

Earth & Peace Education International



Transitions

Volume 6 Issue 1
April 2011

Transitions, the electronic educational resource of Earth and Peace Education International (EPE), focuses on our global community's progress towards a culture of peace—a society of institutions and norms based on nonviolence, ecological sustainability, social justice, intergenerational equity and participatory decision-making. It provides you with resources that highlight the relationship between social and ecological peace—an understanding of which is essential to effectively responding to social peacelessness and ecological degradation. *Anita Wenden, Editor*
wenden@rcn.com

CONTENTS

- Editorial notes 2
- The green economy – Frans Verhagen 3
- Guest Column – Bishnu Bhatta 5
- Resources for value-based learning 10
- News from civil society organizations 15
- A plea and a challenge 17
- Contact information 18

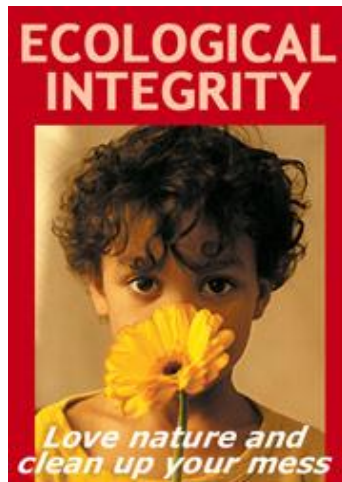
Editorial Notes

In this issue of *Transitions*, Frans Verhagen reflects on the 'green economy' another dimension essential to **Building Sustainable Communities**. He suggests that process, justice and integration are basic to educating about the green economy. In response to questions from *Transition's* Editor, our **Guest Columnist**, Bishnu Hari Bhatta, Director of the Nepal Partnership for Sustainable Development (PSD), outlines the aims and founding principles of the PSD; he explains how PSD understands and works to achieve both social and sustainable development.

Resources for integrated and value-based learning provides an account of the impact of the production and use of paper products on deforestation and the life of people living in poverty as the basis for an exercise in value-based critical thinking. You are also introduced to a UN website with information on the International Year of Forests 2011; the Gaia Education site with access to their eco-village based curriculum; the *Story of Stuff* Project site with access to their DVD's on cap and trade, bottled water and others; and Bullfrog Films with a review of one of their latest films.

The section on **Civil Society Organizations** (CSOs) brings news about the projects of the International Labor Rights Forum, AMADIP, an organization in partnership with the Forum in Mali and Amnesty International's Demand Dignity Campaign.

The issue's concluding section brings a **Plea and a Challenge** from Amnesty International to the UN General Assembly for the human right to water and sanitation.



Creating Sustainable Communities

Educating for a Green Economy

FRANS C. VERHAGEN, M. Div., M.I.A., Ph.D. is a sustainability sociologist, co-founder of Earth and Peace Education International (EPE), and director of its sustainability education and research program. He is also the founder and president of the International Institute of Monetary Transformation. www.timun.net

Green economies are environmentally sound or sustainable economies. To 'green' an economy it is necessary to devise an energy system that reduces pollution, particularly greenhouse gas (GHG) emissions, such as carbon, that contribute to climate change. For this reason, a green economy is often called a low-carbon economy, and because such an economy entails a monumental social change—changing energy sources, such as wood, oil, coal, would to a great extent impact upon a nation's economic and social structures (Cottrell 1955, 2009)—there is a great deal of debate on whether and how to proceed. In fact, however, the present Green Economy debate is not something new; it had its origin about 40 years ago with the birth of the environmental movement and since then a very small number of economists, such as Herman Daly, have been emphasizing the need for internalizing the environmental costs of economic activities, essential to the development of a green economy. (www.ussee.org).

The emphasis on the need for a Green Economy increased drastically in the late 90's and the first decade of the 21st millennium with the ever growing recognition of and concern over climate change and the prospects of its catastrophic effects. The climate crisis has prompted people to start rethinking their economies, their lifestyles and even the future of the planet. This concern reached the highest level of international concern when the United Nations made the Green Economy one of the two major issues to be negotiated at the Rio 2012 Earth Summit, when decisions will be made that will affect human wellbeing for the rest of the 21st century and beyond.

