



## **Quadrennial Report to the United Nations Environment Programme – 2010 by Public Awareness Education Programs of the Sciences and Humanities Technology and Global Bioethics (PAEP est. 1979)**



Courtesy of the World Meteorological Organization (WMO)

### **HOME – A Survey of the Planet and Solutions for a Sustainable World**

Eurocorp and ELZÉVIR, filmed in more than 50 countries (01:55) ([here](#))

## **Introduction**

**6 August 2010, marks the 30th year PAEP has been providing free, transdisciplinary educational community programs, working with youth and for youth, locally, regionally and internationally. Since 1979, the emphasis has been on humanistic science education for a sustainable future in an interconnected and interdependent world.**

As an NGO member of Forum UNESCO, UNEP, and International PEN, PAEP takes grassroots initiatives to promote and advance the universal values of the United Nations Educational, Scientific and Cultural Organization and the United Nations Environment Programme, including:

- To understand and respect cultural diversity as the common heritage of humanity;
- Realize that cultural diversity is as necessary to humankind as biodiversity is to Nature;
- Advance established and new knowledge for sustainable development, the preservation of biodiversity, and the preservation of the environment;
- Recognize that science (scientia, or the building of knowledge and skills), as a bridge to a sustainable future, is the universal property of all people;
- Foster a new transdisciplinary educational, scientific, environmental, inter-cultural as well as inter-generational dialogue towards a universal code of ethics for the benefit of future generations;
- Build awareness and mutual understanding through open, transparent and constructive dialogue;
- Strengthen international co-operation in safeguarding indigenous knowledge and the protection of the world's shared natural, cultural, intellectual and scientific heritage.

**PAEP's transdisciplinary approach of its programs, activities and initiatives urges young women and men to place the universal values and principles of UNESCO and UNEP at the core of their mission in life.**

By correlating the sciences with humanistic learning, the programs encourage youth to realize that their thoughts and actions are an important part of the meaning of this world. PAEP's programs and activities offer an opportunity for young people to share their commitment to building a better future by working for a sustainable world community that can interact more intelligently and rationally within our global home.

## Essential Criteria for PAEP's Initiatives

### ◆ General Comparison Between Indigenous and Western Worldviews (here) ◆

**Environment and Cultural Diversity: 1973 UNEP Governing Council First session.** Since its first session in 1973 the UNEP Governing Council has repeatedly emphasized the importance of a more holistic approach to achieve environmental protection and sustainable development. In its first sessions, the Governing Council of UNEP recognized that changes in the environment have social, cultural and economic impacts (Decision 1 (I), 1973), and that ecodevelopment should encompass cultural, social, technological, political and environmental dimensions (Decision 8 (II), 1974).

In 1978 the Governing Council stated that population, resources, environment, and development are interrelated issues, and that UNEP should play an important role in the solution to the related problems (Decision 20 (III), 1975), (Decision 6/1, 1978).

To address the issue of the interrelationship between people, resources, environment and development, a high-level group of experts provided recommendations to include issues of traditional rural societies, culture, tradition, religion and myths to its work. (From **Environment and Cultural Diversity** (4 November 2004)

<http://www.unep.org/GC/GC23/documents/GC23-INF23.pdf>



**Promoting the free flow of ideas by word and image:** UNESCO is the only United Nations agency with a mandate to defend freedom of expression and information. Article 1 of its Constitution, adopted 16 November 1945, requires the Organization to “*further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.*” To realize this, UNESCO is requested to “**collaborate in the work of advancing the mutual knowledge and understanding of peoples, through all means of [mass] communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by word and image...**”



### **Freedom of Information: A Comparative Legal Survey** (here)

*"The free flow of information and ideas lies at the heart of the very notion of democracy and is crucial to effective respect for human rights . . . Central to the guarantee in practice of a free flow of information and ideas is the principle that public bodies hold information not for themselves but on behalf of the public."*

**Abdul Waheed Khan**, Assistant Director-General for Communication and Information, UNESCO (2008)

## Programs and Activities

1. Canadian International Youth Forums (ScienceSpheres) – Theme: Education For A Sustainable Future: Exploring New Ways of Knowing – The Sciences and Humanities – Values and Society (see page 4)
2. International Youth Network for the Advancement of the Sciences, Humanities and Global Bioethics (IYNet)
3. Canadian International Youth Letter (CIYL) (see page 7)
4. Global Bioethics Network (GBN) (see page 8)

Ideas, programs and activities are communicated to contacts in 211 countries. Proved to be valued as reliable, formative education resources for open, transparent and constructive dialogue, they serve as a catalyst for public outreach and curriculum aid for students and teachers.

