

International Youth Network for the Advancement of the Sciences, Humanities and Global Bioethics (IYNet)

IYNet Project Activities: An Overview – 2006 to 2009

Prepared for Koïchiro Matsuura, Director-General, UNESCO – 4/11/2009

1. Summary
 2. IYNet Project
 - a) IYNet Project Development: Core Issues, Key Considerations and Observations
 - b) IYNet Core Issues Expanded Section:
The Science of Human Behaviour: A Working Document – The Effects of War and Violence on Children, Youth and the Advancement of Education, Science and Humanity.
 - c) IYNet Dialogue Centres
 3. Canadian International Youth Letter (CIYL)
 - a) Special CIYL: Environmental Science and Planet Earth: Realities and Facts – Education for a Sustainable Future
 4. The Barack Obama for America Campaign: The Science for Sustainability – From the Cult of War and Violence to a Sustainable Culture of Peace
 5. ScienceSpheres Canadian International Youth Forums
 6. Global Bioethics Network
 7. IYNet Project History
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1. Summary

As an NGO member of Forum UNESCO, UNEP, and International PEN, PAEP/IYNet takes grassroots initiatives, working with and for youth to advance the universal values and principles of the United Nations Educational, Scientific and Cultural Organization and UNEP: To understand and respect cultural diversity as the common heritage of humanity; Foster a new transdisciplinary educational, scientific, environmental and inter-cultural dialogue towards a universal code of ethics for the benefit of future generations; Build awareness and mutual understanding; and strengthen international cooperation in the protection of the world's natural, cultural, intellectual and scientific heritage.

Key Considerations: 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 growing escalation of radicalism and terrorism in the world, but the rising population of largely poor and desperate youths of the world's population that are drawn into existential, competing conflicts and atrocities. A total of 1800 million 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 democracy. The hazards of youth at risk of exclusion in the developing regions is enormous, no longer threatening a minority but whole sectors of society, along with our collective destiny.
- The biggest challenge now facing humanity and future generations is to ensure that the direction of globalization and the advancement of science, knowledge-building 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.
- To build a stronger foundation for our shared 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 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 interconnectedness: to foster greater mutual understanding and respect for cultural diversity; and safeguard indigenous biodiversity-related knowledge for achieving equitable sustainability that can ensure the quality of life and dignity of future generations.

- To secure our common future more peacefully we need a comprehensive, knowledgeable worldview, guided by experience and scholarship and an open, transparent and constructive dialogue that encourages and moves forward the growth of civil society.
- 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.

2. The IYNet Project (initiated 6 August 2006) <http://www.paep.ca/IYNet.php>

The key objective of the transdisciplinary IYNet Project is to advance youth as a value-creating resource, building on scholarship, inter-generational dialogue and the commitment to global ethics.

The IYNet Project has had a long genesis. It builds on the transdisciplinary, youth-oriented public awareness education programs (est.1979), incorporating the 1985 Collège de France educational principle of *l'unité de science et la pluralité des cultures* *; the Canadian International Youth Forums of the Sciences & Humanities – Values & Society (est. 1994); the Canadian International Youth Letter; and the Global Bioethics Network (GBN, est.1999).

The project incorporates the John Dewey/Tsunesaburo Makiguchi concept of knowledge-building, *shiso no kagaku* or science of thought. By exploring new ways of knowing, the IYNet Project emphasizes the humanistic functions of science and knowledge-sharing for our common humanity in an interdependent world. Of paramount importance for the IYNet project is to link the individual firmly to the universal values and principles of UNESCO. The IYNet Project is a meeting of minds, science and human experience.

By correlating the sciences with humanistic learning, young women and men are encouraged to realize that their thoughts and actions are an important part of the meaning of this world. Youths are motivated to share their commitment to working for a sustainable world community that can interact more intelligently and rationally within our global home.

*** *L'unité de la science et la pluralité des cultures.***

Un enseignement harmonieux doit pouvoir concilier l'universalisme inherent a la pensée scientifique et le relativisme qu'enseignent les sciences humaines, attentives à la pluralité des modes de vie, des sagesses et des sensibilités culturelles.

