. Through the Lighthouse Activities some of the most ‘practical, scalable and replicable’ solutions whether undertaken by people, businesses or governments to tackle the economic, social and environmental challenges of today, are recognised and their particular achievement widely shared to inspire other similar efforts to bring transformational changes throughout our planetary environment.

[http://unfccc.int/files/secretariat/momentum\\_for\\_change/application/pdf/mfccannualreport2013-web.pdf](http://unfccc.int/files/secretariat/momentum_for_change/application/pdf/mfccannualreport2013-web.pdf)

#### **V. “Delivering on and Implementing a Transformative Post-2015 Development Agenda”**

The above quote is the theme, chosen by Hon. Sam K. Kutesa, Minister of Foreign Affairs of the Republic of Uganda and shared in his acceptance speech (11 June) as President of the forthcoming 69th session of the UN General Assembly. This theme will, he explained, ‘*build on the important work and progress being made in the current Session*’, and underscores: ‘*the need to focus, not only on delivering or agreeing the post-2015 development agenda, but also and most importantly, on ensuring its effective implementation*’.

Mr Kutesa stated that he was motivated by putting people at the centre of everything we do, and ‘by the need for socio-economic transformation’. He told the assembly that he was looking forward to work with all members of the assembly ‘*to develop an agenda that will eradicate poverty and hunger, create sustained and inclusive growth, employment and better livelihood*’. He believed he and the assembly could draw inspiration from a statement in a speech by Nelson Mandela (from his *Make Poverty History* campaign) which says that: “*overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of a fundamental human right, the right to dignity and a decent life. While poverty persists, there is no true freedom*’.

<http://www.un.org/apps/news/story.asp?NewsID=47996#.U6URPMKCC70>

#### **VI. New Environmentalism**

On the 3 June global leaders within the field of environment and sustainable development gathered in Brussels to discuss the challenges and opportunities facing the ‘new environmentalism’.

Summit speakers, which included UN Environment Programme Director Achim Steiner, European Commissioner for the Environment Janez Potocnik, and James Murray,

BusinessGreen Editor, contributed to the discussion on the challenges and opportunities facing the New Environmentalism and where the movement ‘needs to go in the future’. Some speakers expressed deep concern that ‘traditional environmentalism’ was at a crisis point and had so far been unable to agree on a new economic settlement which ‘takes account of sustainability, or drive the public and politicians to action’.

Other participants looked with great anticipation to the forthcoming United Nations Environment Assembly, UNEA, taking place in Nairobi, Kenya between 23 – 27 June. Over 1200 participants will gather at this inaugural UNEA meeting, including 160 national delegations and 90 ministers.

All 193 UN General Assembly member states and many other stakeholder groups enjoy UNEA membership. The creation of UNEA is seen by many as the coming of age of the environment movement and presenting a platform for leadership on global environmental policy. This new body will ‘reach into the legislative, financial and development arenas’ and will, for the first time, place: ‘*environmental concerns on the same footing with those of peace, security, finance, health and trade*’ <http://www.unep.org/About/> <http://www.unep.org/unea/en/>

‘South-South trade in renewable energy: a trade flow analysis of selected environmental goods’ is the title of a new publication by UN Environment Programme (UNEP), released during the first UN Environment Assembly (UNEA). This Green Economy report shows that Renewable Energy (RE) trade within developing countries, led by China, is growing faster than in any other region in the world. According to Achim Steiner, UN Under-Secretary General and UNEP Executive Director, the environmental goods and services (EGS) market ‘offers developing countries an unprecedented opportunity to drive the green economy transition.’ The report shows that while China, Eastern and South-Eastern Asia currently dominate South-South renewables trade, other regions of the developing world also show promising trade growth.

## **VII. One Billion Signatures For Peace**

*PeaceNow.com*

Imagine how far we can progress to a peaceful world beyond war with ONE BILLION signatures calling upon the UN and governments worldwide to establish ministries, departments and infrastructures of peace that support the global culture of peace!