[PAEP/IYNet/GBN – Key Communication Contact List](#) (here)

PAEP/IYNet provides direct links to UNESCO and UNEP on its homepage [www.paep.ca](http://www.paep.ca) so that students, teachers and the wider public can have direct access.

## Program Development: Core Issues, Key Considerations and Observations

**Global socio-political economic conditions:** As of 1998, 3 billion people live on less than \$2 per day while 1.3 billion get by on less than \$1 per day. Seventy percent of those living on less than \$1 per day are women. In 2003, a World Bank report revealed that 17% of the world's population consume 80% of the world's resources leaving almost 5 billion people to live on the remaining 20%. As a result, billions of people are living without

the very basic necessities of life - food, water, housing and sanitation. In 2006, a groundbreaking and comprehensive report released by the World Institute for Development Economics Research of the United Nations University (UNU-WIDER) reported that, "The richest 2% of adults in the world own more than half of global household wealth."

**Over the next 30 years almost 98 per cent of global population growth is going to take place in developing countries.** It is not religion, tribal feuds, irrational acts of states, or poverty that are the root causes for the worldwide growing escalation of radicalism and terrorism, but the rising population of largely poor and desperate young people of the world's population that are drawn into existential, competing conflicts and atrocities. Close to 2 billion children [excluding China] under the age of 15 will reach adulthood in the next 20 years.

**What this new generation does will largely determine the future of our planet,** and greatly influence how we advance science, knowledge-building, social cohesion and meaningful, substantive democracy. The hazards of youth at risk of exclusion in the developing regions is enormous, no longer threatening a minority but whole sections of society along with our collective destiny. **Contributors identified six encompassing priorities:**

- **The biggest challenge now facing humanity and future generations** is to ensure that the direction of globalization and the advancement of science, knowledge-sharing, sustainable development and ethics becomes an insightful action: a humanistic force that can equitably provision the world's people with the ecological goods and services they need to build and maintain their societies.
- **The underlying principle – the future of world civilization** – depends largely upon an increased appreciation of cultural diversities, integrating the sustainable, innovative contributions men and women make globally, and by advancing the role of women in the sciences .
- **Militarizing development, research and science and maintaining a permanent arms economy for geopolitical, corporate and private gain** has clearly become an unacceptable and economically unsustainable concept. It is very likely that the much needed conversion or the demilitarization of science cultures and institutions will stimulate different directions and content in our knowledge systems. **Re-channeling the obsession with militarism, deconstructing the cult of war as an institution in society** by teaching and deepening awareness of the collective immaturity, the psychopathology and inhumanity involved through open, transparent and constructive dialogue, concerned with ecological integrity and the future of humanity, and actively dealing with the issues that matter through an **Education For A Sustainable Future**, is the better way.
- **Developing an appropriate ethic and advancing moral progress** does largely depend upon the growth of scientific, factual knowledge both of human behaviour, mental health and human affairs, and of the world in which we live. Resolving environmental issues does not so much involve the need for novel technologies and new legislation as an entire change of collective consciousness.
- **To build a stronger foundation for our common humanity** in the transformation from the production-consumption model of our industrial age to the emerging industrial age of sustainability and interdependence, we must advance not only a scientific-technological, but also an environmentally, inter-generationally and inter-culturally educated human resource base.
- **Of vital importance in this process is preparing youth** for the intellectual, ethical and social responsibilities needed for a deeper understanding of inter-relatedness – to foster greater mutual understanding and respect for cultural diversity, and safeguard indigenous biodiversity knowledge in order to achieve equitable sustainability that can ensure the quality of life and the dignity of future generations.