(The Unity of Science and the Plurality of Cultures.

A carefully fashioned system of education must be able to integrate the universalism inherent in scientific thought with the relativism of the social sciences, that is, with the disciplines attentive to the significance of cultural differences among people and to the ways people live, think and feel. [transl.]

2a) IYNet Project Development: Core Issues, Key Considerations and Observations,

with an emphasis on the crucial lessons to be learned from the 2003 pre-emptive, illegal war of aggression against Iraq by an international alliance of 49 nations. An unwise war which is in serious violation of international law, it has degraded an 8000-year-old World Heritage site and its environment. It has destroyed millions of families; terrorized and laid waste an entire civilization; and caused erosion of confidence and trust. The detrimental affects on international youth development, global mental health, and the advancement of the sciences, knowledge-building and global ethics for our shared humanity, are immeasurable.

The core issues, key considerations and observations discussed in this section 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. The assault on Iraq is an assault on all of us: on our dignity, our intelligence, on science and our future.

Excerpts: *“Today, we are at a turning point in our history. We can no longer continue to accept tradition for tradition’s sake. We can no longer go on playing the same old war games without eventually becoming conscious of the dimensions of the destruction involved. We have no other choice but to become fully conscious of the darker aspects of our own cultural heritage. Only then will we cease to pass them blindly on to future generations. Victims of a devastating trauma may never be the same [again] biologically. It does not matter if it was the incessant terror of combat, torture, repeated abuse in childhood, or a one-time experience.”*

**Dennis S. Charney, M.D., Dean of Academic and Scientific Affairs,
Professor of Neuroscience, Mount Sinai School of Medicine, New York, USA**

<http://www.paep.ca/IYNET/IYNET2008devissues.pdf> (19 pages)

2b) IYNet Core Issues Expanded Section

Including: The Science of Human Behaviour: A Working Document – The Effects of War and Violence on Children, Youth and the Advancement of Education, Science and Humanity. Including Images of the War, 2003-2008 – Regarding the Pain of Others

(Courtesy of Agence France Presse, Associated Press, Reuters, United Nations and others).

In order to grasp the human despair and grief, the enormity of the destruction, the magnitude of the atrocities against Iraq, its people, particularly its children and youth, this segment includes images as a collection of the human cost involved. The images are meant to teach, to deepen awareness of the collective immaturity, the psychopathology and inhumanity involved in the cult of violence and of war.

<http://www.paep.ca/doc/IraqImages-ChildrenandYouth.pdf> (50 pages)

2c) IYNet Dialogue Centres (<http://www.paep.ca/IYNet.php>)

The IYNet Project objectives are communicated and advanced through IYNet Dialogue Centres, by:

- Building awareness, knowledge-sharing
- Developing ideas into constructive regional IYNet initiatives through the development of Regional International Youth Forums of the Sciences and Humanities - Values and Society
- The Canadian International Youth Letter and similar regional publications
- Information Resources, Education and Research Website - Sciences and Humanities (<http://www.paep.ca/resources.php>)
- The Global Bioethics Network
- Regional and international on-line dialogue

Regional IYNet Dialogue Centres are being established and advanced in collaboration with national and international contacts in 211 countries.

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 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. (For CIYLs, please see pages 8,9)

3a) The Canadian International Youth Letter on

[Environmental Science and Planet Earth: Realities and Facts](#)

– Education For A Sustainable Future – (41 pages - click title) is 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:

- Intergovernmental Panel on Climate Change (IPCC)
- United Nations Environment Programme (UNEP)
- 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
 - Safeguarding Indigenous Biodiversity Knowledge
 - Educating Earth-literate Leaders
 - The 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: In preparing “**Education For A Sustainable Future**” 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].”*

Please also note: This special Canadian International Youth Letter is dedicated in commemoration of the life and contributions of Prof. Dr. Isam Kadhem al Rawi (1 July 1949 – 30 October 2006), geologist, environmentalist and peacemaker, as well as his colleagues and students in Iraq and internationally (pages 14 to 19).

Professor al Rawi was an internationally renowned scientist, founder and head of the Iraqi Association of University Lecturers and a candidate for the position of Minister of Higher Education and Scientific Research in Iraq. He was assassinated on his way to teach at Baghdad University.