PeaceNow, in partnership with GAMIP, is seeking ONE BILLION people to join together to create the cultural, economic and governmental framework for a new era of lasting peace.

With the ambitious goal of uniting ONE BILLION Peace Ambassadors, PeaceNow intends to generate a transformative force that creates powerful and lasting change for the betterment of humankind and future generations.

This GAMIP-PeaceNow partnership arose out GAMIP’s showing of the world premiere of the award-winning film for peace, Admissions at its 2011 Global Summit in Cape Town, South Africa. In the fall of 2013, PeaceNow writer/strategist and Admissions creator John Viscount began working with GAMIP’s Mike Abkin and Anne Creter to revise and adapt the proposed UN resolution that Anne, New Zealand’s Operation Peace Through Unity, and others had earlier drafted for possible adoption by the UN General Assembly. The result is the [“The Global Resolution for the Establishment of](#)

[Infrastructures to Support the Culture of Peace.”](#) The ONE BILLION signatures PeaceNow will be used to support UN enactment of this resolution.

To further support this campaign, John and the Admissions creative team created a digital viral platform called an m2ebook to gather signatures and promote the work of The Global Alliance and PeaceNow. The “Gift of Peace” m2ebook is a free, 20-page e-book designed for viral propagation that is easily shared through email and social media utilizing a simple embedded link. It introduces the film and the One Billion-signature campaign, explains the need for Peace Departments and Infrastructures for Peace, and bestows a free “Gift of Peace” in the form of a free screening of Admission. (<http://www.peacenow.com/resolution/>)

### ***VIII. DPI NGO Briefing Summary – April 3, 2014*** *Education for Global Citizenship*

The following Summary of this DPI/NGO Briefing, organized in cooperation with the Global Movement for the Culture of Peace GMCoP, was written by Anne Creter, OPTU co-worker and GMCoP member:



#### **Briefing Overview:**

“Education for global citizenship” is vital for fostering the culture of peace. This is an important topic as evidenced by the large (youth) turnout - plus results of the UN My World Global Survey ([www.myworld2015.org](http://www.myworld2015.org)) taken by 1.5+ million global citizens in 194 countries who voted on what is most important to achieve a better world. Across every category of civil society, the top priority is education. (See website to take survey). The 2012 Global Education First Initiative (UN GEFI) is a major focus for the Secretary-General with these aims: 1) every child in school - especially girls 2) quality learning 3) education for global citizenship to help the UN respond as one human family. Webcast viewers were invited to join interactively by Facebook and Twitter.

Moderator:

\* Ms. Ozioma Egwuonwu, New Futures Foundation NGO and BurnBright Int'l

Speakers:

\* H.E. Ambassador Anwarul K. Chowdhury, Former Under-Secretary-General and High Representative of the UN

\* Ms. Vibeke Jensen, UNESCO NY Director & Global Education First Initiative Secretariat

\* Mr. Hiro Sakurai, Soka Gakkai Representative to the UN

Key points discussed and questions raised:



Ozioma Egwuonwu opened with the exciting idea of global citizenship awakening our potential to connect and unify in becoming something larger than what we are individually -- to build a better tomorrow. "Education for global citizenship" is not just about what happens in schools but also about the online platforms and ways all stakeholders come together. Certain ideas, visions, perspectives make all the difference for what is possible in the world. Promoting "education for global citizens" is one of the most powerful ideas we can embrace today to create the foundation for the culture of peace.

The September, 1999 General Assembly UN Declaration and Programme of Action of a Culture of Peace sets guidelines on how people, governments and the UN can work together towards the common goals of creating the future civilization that is possible. The Programme of Action includes fostering the culture of peace through education and encouraging nation states to include values of peace, human rights and democracy within their education systems. It helped lead to the Secretary General's September, 2012 five-year Global Education First Initiative which aims to accelerate progress in supplying children around the world with the basic competencies necessary to address the problems of the 21 century. This Briefing is part of our "education for global citizenship" helping us move from thought into action, using education as a conduit to create powerful actions to take in the world.