**Note:** In preparing PAEP/IYNet programs and activities inter-generational attention and conscientious focus is given to the role of UNESCO in advancing a culture of peace and the vitally important opening words of its Constitution of 16 November 1945: ***"Since wars begin in the minds of men it is in the minds of men that the defences of peace must be constructed."*** It emphasizes ***"that a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of [humankind]."***

**Program Development: Core Issues, Key Considerations and Observations,** are summary reflections of a continuous survey and ongoing dialogue with international youth, educators and educational institutions concerned with the future of humanity, working for science and reason against the forces of superstition and fundamentalism.

### Honouring Cofounders and Contributors of Public Awareness Education Programs

<http://www.paep.ca/inmemoriam.php>



*"Everyone has the responsibility to shape the future of humanity. The way in which ideas are formed is what gives character to the human mind. We must become more truthful and active in life – there is so much to articulate and to set into motion. Our single most important enterprise is an education that creates a common network of rational thought across the globe."* **Louanne Smrke** (1951-1991) Journalist, Publisher; **The Rt. Hon. Jeanne Sauvé** (1922-1993), Governor General of Canada (1984-1990); Minister of State for Science and Technology (1972-1974), Minister of the Environment; Minister of Communications (1975-1979).

### Writing Award Projects: Alternative Energy Resources – The Bridge to the Future: Environmental Science and Equitable, Sustainable Development for the New Millennium.

<http://www.paep.ca/writingawards.php>



### The Role of the Humanities (here)

*"The vast majority of things that we hear today are prejudices and clichés, simply verbal formulas that have no thought behind them but are put up as a pretence of thinking. It is not until we realize that these things conceal meaning, rather than reveal it, that we can begin to develop our own powers of articulateness.*

*The teaching of humanities is, therefore, a militant job. Teachers are faced not simply with a mass of misconceptions and unexamined assumptions. They must engage in a fight to help the student confront and reject the verbal formulas and stock responses, to convert passive acceptance into active, constructive power.*

*It is a fight against illiteracy and for the maturation of the mental processes, for the development of skills which once acquired will never become obsolete."*

**H. Northrop Frye** (1911-1991), Literary Critic, Chancellor of Victoria University in the University of Toronto (1978-1991)

## 1. Canadian International Youth Forums (ScienceSpheres)

Honouring United Nations Day, and forwarding the vision of UNESCO and UNEP

Theme: Education For A Sustainable Future:

Exploring New Ways of Knowing – The Sciences and Humanities, Values and Society

The transdisciplinary youth development programs provide constructive perspectives on the overlap of everyday life with innovation, the sciences, new technologies, sustainable development and society. Averaging 350 to 400 attendees, the audience is comprised of students, teachers, parents, counselors, and the wider public.

### 21st Canadian International Youth Forum – ScienceSphere 2010

Program outline and schedule for 23 October 2010 – <http://www.paep.ca/doc/ScienceSphere2010.pdf>

- **Managing Without Growth: Slower By Design, Not Disaster (MWG)**

- **Confronting the Ecological Crisis of the Planet – The Direction We Must Go**

*Peter A. Victor, Ph.D., Professor, Faculty of Environmental Studies, York University; Author of MGM,*

- **Challenges in Neuroscience: From Brain to Behaviour**

*Allison B. Sekuler, Ph.D., Professor and Canada Research Chair in Cognitive Neuroscience, Dept. of Psychology, Neuroscience & Behaviour (PNB), Associate Vice-President and Dean (Graduate Studies), McMaster University*

- **Nanotechnology: From Vision to Industrial Revolution?**

- **Key Roles, Challenges and Benefits for Sustainable Development and You**

*Ulrich J. Krull, Ph.D., Professor of Analytical Chemistry, AstraZeneca Chair in Biotechnology; Vice-Principal Research, University of Toronto*

- **Project Progress Summary: International Youth Network for the Advancement of the Sciences, Humanities and Global Bioethics (IYNet) IYNet Project Activities: An Overview – 2006 to 2009 (here)**