There are at least three matters that have to be taken into consideration when educating about the Green Economy: process, justice, and integration.

Giving students hands on experience with the *process* of greening economies seems to be a more fruitful approach than discussing definitions because it engages students more deeply. This would involve gathering information about energy sources and water, for example, and using that knowledge in planning for the greening of their

local economy. And because of the interconnectedness of economies, planning on the local level will lead to planning for the greening of regional, national and global communities.

In planning for green economies it will also become evident that the economic philosophy that guides planning is a most important element. The prevailing free market fundamentalism will have to be contrasted with a sustainability economics and its emphasis on the preservation of the natural capital of ecosystems and their services. What these distinctions mean in practice is most succinctly and provocatively presented by Korean-born Cambridge professor Ha-Joon Chang's *23 things they don't tell you about capitalism* (Chang 2010) .

Justice, which emphasizes the social dimension of green economies, also has to be highlighted in discussing the greening of economies. While recognized in some definitions of green growth, which emphasize “environmentally sustainable economic progress to foster low-carbon, socially inclusive development” (UNESCAP) or “promoting social justice and economic resilience, while operating within ecological limits” (The International Institute for Environment and Development), this dimension is often underemphasized in governmental publications that are more technically and economically oriented. Probing questions dealing with social, ecological and intergenerational justice can be applied in planning for the greening of a particular economy. EPE's value-based planning framework for contextual sustainability (Wenden 2004) can be useful in these planning discussions. Dowd (2009) and Wilkinson and Pickett (2009), which deal with inequality and equality, should also be useful.

Integration and synthesis is a third challenge facing educators who decide to include the greening of economies in their curriculum. That is, more important than acquiring information about green economies is the development of a perspective that sees its relationship with other important issues such as unsustainable development, global poverty and inequality, the climate, food and fuel crises, and the crises of the larger monetary, financial and economic systems that enrich the few, impoverish the many and imperil the planet. The perspective should also connect with the many inspiring programs and projects that try to ameliorate the condition of people, species and planet, such as those that are part of the Millennium Development Goals (MDGs). Depending upon the school's curriculum and the willingness of subject matter teachers, team teaching one of the ten key areas of the UNEP's Green Economy Initiative, e.g. cities, energy, buildings, is an interdisciplinary strategy that would promote integrated learning. See <http://www.unep.org/greeneconomy/GreenEconomyReport/tabid/29846/Default.aspx> for a complete list of the ten key areas.

For further information on green economies, readers may consult UN Secretary-General Ban Ki-moon's “Report on Themes and Objectives” (issued on December 20, 2010 and available at <http://uncsd.iisd.org/news/secretary-general-issues-report-on->

[objectives-and-themes-of-uncsd](#)) The report brings together much of the research on green economies and assesses the seven policy tracks to be followed in transiting towards a Green Economy: green stimulus packages, eco-efficiency, greening markets and public procurement, investments in sustainable infrastructure, restoration and upgrading of natural capital, getting prices right and ecological tax reform. The UN Environmental Program has published an even more encompassing study entitled The Green Economy Initiative. Its press release presents a good summary for educational purposes. It is available at:
<http://www.unep.org/greeneconomy/GreenEconomyReport/tabid/29846/Default.aspx>

References

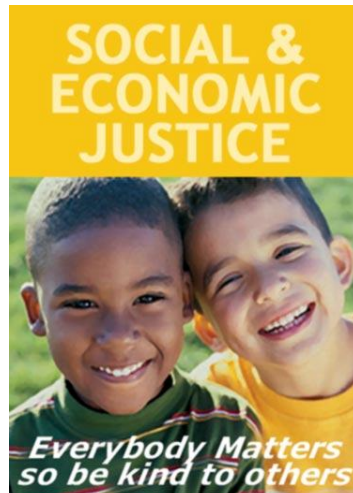
Chang, H.-J. (2010). *23 Things They Don't Tell You About Capitalism*. New York, Bloomsbury Press.