As citizen, scientist and humanist, and as a representative of one of the world’s oldest and greatest cultural, archaeological and scientific heritages, he bore witness to the planned and wilful destruction of Iraq for the geopolitical control of natural resources, for corporate and private gain. He was a witness to overwhelming greed, large-scale corruption and profiteering.

More gravely, he bore witness to the organized, contracted assassinations (after the 2003 occupation of Iraq) of over 3,000 leading scholars, academics and intellectuals (custodians of Iraq’s indigenous knowledge base) including artists, biologists, chemists, engineers, geologists, journalists, judges, lawyers, librarians, physicians, scientists, students, teachers, poets and writers. Thousands are either unaccounted for or have fled the country. It is an irreplaceable loss for the world of ideas and for world heritage.

Professor al-Rawi founded the register of assassinated academics and experts in the wake of the invasion of the Coalition Forces and dissolution of the Iraqi state, and was able to forward a partial list to The BRussels Tribunal in Europe (page 17). They included colleagues and friends advancing science and knowledge-building.

These crimes against humanity, the human rights abuses, the acts of intentional destruction of Iraq’s 8,000 years of human history, science and culture, the accompanying eradication of the material record of the world’s first urban, literate civilization, Iraq’s collective memory and identity, is a deep tragedy for the people of Iraq, its youth, the Arab Nations, for the world of Islam, the international community

and our common history and shared humanity. It has deprived youth and future generations of their rightful, inherent tangible and intangible heritage.

To date, no critical and thorough analysis of the psychosocial root causes of committing these crimes (unresolved racism, faith-sanctioned aggression, lack of historical and scientific education) has been undertaken. And no efforts by governments have been made to holding legally responsible those who planned and committed these crimes against humanity.

CIYL excerpts (estimates):

- Iraq's population in 2003 was estimated at 28 million. Half of Iraq's population is under the age of 18.
- Iraq's population (2008) was approximately 23 million.
- Up to 1.5 million avoidable (excess) civilian deaths, mostly women and children, have occurred after the US-led occupation of Iraq in 2003.
- There are over 5 million civilian Iraqi refugees. A total of 3 million have fled Iraq. As a result, millions of families have been destroyed (War and political violence cause not only direct psychosocial health problems in the exposed population, but additional psychological trauma in the refugees who attempt to flee the fighting).
- 5 million orphans, many of whom are homeless (estimated at 500,000), 2.3 million widows.
- Shell-shock, terror, trauma, post-traumatic stress disorders (PTSD), severe injuries and mutilation, widespread disease and chronic illness, are critically affecting the mental and physical health of an estimated 8 million women, children, and men. It will seriously impact the development of future generations. (Suicide bombings and kidnappings did not exist before the occupation in 2003)
- The destruction of Iraq's ecological integrity, its biodiversity and wildlife is extensive.
- The scale of terror, despair, fear, trauma, suffering and grief, caused by this international atrocity against the people of Iraq surpasses the much publicized toll of the 1994 genocide in Rwanda. Iraq's destruction is an echo of the minds of those who planned and committed it; and a reflection of the educational, cultural and political environment that is steeped in a permanent arms trade and war economy. Mainstream social science has yet to come to terms with the full meaning of "ending states" as a policy objective.

(Please note: The 2009 book **Cultural Cleansing in Iraq: Why Museums Were Looted, Libraries Burned and Academics Murdered**, edited by Raymond W. Baker, Ph.D., Trinity College, Shereen T. Ismael, Ph.D., Carleton University, and Tareq Y. Ismael, Ph.D., University of Calgary, is available through Pluto Press, UK.