Prepared for Mr. Koichiro Matsuura, Director-General, UNESCO (1999-2009), 4 November 2009

### 2010-11 Writing Award Projects: Alternative Energy Resources – The Bridge To The Future: Environmental Science and Equitable, Sustainable Development for the New Millennium

*Saviz Ehyai, B.Sc., Graduate Student, York University*

Ref.: 20th Canadian International Youth Forum - ScienceSphere 2009 - (24 October 2009)  
<http://www.paep.ca/doc/ScienceSphere2009.pdf> (the event had 380 attendees)

(For additional Canadian International Youth Forums (see pages 8, 9)

**YNet Project Activities: An Overview – 2006 to 2009 (here)**

Ref.: Canadian International Youth Forums Highlights (1994-2005)

<http://www.paep.ca/programs1994-2003.php>

## 2. International Youth Network for the Advancement of the Sciences, Humanities and Global Bioethics (YNet)

As current world events demonstrate, and given the gravity of the situation, there is an urgent need to focus on that which unites humanity rather than that which divides it. Moral and ethical progress does largely depend upon the growth of scientific, factual knowledge both of human behaviour and of the world in which we live.

**The key objective of the transdisciplinary YNet Project is to advance youth as a value-creating resource, building on scholarship, inter-generational dialogue, environmental knowledge and the commitment to global ethics. The project emphasizes the advancement of women in the sciences and humanistic science education for a sustainable future. YNet is a meeting of minds, science and human experience.**

### **BACKGROUND: PAEP/YNet – UNESCO – Communication**

In April 2006, Mr. Koïchiro Matsuura, Director-General of UNESCO issued an urgent request for international solidarity and mobilization against the destruction of Iraq's historical, intellectual, scientific and cultural heritage. The organized violence against Iraqi scholars, scientists and intellectuals – custodians of Iraq's indigenous knowledge base (planned assassinations commenced after the illegal war of aggression against Iraq in 2003) has deprived youth and future generations of their rightful, inherent tangible and intangible heritage. **(Iraq represents an 8000 year old World Heritage Site – Iraq signifies the repository of intellectual and scientific growth).**

**On 6 August 2006**, PAEP responded to Mr. Matsuura's compassionate appeal, emphasizing concerns and crucial issues in need of being addressed. PAEP reorganized the successful Millennium 2000 Youth Project YAASIT (Youth Association for the Advancement of Science, Innovation and Technology) and developed a transdisciplinary series of the Canadian International Youth Letter with an emphasis on science and human affairs, to meet the new challenges through the YNet Project. **Letter of 6 August 2006 to Mr. Koïchiro Matsuura, Director-General of UNESCO (here)**

**Note** (6 September 2006): *"The Director-General, Mr. Koïchiro Matsuura, has asked me to reply to your letter of 6 August 2006 . . . We have reviewed your proposal with great interest and very much support your strong commitment to working with and for young people in all of your Organization's activities. . . Preparing young people to tackle the challenges of our time, in particular those related to vital questions such as the preservation of biodiversity, the ethics of science and knowledge and the promotion of cultural diversity, is also a major concern of UNESCO . . . As we believe that there are multiple potential synergies . . . we stand ready to further explore opportunities for collaboration."*

**Hans d'Orville**, Director of Strategic Planning, UNESCO

**The YNet Project** has been working with the **Barack Obama for America Campaign** for the advancement of the sciences, humanities, and global bioethics since February 2007, when Senator Obama announced his candidacy for President of the United States. We communicated with youth across the United States, as well as internationally, concentrating our efforts on four pivotal issues that needed to be addressed:

1. **Science for Sustainability – From the Cult of War and Violence to a Sustainable Culture of Peace;**
2. **Climate Change;** 3. **The War Against Iraq;** 4. **Restoring Science to Its Rightful Place.**

**On January 31, 2008 Senator Barack Obama announced:**

*"I don't want to just end the war, I want to end the mind-set that got us into war in the first place. That's the kind of leadership I'm going to provide as president of the United States."*

**On January 20, 2009 President Barack Obama stated:**

*"We will restore science to its rightful place . . ."*

**On January 22, 2009, President Barack Obama officially acknowledged PAEP/YNet and its contributors' work, and has encouraged us to continue with this vital initiative.**

For more information see **YNet Project Activities: An Overview – 2006 to 2009 (here)** (pages 6,7,8)

We are privileged and honoured that in October 2009, UNESCO extended an invitation to PAEP/IYNet to include a contributory message for the retirement of Mr. Matsuura in their staff tribute publication.