Cottrell, F. (1955, 2009). *Energy and Society (Revised): The Relation Between Energy, Social Change, and Economic Development* New York, AuthorHouse.

Dowd, D. (2009). *Inequality and the Global Economic Crisis*. New York, Pluto Press.

Wenden, A. (2004). *Educating for A Culture of Social and Ecological Peace*. Albany, NY, SUNY Press.

Wilkinson, R. and K. Pickett (2009). *The Spirit Level. Why Greater Equality Makes Societies Stronger*. New York, Bloomsbury Press.



Guest column

Partnership for Sustainable Development (PSD) – Nepal

Bishnu H. Bhatta is a community development worker, who has worked for many international organizations in various capacities for the last 20 years. He is currently Director of PSD – Nepal and is also part of a leadership team for the US based Nature Action Collaborative for Children, for which project he has presented several papers in a number of international conferences.

Partnership for Sustainable Development Nepal (PSD- Nepal) is a social development NGO based in Kathmandu that works with the most vulnerable rural communities within Nepal. We are a small team of highly dedicated professionals with a strong vision for the future of Nepal. This vision is that every member of Nepalese society will have equal access to basic human rights and standard living conditions. Consequently, all individuals will be able to participate and function in social, educational and economic development to grow to their maximum potential. PSD Nepal works in various sectors towards the development of rural communities including projects in the areas of education, youth development, health/sanitation, information technology and the environment.

PSD began in 2002 with a team consisting of like-minded Nepali's with a common desire for change. After gaining experience working for larger international organizations, we, the founders of PSD Nepal, became somewhat disheartened with the impersonal nature of these organizations. When working for an INGO (International Non Governmental Organization) it is very difficult to grasp the whole picture as one is but one cog in a machine which often moves forward at a slow pace. Results are not always clear and beneficiaries are remote. We decided that we wanted to create a charitable organization which placed the real needs of the most vulnerable at the heart of development, where results are tangible and the beneficiary community is a part of the whole process. Therefore, PSD Nepal doesn't just work for the people, they work *with* the people to create a sustainable impact at a grassroots level.

The focus of PSD has and always will be to support the most vulnerable people in rural Nepal. In this sense, when described as a social development organization, this means that the focus is always human based and in particular, on marginalized groups or ethnic communities with no discrimination in our project selection. We support the development of social groups (for example youth and women) without any profit for PSD Nepal. This was also a founding principle of PSD, to maximize their impact by

minimizing overhead costs so that more money could be spent on the charitable project.

Sustainability and the means by which to achieve it is also a pivotal feature of social development. Sustainability in development, the desire to create a positive change which will continue without the need for extra funding, is both conceptually and practically important within this field. In order to achieve long-term results which will benefit generation after generation, PSD feels that every development initiative must come from the target group which must also retain ownership throughout the whole project. Therefore, it is the community that decides what is important to them and how to achieve it. This can vary depending on the projects such as a classroom (increasing both opportunity and the capacity for development) for underprivileged children to income generation (a sustained means for development and access to basic facilities) for a mothers group. This working practice has proved to be extremely successful in creating a sustainable result because after all the money is spent and the project is finished, it will be the community that maintains and nurtures the outcome. Specific cultural norms and practices can often be overlooked when the community is not involved. Consider a situation where a small village receives a toilet, indisputably important to improve health and sanitation standards, yet what use is this toilet if the beneficiaries have never used one before, never seen one before and don't understand why it is needed? The answer is simple; it is no use as the community will not adopt it into their daily lives. In a situation like this, PSD would attempt to raise awareness so that people can make informed decisions about what they need and then follow the lead of the community. This practice is by no means easy as each community has a very different understanding of the need for change and sometimes cultural practices contradict basic human wellbeing. However, we accept this challenge and strive to raise awareness, improve knowledge and support the outcome.