Supplementary reference, added 4 July 2010

Education After Auschwitz (1966/67)

Theodor W. Adorno

"The premier demand upon all education is that Auschwitz not happen again. Its priority before any other requirement is such that I believe I need not and should not justify it. I cannot understand why it has been given so little concern until now. To justify it would be monstrous in the face of the monstrosity that took place. Yet the fact that one is so barely conscious of this demand and the questions it raises shows that the monstrosity has not penetrated people's minds deeply, itself a symptom of the continuing potential for its recurrence as far as peoples' conscious and unconscious is concerned. Every debate about the ideals of education is trivial and inconsequential compared to this single ideal: never again Auschwitz. It was the barbarism all education strives against." Theodor Adorno (September 11, 1903 – August 6, 1969), international sociologist, philosopher, musicologist. Member of the Frankfurt School of social theory along with Max Horkheimer, Walter Benjamin, Herbert Marcuse, Jürgen Habermas, and others. <http://paep.ca/doc/CIYL - Theodor Adorno - Education after Auschwitz.pdf> (here)

Including supplementary articles:

A) Chaos in the Classroom or is Everything Under Control? Education After and About Auschwitz (2004)
Prof. Dr. Wilhelm Schwendemann, University Freiburg, Germany

B) What Might Education Mean After Abu Ghraib: Revisiting Adorno's Politics of Education (2004)
Henry A. Giroux, Ph.D., Professor of English and Cultural Studies, Global TV Network Chair in Communication
McMaster University, Canada

The Canadian International Youth Letters are disseminated internationally to students, educators and the wider public in 211 countries, including members of:

- Associated Schools Project Network (ASPnet, UNESCO)
- Boards of Education, Library Associations
- International Association of Universities (IAU)
- International Youth Network for the Advancement of the Sciences, Humanities and Global Bioethics (IYNet)
- Union of Concerned Scientists
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- United Nations Environment Programme (UNEP)
- Others (including government and industry)

4. The Barack Obama for America Campaign: The Science for Sustainability – From the Cult of War and Violence to a Sustainable Culture of Peace –

PAEP/IYNet has been working with the Barack Obama for America Campaign for the advancement of the sciences, the humanities and global bioethics since February 2007 when Senator Barack Obama announced his candidacy for President of the United States. Particularly with youth in the USA, as well as internationally, highlighting pivotal issues to be addressed and reach the wider public.

Areas covered include:

- **Science for Sustainability – From the Cult of War and Violence to a Sustainable Culture of Peace**
- **Climate Change**
- **The War Against Iraq**
- **Restoring Science to Its Rightful Place**

Since 2000, eight years of neo-conservative policy in the United States, characterized by disdain for the sciences, multilateral organizations, and treaties, has done great harm to democracy, youth development and the advancement of science, and thereby degraded the image of America and Western civilization through disinformation, censorship, and surveillance. These politics have stifled and distorted the integrity of the scientific process in policy-making through the well-established pattern of threats, suppression of scientific findings (classifying them “false,” “wrong,” or “a distortion”) and have thus compromised the morale and integrity of hundreds of thousands of academics, librarians, scientists, and teachers representing America’s world-class governmental, educational and research institutions. The corrosive effects of this agenda are international in scope.

Barack Obama is the inheritor of one of the bleakest legacies ever in a modern state. There are crucial lessons to be learned from the 2003 pre-emptive war of aggression against Iraq. It is our common responsibility to end the cult of violence and war.

The racially motivated, largely faith-based, pre-emptive and illegal war of aggression against Iraq for geopolitical, corporate and private gain by an international alliance of 49 nations, and the accompanying media misinformation and disinformation about the world of Islam has set a terrifying and unwise example for hundreds of millions of youths worldwide.

The long-term consequences and intergenerational reverberations we are all facing, affecting the advancement of the principles of democracy, universal values and human rights, science and knowledge-building for our common humanity, are incalculable. It has changed the contours of civilization.

The cost of eight years of failed policies is affecting us all, globally. Militarizing development, research and science, and maintaining a permanent war economy has clearly become a morally unacceptable and economically unsustainable concept.