In our [Letter of appreciation to Mr. Matsuura of 4 November 2009 \(here\)](#), outlining the IYNet Project progress, we state: “Those of us who have experienced war and are cognizant of its devastation and consequences find ourselves deeply aggrieved and involved. We recognize that we are responsible not only for what we do, but also for what we could have prevented. We have devoted our resources to this task,” and attached the progress outline [IYNet Project Activities: An Overview – 2006 to 2009 \(here\)](#)

**Note** (24 December 2009): “On behalf of the Director-General of UNESCO, [Irina Bokova], I would like to thank you for your letter of 4 November 2009, which provides an overview of the “Public Awareness Programs Education Programs” and we thank you for the IYNet Project Activities Overview (years 2006 to 2009) which we have read with interest. I wish to congratulate your organization for its work in favour of the protection of World Heritage and the dissemination of UNESCO’s values around the world.”

**Pierre Sané**, Assistant Director-General, UNESCO, Sector for Social and Human Sciences

[Address by Mr Koïchiro Matsuura, on the occasion of his Farewell to Staff, 3 November 2009 \(here\)](#) in which he deplores the infiltration of UNESCO, including the secretariat, by elements who undermine, discredit and try to bring this valuable organization into disrepute.

Okinawa, Japan, 27 and 28 November 2009

### **UNEP International Civil Society Workshop on Environmental Norms and Military Activity**

Organized by: United Nations Environment Programme (UNEP) Okinawa International University (OKIU)

Okinawa Environmental Network (OEN)

### **PAEP/IYNet Workshop Contribution – Environmental Degradation in Iraq (here)**

**Okinawa Workshop Summary (here)** (PAEP/IYNet: pages 74,75,76)

#### **Excerpts:**

**Ethics & The Environment: Fundamentalism Dominionism, Postmodern Ecology (here)** (starting at page 2)

“Dominionist philosophy does not recognize natural entities and species as autonomous life forms; rather, it perceives them as artifacts designed to satisfy human needs. Postmodern ecology rules out divine intervention as a force in the biosphere. Rather, it exhorts us to engage in the quite literally down-to-earth business of constructing a responsible global bioethics.” **Paul L. Maltby**, Ph.D., West Chester University of Pennsylvania.

The article discusses the relation of fundamental dominion to postmodern ecology. **In urgent need of being comprehended and addressed are the contributing underlying root causes of the warring mentality, the psycho-social environment that spawns and champions [apocalyptic] violence and hateful political creeds.** Religious passages are still being used as guiding justification in the continual cult of militarism, violence and war. Additionally, the mass-media and entertainment industry, now aided by military advisors, is encouraging the brutality of humanity's most gruesome behaviour with uncontrolled techno-fetishism; resulting in desensitized dispositions, rendering large segments of society and its youth antagonistic to Nature and psychopathically indifferent to the degradation and reckless destruction of our fragile environment and the suffering of others.

### **Civil Liability for Wartime Environmental Damage: Adapting the United Nations Compensation Commission (UNCC) for the Iraq War (here)** (starting at page 176)

“War has a deleterious effect on the natural environment. Customary principles of international law, as well as more formal instruments such as treaties, address wartime environmental protection. An analysis of these mechanisms reveals that they are inadequate to ensure protection and restoration of environmental resources damaged during war. Thus, a mechanism is needed for assessing civil liability against nations for any wartime environmental damage.” **Keith P. McManus**, L.D., Boston School of Law, 2006

**Note:** In 2005, **Professor Vincenzo Ruggiero** argued in “**Criminalizing War: Criminology as Ceasefire**” that the notion of ‘war as value’ has enjoyed unmerited longevity, and that a sociological-criminological analysis of war may today lead to its unconditional criminalization.