Short Video: Various definitions were given from people all over the world of what it means to be a global citizen (inter-connectedness, the good of all, one planet - one humanity, beyond national boundaries, basic human rights, what we do makes a difference, the world we envision is the world we will make and it will be beautiful).

H.E. Ambassador Anwarul K. Chowdhury emphasized the importance of childhood as the formative time when global citizen skills of compassion and empathy must be learned to resolve the interconnected challenges of the 21st century. He spoke of four essential elements (the 4 "I's") Individual self-transformation, Intergenerational dimension, Inclusivity of all, not just children in school and Institutional measures. The Global Education First Initiative's first two goals of more children to school (girls) and improving the quality of education, lead to the ultimate objective of global citizenship. The Initiative interfaces closely with the concept of the culture of peace in that both deal with human minds, trying to change every individual into an agent of peace, able to handle life conflicts in a nonviolent way. The UNESCO Constitution says war is created in the minds of men and it is in the minds of men (and women) that we need to construct the defences of peace.

The General Assembly in 1999 adopted by consensus the monumental UN Declaration and Programme of Action on the Culture of Peace Resolution A/RES/53/243 that transcends boundaries. The principle underlying it is that peace cannot be gained by governments alone. It is individuals and communities who can secure lasting peace through transforming attitudes and actions. Peace is the result of positive dynamic, participatory processes linked intrinsically to understanding, democracy, justice and development for all, by which differences are respected, dialogue encouraged and conflicts transformed into cooperation. The core rests on people's capacity for respect, nonviolence and equality and that these qualities can be developed through little acts. Such ideas need to be built into education systems.

He concluded by noting the many rich learning materials developed by NGO's which he hopes can be gathered by DPI into a compendium of resources to be shared.

Ms. Vibeke Jensen stated that "global citizenship education" is a concept that articulates the overall purpose of education. It recognizes the relevance of education in resolving social, political, cultural and global issues and its role (beyond knowledge and skills) in

promoting attitudes for social transformation and empowering learners to become proactive contributors to the culture of peace. The Secretary-General's Global Education First Initiative focuses on 3 priority education areas in order to finish the MDG agenda. Progress has been made but there is still not access to all and quality of education has suffered. Plus, 125 million children have gone to school but still have not learned basic language skills to continue learning and participate in the educational system. Quality education is also about teaching global citizenship education. As the end of the MDG's nears, with a Post 2015 agenda now being set, education has to be there -- teaching a mindset towards creating peace, inclusiveness and human rights. It is not enough to talk about it. We must be sure global citizenship is practiced as a transformative shift. Good teachers are needed to engage all types of children. UNESCO was created in 1945 to build peace in the minds of men and women and now it is the lead agency in global citizen education. Many excellent manuals are out there to help develop participatory learning. They need to be mainstreamed into the education system.

Mr. Hiro Sakurai acknowledged all the youth present at the Briefing. He stated that "education for global citizenship" is a dynamic, multi-dimensional concept that combines two powerful elements -- education and global citizenship. It involves not only schools but family, local community and civic engagement. It can help personal and environmental transformation plus is a life-long endeavor. There are many linkages such as the importance of women's leadership. He stressed its relation to the Programme of Action on a Culture of Peace through 8 action areas on a broad set of issues such as education, gender, sustainable development and human rights in a holistic way. It promotes efforts for global goals including peace and disarmament, sustainable development and human rights. It recognizes a wide range of actors such as the important role of teachers, parents, politicians and journalists. Essential elements are: breaking down silos, moving from confrontation to coexistence, transcending divisiveness to solidarity and sharing responsibility, plus the importance of rooting ourselves in our local communities as the site of learning. The Global Education First Initiative is indication "education for global citizenship" is gaining interest at the UN. In early March, the Working Group on Sustainable Development Goals briefly mentioned it. But this is not enough. In 1992 education took up one whole chapter of agenda 21 in the Programme of Action at the UN Conference on Environment and Development. Since then education has been treated in a more limited manner at Johannesburg in 2002 and at the Rio +20 Sustainable Development Conference in 2012. "Education for global citizenship" is an embracing, holistic concept that must receive much wider government and civil society participation.