The key body of PAEP/IYNet documentation used that was instrumental to communicate information for open, transparent and constructive dialogue in the Obama for America Campaign included:

The scientific findings, reports, articles, research and study links of:

- **Environmental Science and Planet Earth: Realities and Facts
– Education for a Sustainable Future –**

- **IYNet Project aims and objectives**
- **Project Development: Core Issues, Key Considerations and Observations**
- **IYNet Core Issues Expanded Section: The Science of Human Behaviour, A Working Document – The Effects of War and Violence on Children and Youth, and the Advancement of Education, Science and Humanity**
- **Canadian International Youth Letters (CIYL) (pages 8,9)**

They were widely disseminated to students, educators and the wider public in the USA and internationally, including members of:

- American Library Association (ALA)
- American Association for the Advancement of Science (AAAS)
- Boards of Education
- National Education Association (NEA)
- International Association of Universities (IAU)
- International Scientific Union (ICSU)
- ScienceDebate 2008 (USA)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- United Nations Environment Programme (UNEP)
- United States Students Association (USSA), and
- Others (Representing, in total, approx. 30 million active members)

The IYNet Project ideas, programs, and the adjunct Canadian International Youth Letters 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 catalyst for public outreach and as curriculum aid for students and teachers.

CIYL Excerpts:

A Cloud over Civilization: [\(click title\)](#)

Corporate Power is the Driving Force

Behind US Foreign Policy – and the Slaughter in Iraq (2004)

"Defense and weapons development are motivating forces in foreign policy. For some years, there has also been recognized corporate control of the Treasury. And of environmental policy. We cherish the progress in Civilization since biblical times and long before. But there is a needed and, indeed, accepted qualification."

John Kenneth Galbraith (1908-2006)

Iraq and Climate Change [\(click title\)](#)

Why is the Iraq War so closely tied to our failure in addressing Climate Change?

Michael Klare, Professor of Peace and World Security Studies, Hampshire College, USA

" . . . and yet the whole world of the future hangs on a proper judgment. If this Nation is to remain great it must bear in mind now and in the future that war is not the choice of those who wish passionately for peace. It is the choice of those who are willing to resort to violence for political advantage."

George C. Marshall (1880-1959), former General of the Army and United States Secretary of State.

"It is part of the general pattern of misguided policy that our country is now geared to an arms economy which was bred in an artificially induced psychosis of war hysteria and nurtured upon an incessant propaganda of fear."

Douglas MacArthur (1880 – 1964) General of the Army (US)

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 . . ."

We are privileged and honoured that on January 22, 2009, President Barack Obama officially acknowledged PAEP/IYNet and its contributors' work, and has encouraged us to continue.

5. Canadian International Youth Forums (ScienceSpheres) - Background

The innovative, transdisciplinary Canadian International Youth Forums (ScienceSpheres) were established in 1994. Under the theme, “**Exploring New Ways of Knowing – Sciences and Humanities – Values and Society**” the first youth forum was inaugurated at the Ontario Science Centre by the following distinguished contributors:

Michael Smith, Ph.D, 1993 Nobel Laureate for Chemistry, Dir. Biotech. Laboratory, University of British Columbia
Fraser Mustard, M.D., F.R.S.C., C.C., President, The Canadian Institute for Advanced Research
Verna Higgins, Ph.D., Chair, Department of Botany, University of Toronto
Jonathan Freedman, Ph.D., Professor, Social Psychology Division, University of Toronto
Teresa Brychcy, M.Sc., Director, Scholarship/Fellowship Programs of the Natural Sciences and Engineering Research Council of Canada (NSERC).

Canadian International Youth Forums 2006 – 2009

The Human Science of Violence: Resolving the Problems Together

Gregory Malszecki, Ph.D., Professor, School of Kinesiology & Health Science;
 The Lamarsh Centre for Research on Violence and Conflict Resolution,
 York University

Tracking The World's Environmental Hotspots: Critical Issues in Sustainable Development For The 21st Century – Why Get Involved?

Alanna Mitchell, Environmentalist, Journalist, Author,
 Associate - International Institute for Sustainable Development

Developing the Nanoscience Workforce: Linking Nanotechnology to Sustainability – Learn More about Concepts and Careers

Ulrich Krull, Ph.D., Vice-Principal, Research, University of Toronto

The Integration of Young Muslims into Canadian Society: Preventing both Marginalisation and Extremism

Haideh Moghissi, Ph.D., Professor of Sociology, Faculty of Liberal and Professional Studies, School of Women's Studies; York University

Our Biotech Future - Nanotechnology Meets Biotechnology: Science Fiction Or Reality?