### 3. Canadian International Youth Letter (CIYL)

A special transdisciplinary series has been developed with an emphasis on science and human affairs. Under the theme, “**Exploring New Ways of Knowing - A Meeting of Minds, Science and Human Experience,**” the series incorporates cultural and youth studies as well as research-based information on the science of human behaviour, including the effects of war, destructiveness and violence on youth development, global mental health, the environment, and the advancement of critical pedagogy, education, the sciences and humanity.

**Contributors represent advanced education, the sciences and humanities, social sciences, engineering, as well as sectors of public life and industry, including:** Glen Aikenhead, Kofi Annan, Northrop Frye, John Kenneth Galbraith, Jane Goodall, Chris Hedges, Chalmers Johnson, David Krieger, Koïchiro Matsuura, Angela Merkel, Edgar Morin, Bill Moyers, Seyyed Hossein Nasr, Godfrey Nowlan, Pamela Peck, Harold Pinter, Edward Said, Helmut Schmidt, Ann Shteir, and Others. Their concern for the future of humanity, their progressive ideas, scientific, cultural and social thought for the world and future generations help to build and advance open, transparent and constructive dialogue towards universal values, global ethics and action for a sustainable world community. The emphasis is on gaining an improved understanding of our shared intellectual, tangible and intangible world heritage for our common humanity.

**Selected Canadian International Youth Letters for the UNEP Quadrennial Report 2010** (click titles below)

#### **Environmental Science and Planet Earth: Realities and Facts – Education for a Sustainable Future – (here)**

A comprehensive transdisciplinary working document for students, educators and the wider public, it includes statements, declarations, up-to-date scientific findings, reports, articles, research and study links by:

**United Nations Environment Programme (UNEP)**

**Intergovernmental Panel on Climate Change (IPCC)**

**United Nations Educational, Scientific and Cultural Organization (UNESCO), and**

**Others** who provide experience, professional inter-generational observation and state of knowledge of the complex interrelated issues, including:

- **The Sciences, Climate Change, Global Warming**
- **Indigenous Biodiversity Knowledge**
- **Educating Earth-literate Leaders**
- **Science of Human Behaviour, Youth Development**
- **Global Mental Health, Violence, Conflict and War**
- **Degradation of Environmental Resources**
- **Awareness Education for Conflict Resolution**
- **Religions of the World and Ecology**
- **Ecological Regeneration**
- **Equitable Sustainable Development**
- **Globalization, Tolerance and Peace**

**Note: Environmental Science and Planet Earth: Realities and Facts – Education for A Sustainable Future –**

is dedicated in commemoration of the life and contributions of **Prof. Dr. Isam Kadhem al Rawi** (1949 – 2006) Geologist, Environmentalist and Peacemaker, his colleagues and students in Iraq, and internationally.

Professor al Rawi was an internationally renowned scientist, founder of the Iraqi Association of University Lecturers, and a candidate for the position of Minister of Higher Education and Scientific Research in Iraq.

For more information please refer to pages 14 to 19, **The Human Cost – Our Common Responsibility**

#### **Globalization with a Human Face - Benefiting All (here)**

*"However impersonal the forces shaping our world may seem, in practice they occur through the actions of people - as they live, work, think, choose and decide . . . In many areas of life, the ethical ground is shifting beneath our feet due to the very rapidity of scientific and technological change, which is outstripping our capacity to devise appropriate ethical, political and social responses . . . The very nature of globalization requires the development of knowledge, values, skills and behaviours that enable young people to cope with complexity and change."*

**Koïchiro Matsuura**, Director-General, UNESCO

- **The Role of Science and Sustainable Development** *Angela Merkel*
- **Opportunities in the Earth Sciences:**  
**Making Connections Between the Earth and Its People** *Godfrey Nowlan*
- **Iraq and Climate Change** *Michael Klare*
- **A Cloud over Civilization: Corporate Power is the Driving Force Behind US Foreign Policy - and the Slaughter in Iraq** *John Kenneth Galbraith*
- **The Humanistic and Cultural Aspects of Science & Technology Education** *Glen Aikenhead*