The question / answer period was engaging with many good questions:

How do I spread word around globe about the youth (under 18) Peace in the Street

Global Film Festival global video contest? [www.psgff.com](http://www.psgff.com)

What can be done to ensure the LGBT community has fair access to education in hostile nations?

Ambassador Chowdhury stated it is a concern. Making education available to all is a major challenge. UNESCO is helping that process of access.

How do we integrate the trans-Atlantic slave trade in education?

Ms. Jensen commented that UNESCO is working on a General History Project of Africa that is being translated into curriculum materials for schools all over the world.

How do we overcome barriers if stakeholders are unwilling to participate?

How do we expect teachers to model certain positive behaviors when they are not valued?

Ambassador Chowdhury reminded us that any transformation always faces obstacles but that should not dishearten us, citing example of the suffrage movement. To make global citizenship a daily part of life will be challenging. Yet we can be true global citizens by simple acts. It is inside us. If we start there, it will become easier.

\*\* The questioner prefaced her question identifying herself as “a global citizen” which received hearty applause and prompted the Moderator to invite the audience to declare out loud then and there ... “I am a Global Citizen.”

Mr Sakuri pointed out the value of networking and belonging to working groups to maximize resources by getting help from colleagues.

Ms. Jensen talked of the need to mobilize everyone – governments, parents, NGO’s and civil society in favor of education. We cannot achieve any other development goals without education.

Twitter questions:

How do we get information about global citizenship as journalists and social activists?

How can we make it happen where we are?

Ms. Jensen said it is not just about having knowledge but about using that knowledge to launch ourselves into action in all areas.

Ambassador Chowdhury said materials are listed on the program. For more, contact the Global Movement for the Culture of Peace ([www.gmcop.org](http://www.gmcop.org)). Journalists can write more to let people know.

Mr. Sakuri remarked that it is connected to everything we do in our daily life, so be mindful.

Ms. Egwuonwu said the only way to transform is to change perspective from “Me” to “We.”

What is happening in k-12 to directly involve students in service learning?

The Ambassador believes it is necessary to teach students to become confident in finding solutions to challenges in their own personal lives.

What is the role of meditation in transformation? How would the arts be a conduit for social change?

Ambassador Chowdhury regrets spirituality and self-tranquility are not build into the education system. Today’s education does not create the values and mindset we need.

Mr. Sakuri said the process of meditation helps bring forth goodness so is important. Ms. Jensen cited the value of meditation and the arts as important mediums that schools are not paying enough attention to.

There is a call to eliminate extreme poverty, how about a call to eliminate extreme wealth?

Ambassador Chowdhury mentioned the need contain capitalism. Interacting as a global citizen is a solution.

Ms. Jensen commented that the whole UN debate is about how we can be more balanced with limited resources.

## ***IX. Three Months at the Palais des Nations Aarhus Convention Internship***

From November 2013 to February 2014, PhD student Josephine Toop from Christchurch New Zealand was given the opportunity to intern for the Secretariat of the 1998 Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters (the Aarhus Convention) and its Protocol on Pollutant Release and Transfer Registers (the PRTR Protocol). The Secretariat is housed within the Environment Division of the United Nations Economic Commission for Europe (UNECE), at the Palais des Nations, Geneva, Switzerland. Josie would like to express her gratitude to Operation Peace through Unity and other sponsors (the Australian New Zealand Society of International Law, the University of Canterbury School of Law, Rotary Christchurch South), for their support. The internship felt like a once in a lifetime experience.