It can be extremely difficult to start an NGO, particularly in a developing country which faces a continual problem of limited resources and political instability. Furthermore, the terrain of Nepal is mostly mountainous which can make transporting materials very difficult and expensive. However, it is this very environment that requires an organization which will support development. PSD has found that most major obstacles can be overcome when you combine the energy and motivation of the people. We capitalize on the strength and drive of local communities to create lasting partnerships with overseas volunteer organizations and to achieve strong results in challenging situations. Sadly the demand always outweighs and far exceeds the funding capacity of PSD. However even one drop in the ocean creates ripples and the effects of our projects are often extremely far reaching. Nonetheless, it has been a long road to get to a position in which we could build sustained links across both the country and world. Since beginning in 2002, we have hosted approximately 500 volunteers and spent nearly 650,000 US dollars on around 300 different projects across the whole of Nepal. We currently rely on international volunteers and a UK web-based charity for funding;

however, as always, we are looking for new ways to increase funding and the scope of PSD projects.

We have found that the smallest projects can have a wealth of benefits and by working at the grassroots level we are able to work sustainably, evaluate projects and build upon previous experiences. In comparison to larger organizations, our expenses and overheads are miniscule while our projects have a lasting and valid impact. We at PSD are committed to working transparently to make a difference to the people that are too often forgotten in this country. Not only do we have a commitment to development, we are also committed to achieving this in a manner that enhances further opportunity even after the funding stops. Give a man a fish and he will eat for a day, give a man a fishing rod and the necessary skills and he and his family will eat for generations.

If you are interested in our work or volunteering with us we are always happy to hear from you, please visit our website: www.psdnepal.org for more information.

bbishnu@gmail.com



Let ours be the time remembered for the awakening of reverence for life, the firm resolve to achieve sustainability, the quickening of the struggle for justice and peace, and the joyful celebration of life.
Earth Charter

Resources for integrative value-based learning

Deforestation

The following is based on articles which appeared in *State of the World*, World Watch Institute publications (Washington, DC), i.e. Redclift 1984; Abramowitz 1998; Abramovitz & Mattoon 2000; Gardner 2002.

In 1997, the world produced 299 million tons of paper, enough to fill the Empire State Building 383 times. In fact, during the first decade of the century, paper production accounted for 42 % of wood harvested for industrial uses (everything but fuel). The consumption of paper is related to income levels with more than 70% of the world's paper being used by 20% of people living in North America, Western Europe, and Japan.

While global per capita use of paper stands at about 46 kilograms a year, the average use in the United States is about 320 kg a year, in Japan and Germany, about 232 and 200 respectively. In the case of American usage, this means that on average, an individual American uses 10 times more than a Brazilian, about 14 times more than a Chinese and 120 times more than an Indian. The following is a list of the variety of paper products that have become essential to the life style of an American homeowner.

Items for home use Toilet paper, Kleenex, paper towels (for wiping up spills and dishes when the dishwasher is not being used, and for general housecleaning) paper napkins, paper plates (2 sizes), with multiple brands of each of these items available on a supermarket shelf.

Shopping bags: Specialty stores all contribute a fancy shopping bag in which the shopper can take her purchase home; if she visits 3, she will have 3. While super markets generally bag groceries in plastic bags, some will offer a double whammy – a brown paper bag inside the plastic.

Newspaper(s) New Yorkers may have the *New York Times* delivered on a daily basis. Other than the Times, there are the numerous free copies of neighborhood newspapers deposited for distribution at local banks or shops to keep consumers updated on local news and products.

The mail Other than the real mail, there is the usual stack of junk mail-many nice glossy flyers trying to convince the homeowner to buy the products they advertise.

The computer At least one computer is found in almost every household, the actual number depending on the size of a family and most have a printer all requiring the use of printing paper.