- **Dialogue Among Civilizations - Dialogue Assumes Equality** [Edgar Morin](#)
- **The Role of the Humanities** [Northrop Frye](#)
- **Global Bioethics** [Global Bioethics Network](#)
- **The Ethical Theory of Epicurus (341-270 BCE) - A Summary**
- **Global Ethics - "Do We Still Have Universal Values?"** [Kofi Annan](#)
- **Science for Whom? The Role of Women in the Next Millennium** [Ann Shteir](#)
- **Science and Civilization in Islam** [Seyyed Hossein Nasr](#)

(For complete series, Part I, II, III, IV of the **Canadian International Youth Letter** please see pages 8, 9 of [IYNet Project Activities: An Overview – 2006 to 2009 \(here\)](#))

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#### 4. **Global Bioethics Network (GBN)** [Global Bioethics \(here\)](#) (A CIYL working document)

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Since 1999, PAEP has been instrumental in developing and advancing, internationally, the emerging discipline **Global Bioethics** as a progressive scientific education for our common humanity, for understanding the scientific-technological as well as the environmental and cultural. The natural environment provides the basic conditions without which humanity could not survive. Biological diversity is the essential resource upon which the individual, families, communities, nations and future generations depend. **Let us firmly link human development to actions where youth is informed by global bioethics (i.e., life-ethics)**, a concept of ethics as a global integration of biology and values, on knowledge how to use knowledge. An ethic of care, informed by an awareness of interconnectedness and interdependence to guide human survival - ever mindful of ecology and environmental preservation. **Learning to locate a reflective understanding of care is the most adequate guide to the resolution of conflicts in human relationships.** We are honoured that the efforts of the Global Bioethics Network are reflected in the founding text of the **2005 UNESCO Universal Declaration on Bioethics and Human Rights**.

##### From additional Canadian International Youth Letters:

**A Window on the World (here)** *"Peace cannot exist without equality; that is an intellectual value desperately in need of reiteration, demonstration, and reinforcement. The terrible conflicts that herd people under falsely unifying rubrics such as "America," "the West" or "Islam" and invent collective identities for large numbers of individuals who are actually quite diverse, cannot remain as potent as they are, and must be opposed. We still have at our disposal the rational interpretive skills that are the legacy of humanistic education, not as a sentimental piety enjoining us to return to traditional values or the classics but as the active practice of worldly secular rational discourse. The secular world is the world of history as made by human beings. Critical thought does not submit to commands to join in the ranks marching against one or another approved enemy. Rather than the manufactured clash of civilisations, we need to concentrate on the slow working together of cultures that overlap, borrow from each other, and live together. But for that kind of wider perception we need time, patient and sceptical inquiry, supported by faith in communities of interpretation that are difficult to sustain in a world demanding instant action and reaction."*

**Edward W. Said** (1935-2003), Humanist, Literary Scholar

**Art, Truth and Politics (here)** *"I believe that despite the enormous odds which exist, unflinching, unswerving, fierce intellectual determination, as citizens, to define the real truth of our lives and our societies is a crucial obligation which devolves upon us all. It is in fact mandatory. If such a determination is not embodied in our political vision we have no hope of restoring what is so nearly lost to us - the dignity of man".*

**Harold Pinter** (1930-2008), Nobel Prize Recipient for Literature 2005

**Video** (46 min) <http://nobelprize.org/mediaplayer/index.php?id=620>

##### **Cultural Diversity: Common Heritage, Plural Identities** (Book 2002)

*"In these troubled times with the world in search of its bearings, and wayward minds using the terms "culture" and "civilization" in an attempt to turn human beings against one another, there is an urgent need to remember how fundamental cultural diversity is to humanity itself."* **Koïchiro Matsuura**, Director-General, UNESCO

<http://unesdoc.unesco.org/images/0012/001271/127161e.pdf>