The Aarhus Convention focuses upon domestic access to the principles in the Convention's title and also upon the promotion of those principles in international environmental decision-making processes. Josie's doctoral research connects strongly with the latter. She is investigating the existence and operation of the 'global administrative law' principles of transparency, participation, impartiality, reason-giving and review in thirty regimes (comprising regional fisheries management organisations and multilateral environmental agreements (MEA)), and is considering whether these principles help with effectiveness and legitimacy. The Aarhus regime is one of the regimes she is studying.

The staff at the Secretariat were extremely welcoming but also very busy and hard-working, so Josie was delighted to be of use to them. Her internship focused particularly strongly on the Aarhus Convention compliance committee. Among other things, she helped support the 43rd meeting of the compliance committee, assisted with legal analyses of parties' domestic legislation with their obligations under the Convention, and updated the background analysis for the info-graphics of the compliance committee. She also assisted with the preparation of outreach materials, such as the second version of the Aarhus Convention Implementation Guide, helped service the global roundtable on PRTRs, the 3rd meeting of the Working Group of the Parties to the Protocol on PRTRs, and the 32nd meeting of the Bureau of the Aarhus Convention. Josie found the work to be interesting and inspiring and was fortunate to receive a glowing reference at the end of her internship.

Working at the Palais des Nations was an experience in itself. Highlights included touring and working in the building and the incredible people. Josie found the Palais des Nations to be stunning with an interesting and rich history. She was able to watch some of the Human Rights Council meetings in the Human Rights and Alliance of Civilizations Room with its amazing ceiling. Also very special was visiting the Council Chamber with its vivid murals, bumping into the peacocks which wander the grounds at will, opening the huge decorative doors on the meeting rooms, and wearing an earpiece to hear the interpreters. Josie was welcomed by a fantastic group of UNECE interns and consultants who provided a wonderful social element, including lunch together most days, weekly catch ups around Geneva, and weekend trips to explore Switzerland.

Josie was also able to bolster her own research by gaining insight into the operation of the Aarhus regime, enriching her understanding of the work that has been undertaken to promote Aarhus Convention principles in other contexts, and making exciting contacts. For instance, she was able to observe NGO participation in the regime first-hand, what happens in closed meetings, and which documents are released to the public and when. The Secretariat appeared to make a large effort to be participatory and transparent in its practice, which, given the unique subject matter and features of this Convention, was perhaps not surprising. Through Aarhus Convention meetings Josie also met a very experienced and knowledgeable NGO representative, who subsequently gave her an NGO perspective on the operation of her principles in this and other MEA regimes over coffee in central Geneva.

For the future, Josie hopes to continue in the environmental field, either working with an NGO, a MEA Secretariat or as an academic. Or perhaps trying out all of the above; Josie hopes for an interesting and varied career. Her criteria for future work, is to try to make a difference to the natural world, given this unprecedented area of environmental degradation. Upon return to New Zealand, Josie has immersed herself back into her doctoral research and other related activities. She has just completed her annual contributions for the 2013 year (she is the New Zealand year in review contributor for the Yearbook of International Environmental Law, and the International Environmental Law year in review contributor for the New Zealand Yearbook of International Law). Josie is

also presenting at the Fifth Four Societies of International Law Conference in July 2014; a joint conference of the international law societies of Australia and New Zealand, Canada, Japan and the United States of America, on the subject of ‘Networks, Experts and Multilateral Environmental Agreements.’

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## **X. Nuclear Weapons and the Moral Compass**

The Nuclear Nonproliferation Treaty’s 190 member states met in the Trusteeship Council chambers of the United Nations, New York between 30 April – 9 May 2014 but failed to reach agreement on reducing let alone eliminating the threats posed by nuclear weapons. <http://gsinstitute.org/blogs/event-reports/nuclear-weapons-and-the-moral-compass>

However, on the 30 April, at the same event, the Permanent Mission of the Philippines and the Global Security Institute brought together a distinguished panel on the theme ‘Nuclear Weapons and the Moral Compass’ and to look at the question of morality and ‘*the right thing to do*’ regarding all nuclear weapon issues. The panel was co-chaired by Ambassador Libran Cabactulan, Permanent Representative of the Philippines and Jonathan Granoff, President of Global Security Institute.