Of course, this is far from being comprehensive as absent here is the use of paper in offices, schools, hospitals, restaurants....However, it does illustrate how industrialized countries contribute to the explosive growth in the global consumption and trade in forest products, and how this demand, coupled with government policies and subsidies that encourage logging for timber harvest as well as forest clearance for agriculture (e.g. creation of farm land and cattle ranching) and settlements has led to the conversion of many of the world's forests to other uses. As a result, currently, on an annual basis, forested areas larger than Greece, i.e. about 14 million hectares or more, are lost. The insatiable appetite for paper—some of which becomes trash as in the case of the United States where less than half of the paper used is recycled – is one example of how wasteful and/or excessive mass consumption contributes to deforestation.

Deforestation, in part the outcome of excessive production and consumption of paper, is a threat to the viability of populations dependent upon agriculture. Trees retain carbon dioxide; they regulate the flow of water between soil and atmosphere, maintaining cloud cover and, thus, preventing overwarming and ensuring adequate rainfall. Their roots hold soils in place, preventing erosion. Reducing trees, therefore, contributes to global warming. It prevents the evaporation of the water into the atmosphere, decreasing the amount of rainfall, and the area experiences a drought. Parched land further aggravated by soil erosion becomes unproductive and no longer able to support large scale subsistence agriculture. As a result, local populations suffer from lack of food and income and must move to forested areas in search of shrubs and trees they can cut as a source of energy and income, further contributing to forest degradation.

A decrease in timber resources also impacts on the source of energy used by these populations for agricultural and domestic purposes. Large amounts of time must now be spent finding fuel and transporting it. In the Gambia, where fuel wood is very scarce, it takes 360 days a year per family to do so. In Nepal, parts of the Andes and the African Sahel, labor time devoted to fuel wood collection seriously disrupts household production. Women must walk great distances to find it or use dirtier fuels, such as animal dung. The time and effort of mothers are distracted from their household and homemaking tasks.

Of the 500 million people living in and around tropical forests, 30% are members of indigenous groups whose way of life is also threatened by deforestation. Trees are their source of food and income, and the source of their cultural and spiritual wealth. If the forests disappear, they are not only deprived of a means for meeting their basic human needs. Their cultures face displacement; they can lose an entire way of life. Finally, deforestation can also lead to the loss of human lives. That is, with the decrease in

forest area and the consequent erosion of the soil, the run off from heavy rains or extreme weather events, such as a hurricane, cannot be regulated. This can result in landslides, which have killed 248 people in India, and floods which have killed 3000 people in China. Deforestation was also acknowledged to be a contributing factor to the huge mudslides, which obliterated whole villages in the Honduras in 1998 when Hurricane Mitch hit the Gulf coast of Central America. Thus the violation of Earth rights, as in the case of deforestation can lead to loss of life, the most basic of human rights.

The questions that follow are based on the Earth Charter principles. Use them to evaluate the impact of the excessive production and consumption of paper on forested areas and on the life of people in industrialized and developing countries. Based on your evaluation, would you support efforts to control the over production and consumption of paper? Why? Why not?

A value framework for evaluating social and ecological realities *Anita L. Wenden*

Ecological sustainability

- How is the production and excessive consumption of paper contributing to degradation of the Earth's resources? Do humans have a right to this use of the forest's resources?
- Do a web search on 'reducing carbon footprints' to determine whether & how community groups or governments in industrialized and developing countries are making any efforts to control this excessive use of forest resources ?

Social Justice

- What rights do citizens have to the forests' resources? As regards the consumption of paper, are these resources being equitably shared? If not, why not?
- How does the threat to Earth's forests by the excessive use of paper in industrialized countries affect the lives of their fellow citizens? of people living in developing countries? In forested areas?
- How should people whose rights are violated by deforestation be compensated? Should industrialized countries compensate the developing countries for their inordinate use of these resources? If so, how?

Intergenerational equity

- What rights do citizens in future generations have to the forests' resources?