Ulli Krull, Ph.D., Vice-Principal, Research, University of Toronto

20th Canadian International Youth Forum ScienceSphere 2009 – United Nations Day Theme: Education for A Sustainable Future: Sciences & Humanities – Values & Society

International Year of Astronomy:

A Global Celebration of Science and Humanity

John Percy, Ph.D., Professor of Astronomy & Astrophysics,
 University of Toronto

Education for a Sustainable Future: Environmental Science, Equitable Sustainable Development, and Planet Earth

Anne Mitchell, M.A., Executive Director (1992-2009)
 Canadian Institute for Environmental Law and Practice

Key Roles and Visions for Sustainable Development:

The Challenges of Nanotechnology and You

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

Canadian International Youth Letter (CIYL), cont. from page 3 (click titles)

Exploring New Ways of Knowing - A Meeting of Minds, Science and Human Experience

Part I

The Impact of Violence, War and Displacement on Children:
The Effects of Terror and Trauma on Child and Youth Development

Part II

Iraq's History and Cultural Heritage - Science and Civilization:
Research Papers and Educational Links for Advancing the Understanding, Study
and Rebuilding of Iraqi Cultural Heritage, Education, the Sciences and Humanities

Part III

The Effects of War on the Advancement of Education, Science and Humanity
The Human Cost - Our Common Responsibility

Part IV

Environmental Science and Planet Earth: Realities and Facts - Education for a Sustainable Future

[A Working Document - PAEP/IYNet](#)

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](#)

Dialogue Among Civilizations - Dialogue Assumes Equality [Edgar Morin](#)

The Role of the Humanities [Northrop Frye](#)

Global Ethics - "Do We Still Have Universal Values?" [Kofi Annan](#)

A Window on the World [Edward Said](#)

Who Governs the World in the 21st Century? [Helmut Schmidt](#)

Art, Truth and Politics [Harold Pinter](#)

Globalization With a Human Face - Benefiting All [Koïchiro Matsuura](#)

Discovering What Democracy Means [Bill Moyers](#)

Empire v. Democracy [Chalmers Johnson](#)

The Humanistic and Cultural Aspects of Science & Technology Education [Glen Aikenhead](#)

Science and Civilization in Islam [Seyyed Hossein Nasr](#)

Science for Whom? The Role of Women in the Next Millennium [Ann Shteir](#)

Back to the Future: John Galbraith's Vision for Engineering Education [Kim Vicente](#)

Modern Poetry and Science [Octavio Paz](#)

The Ethical Theory of Epicurus (341-270 BCE) - A Summary

Global Bioethics [Global Bioethics Network](#)

On a Politician's Ethics [Helmut Schmidt](#)

A Cloud over Civilization: Corporate Power is the Driving Force Behind

US Foreign Policy - and the Slaughter in Iraq [John Kenneth Galbraith](#)

Astronomy in the Baghdad of the Caliphs [David King](#)

War - Realities and Myths [Chris Hedges](#)

Remembering Hiroshima and Nagasaki [David Krieger](#)

The Russell-Einstein Manifesto 1955
Peace Makers [PAEP/IYNet](#)

Trip to our Ancestors - Max Planck Institute [Jean-Jacques Hublin](#)
Understanding Evolution [University of California Museum of Paleontology](#)
Life is Hanging by a Thread [Jane Goodall](#)
After Homo Sapiens, What Next? [Pamela Peck](#)

My Experience at the International Olympiad in Informatics 2002 [Matei Zaharia](#)
Alcohol and Muslims [by Alyssa](#)

(Please note: Some reference links in the CIYLs may not be accessible any more, or may have been altered. They will be updated regularly).

6. Global Bioethics Network (est. 1999) - [Global Bioethics](#) (CIYL – click title)

In 1925, the physician and theologian, Albert Schweitzer, coined the word “Lebensethik,” life-ethics or bioethics, meaning not only medical bioethics, but reverence for all life. In 1970, Van Rensselaer Potter (1911-2001) originally formulated “bioethics” in his book “Bioethics – Bridge to the Future” and defined this comprehensive field of thought, action and respect for Nature. The concept of bioethics as a global integration of biology and values, on knowledge how to use knowledge, was designed to guide human survival, ever mindful of ecology and environmental preservation. Potter’s concept was inspired by many others, including, notably, pioneering land ethicist Aldo Leopold and his 1949 work, “A Sand County Almanac.”