In his opening statement Ambassador Libran Cabactulan stressed the importance of bringing together ‘the legal, humanitarian, and moral arguments’, strengthening the push for the total elimination of nuclear weapons. However the moral responsibility to achieve nuclear zero ‘*does not only rest on the shoulders of the nuclear-armed states; it is the collective responsibility of all states*’.

Ms Angela Kane, UN High Representative, reminded the meeting of the Russell-Einstein Manifesto (1955) motto: “*remember your humanity, and forget the rest*”. Disarmament is not just moral but also practical, she maintained.

Among other panel members’ contribution to the discussion were Dr. William Vendley, Secretary-General of Religions for Peace, who said that the very threat to use nuclear weapons represented ‘a form of gross moral failure’ which could at best be tolerated ‘*while states resolutely and methodically disarm themselves*’. We need, he urged, ‘*to update our concept of security*’. Rabbi Peter Knobel, who said that nuclear weapons and the threat to us them are ‘anathema to any right thinking human being who is concerned about the future of humanity, or planet, and its fragile ecosystem’. And Archbishop Francis A. Chullikatt, UN Permanent Observer of the Holy Sea, called for renewed attention to the UN Secretary-General’s Five Point Proposal \*

*\* I. All parties to the Nuclear Non-Proliferation Treaty, especially the nuclear-weapon States, should fulfill its requirement to enter into negotiations on nuclear disarmament, which could focus on either a convention or framework of agreements banning nuclear-weapons.*

*II. The nuclear-weapon States could assure non-nuclear-weapon States that they will not be the subject of the use or threat of use of nuclear weapons.*

*III. Existing nuclear arrangements and agreements (e.g. a ban on testing, nuclear-weapon-free zones, and strengthened safeguards) need to be accepted by States and brought into force.*

*IV. The nuclear Powers could also expand the amount of information they publish about the size of their arsenals, stocks of fissile material, and specific disarmament achievements.*

V. Complementary measures are needed such as the elimination of other types of WMD; new efforts against WMD terrorism; limits on conventional arms; and new weapons bans, including of missiles and space weapons. <http://www.un.org/disarmament/WMD/Nuclear/sg5point.shtml>

## ***XI. Becoming a City of Peace***

The “International Cities of Peace” ask that we envision a world in which ‘*cities define themselves in the language of peace*’.

The International Cities of Peace initiative is creating a network of individuals, towns, cities and communities that ‘*by history, resolution, or proclamation*’ are defining themselves as places of peace. But before this vision of living in a place of peace can be realised, we shall need to face the fact that most of us today live in a ‘*polarized environment where the world is split into culprits and victims.*’

Places of Peace will emerge through a collective resolve to build - in the words of Frederico Mayor - ‘*...not only geographical but spiritual bridges between people and strengthen the intellectual, cultural and communication linkages between our societies*’. Let us, he continues: ‘*stand ready to participate in the effort to promote social integration and create a culture of peace*’.

We, individually and unitedly, shall need to show the invincible power of Peace as we build together our common future.

“*Start small, grow large*’ urges the International Cities of Peace website:  
([www.InternationalCitiesOfPeace.org](http://www.InternationalCitiesOfPeace.org)) ([info@InternationalCitiesOfPeace.org](mailto:info@InternationalCitiesOfPeace.org))

**“Peace is a never-ending process, the work of many decisions”**  
Oscar Arias

## ***XII. The Great Invocation***

From the point of Light within the Mind of God  
Let light stream forth into the minds of men.  
Let Light descend on Earth.

From the point of Love within the Heart of God  
Let love stream forth into the hearts of men  
May Christ return to Earth.

From the centre where the Will of God is known  
Let purpose guide the little wills of men –  
The purpose which the Masters know and serve.

From the centre which we call the race of men  
Let the Plan of Love and Light work out  
And may it seal the door where evil dwells.

Let Light and Love and Power restore the plan on Earth.