- How will the threat to Earth's forests by the excessive use of paper in industrialized countries affect their lives?
- What should governments do to ensure that the rights of future generations are not violated in this regard?

Participatory decision-making

- Visit the website of the International Year of Forests 2011 below. What action(s) have member states at the UN taken to deal with deforestation and excessive use of paper? individual nation states? local leaders? In dealing with these problems, have the concerns of individuals and groups been solicited?
- What can citizens do to control and reduce the excessive use of paper products in their communities?

International Year of Forests 2011

<http://www.un.org/en/events/iyof2011/index.shtml> This website of the International Year of Forests provides information, videos, photos to support the International Year of Forests 2011. Included are videos of statements by:

- Secretary General Ban Ki Moon on the International year of Forests, launched by the UN General Assembly in 2011
- UN Goodwill Ambassador Edward Norton on the International Year of Forests
- UN Forum on forests on the role of forests in our everyday lives
- Yann Arthus-Bertrand's 7-minute film on forests

Resources from Gaia Education

<http://www.gaiaeducation.org/>

Gaia Education was created by a group of educators called "GEESE" (Global Ecovillage Educators for a Sustainable Earth), who have been meeting over a series of workshops in order to formulate their transdisciplinary approach to education for sustainability. It promotes a holistic approach to education for sustainable development by developing curricula for sustainable community design. While drawing upon best practices within ecovillages worldwide, Gaia Education works in partnership with universities, ecovillages, government and non-government agencies and the United Nations. For more information visit <http://www.gaiaeducation.org/>

The Ecovillage Design Education

EDE focuses on social, economic, ecological and worldview dimensions of sustainable community development from five different perspectives as outlined in the pie chart below. (Accessed 3/26/2011 from <http://www.gaiameducation.org/>)



The **Ecovillage Curriculum** is full materials & that have been tested in communities EDE Curriculum free, for

Design of innovative ideas and tools developed and ecovillage worldwide. The is available for personal use only,

i.e. not for resale at a profit. (Copyright © Gaia Education) It may be downloaded in 8 languages at <http://www.gaiameducation.org/>

Gaia Sustainability Online Course

This is a virtual 10-month course based on the four core pillars of the Ecovillage Design Curriculum: the social, worldview, **ecological** and **economic** dimensions of sustainability. The curriculum draws on the experience and expertise developed in a network of some of the most successful ecovillages and community projects across the Earth. For more information about the course or to enroll visit the Gaia education website.

The Story of Stuff Project

<http://storyofstuff.org>
www.storyofstuff.com

The Story of Stuff Project was created by Annie Leonard to leverage and extend the impact of the film *The Story of Stuff*. The project aims to amplify public discourse on a series of environmental, social and economic concerns and facilitate the growing Story of Stuff community's involvement in strategic efforts to build a more sustainable and just world. Their on-line community includes over 150,000 activists and they partner

with hundreds of environmental and social justice organizations worldwide to create and distribute their educational resources.

Visit their website to hear their online stories:

- 1) *The Story of Stuff* –where our stuff comes from and where it goes when we throw it away
- 2) *The Story of Cap & Trade* – why you can't solve a problem with the thinking that created it
- 3) *The Story of Electronics* – why 'designed for the dump' is toxic for people and planet
- 4) *The Story of Cosmetics* – the ugly truth of 'toxics in and toxics out'
- 5) *The Story of Bottled Water* – how manufactured demand pushes what we don't need and destroys what we need most

These stories and teaching tools for using them in the classroom may also be downloaded in film format from the project website.

Bullfrog Films

<http://www.bullfrogfilms.com/about.html>

Bullfrog films is the largest and oldest publisher of videos and films about the environment in the United States. Reflecting a holistic view of the environment, their collection of 700 education DVDs and videos deals with a wide range of subjects including sustainability, social justice, environment, globalization, indigenous people and others.

The following is an overview of one of their recent DVDs.