Dr. Potter was a biochemist and original bioethicist who devoted his scientific career to cancer research. As professor of Oncology at the McArdle Laboratory for Cancer Research at the University of Wisconsin, as founder of the Global Bioethics Network (GBN) in 1999; and member of the PAEP Advisory Council, he and co-founding colleagues made important contributions in shaping the global bioethics development dialogue for our shared humanity. We are honoured to find the efforts reflected in the founding text of the **2005 UNESCO Universal Declaration on Bioethics and Human Rights**.

PAEP/IYNet is instrumental in developing and advancing the emerging discipline of Global Bioethics as an important principle in scientific education for our common humanity, for advancing not only the scientific-technological but also the environmental and cultural. PAEP is committed to promote and advance the **2005 UNESCO Declaration**.

7. IYNet Project History

The IYNet project builds on PAEP’s 2000 millennium pilot project, namely the Youth Association for the Advancement of Science, Innovation and Technology (YAASIT). YAASIT was conceptualized at the time when the report **Shock & Awe: Achieving Rapid Dominance** was published in 1996, leading only months later to the ominous Project for a New American Century (PNAC) which in turn helped establish the resolve and policies to shape a new century favourable only to American principles and interests.

In 1996 we discussed the idea of establishing the Youth Association for the Advancement of Science, Innovation and Technology (YAASIT) with Michael Smith, Nobel Laureate for Chemistry in 1993. He obtained contributions from his fellow Nobel Laureates and colleagues. Prof. Smith was one of the speakers in the **ScienceSphere 1994 Canadian International Youth Forum - Exploring New Ways of Knowing - Sciences and Humanities - Values and Society**, and also a member of the PAEP Advisory Council. He died in the year 2000. He was very enthusiastic about this innovative project for youth to access the world of the new sciences and emerging technologies, and preparing them for the challenges of the 21st century.

YAASIT, a Canada-wide millennium initiative, was the first phase of the IYNet project and was introduced at the 2001 Canadian International Youth Forum (ScienceSphere). Under the theme, “**Preparing Youth for the 21st Century - Linking New Ideas and Knowledge for New Skills and Careers**,” the inauguration at the Ontario Science Centre was marked by 450 attendees and distinguished scientists, including John Polanyi, 1986 Nobel Laureate for Chemistry. His opening lecture was entitled, “**On Becoming a Scientist: If we want today to give tomorrow’s world a real chance, then we must give science its rightful place.**”

Excerpts from the Canadian International Youth Letter:

Environmental Science and Planet Earth: Realities and Facts – Education for a Sustainable Future –

“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.”

Edward W. Said (1935-2003), (pages 5/6) – **CIYL A Window on the World**

“The surest way to destroy freedom is to destroy the capacity to articulate freely.”

... 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) (page 7) – **CIYL The Role of the Humanities**

“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. – **CIYL Art, Truth and Politics** (click title)

<http://nobelprize.org/mediaplayer/index.php?id=620> (Lecture video, 46 min)



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Note on the 2007 Nobel Peace Prize

The Nobel Peace Prize Committee has made it clear that combating climate change is a central peace and security policy for the 21 century. The IPCC and former US Vice-President Al Gore have contributed significantly to elevating public attention on the issue of global warming while outlining the enormous risks, but also the enormous opportunities confronting the world.

The role of the IPCC is to assess on a comprehensive, objective, open and transparent basis the scientific, technical and socio-economic information relevant to understanding the scientific basis of the risk of human-induced climate change, its potential impact and options for adaptation and mitigation.

Public Awareness Education Programs (PAEP), one of the NGO members in consultative status with UNEP, and the IYNet Project and the Global Bioethics Network have contributed in this important process, building awareness and mutual understanding, and by widely disseminating the work of the IPCC, UNEP, UNESCO and others to young people, educators and the wider public, locally, regionally and internationally (page 2).