FORGIVENESS: A Time to Love and a Time to Hate

This 2-DVD set explores the human capacity to forgive through a compelling range of stories, from personal betrayal to global reconciliation after genocide.

This layered film by acclaimed filmmaker Helen Whitney addresses the act of forgiveness, a theological principle central to all major religions, but one which is more and more frequently leaving the church, synagogue and mosque and hitting the fractious streets. Inevitably its new role in the world raises serious and complex questions: why is forgiveness in the air today? what is its power? and what are its limitations and, in some instances, its dangers? has it been cheapened or deepened or both?

Forgiveness: A Time to Love and a Time to Hate seeks to shed insight into the light and darkness - the presence and absence - of forgiveness covering a wide range of stories

including: the spontaneous demonstration of forgiveness following the 2006 shooting of Amish children in Nickel Mines, Pennsylvania; a savage and senseless attack on two young female campers; the struggle of a '60s radical to cope with the consequences of a violent act of protest that turned deadly; the shattering of a family after the mother abandons her husband and children; the penitential journey of modern Germany, coming to terms with the Holocaust; and stories of survivors of the Rwandan genocide.

168 total minutes, Directed & written by Helen Whitney. More details, including a trailer, can be found on their webpage at <http://www.bullfrogfilms.com/catalog/fgive.html>

Our World.2 www.ourworld.unu.edu

Man invents machine to convert plastic into oil

In this 5-minute video, Aknori Oto of Blest Corporation describes a machine for turning plastic back into the oil it came from (& do it at home!) To listen visit <http://www.flixy.com/convert-plastic-to-oil.htm> The audio is all in Japanese. Just read the subtitles and watch. What a great discovery!



Civil Society Organizations (CSOs)

International Labor Rights Forum (ILRF)

<http://www.laborrights.org/about-ilrf>

ILRF is an advocacy organization dedicated to achieving just and humane treatment for workers worldwide. It serves a unique role among human rights organizations as advocates for and with working poor around the world.

ILRF believes that all workers have the right to a safe working environment where they are treated with dignity and respect, and where they can organize freely to defend and promote their rights and interests. It is committed to ending the problems of child labor, forced labor, and other abusive practices. To this end, it promotes enforcement of labor

rights internationally through public education and mobilization, research, litigation, legislation, and collaboration with labor, government and business groups.

ILRF PROJECTS

Stop Child Labor

ILRF engages in corporate campaigns to fight for an end to child labor globally, focusing on the [cocoa](#) industry (especially Nestle) for their use of child labor in West Africa; [Bridgestone Firestone](#) for child labor on their rubber plantation in Liberia; and child labor in [cotton and cottonseed fields](#).

Rights for Working Women

This campaign seeks to alleviate sexual harassment in the workplace and address other issues of concern to women workers through campaigns, worker education, reform of local laws, judicial advocacy, and workplace monitoring.

Creating a Sweat-free World

The ILRF seeks to challenge sweatshop conditions globally, promote ethical alternatives and advocate for labor rights in [US trade policy](#).

Freedom at Work

ILRF, in collaboration with unions and activist groups, campaigns to fight violence against trade union leaders globally and to protect the right of workers to organize and collectively bargain.

For more information, including IRLF highlights from the last two decades visit

<http://www.laborrights.org/about-ilrf>

AMADIP (Mali)

<http://www.laborrights.org/stop-child-labor/partner-spotlight/amadip-mali>

L'Association Malienne pour le Développement Intégré et Participatif (AMADIP) in Mali was founded in 2001 to promote participatory development. The organization's work focuses on the following areas:

- Education
- Health
- The protection of women's and children's rights
- Rural development and cotton
- The environment: climate change and mining exploitation
- Analysis and advocacy related to the politics of development

In 2004, AMADIP developed a partnership with the Alliance of Community Radios of Mali (ARCOM) to produce a program about children's access to education in Sikasso. AMADIP also conducted a study on the financing of education and the importance of community schools. AMADIP has also been working to address child labor in the cotton industry in Mali.

AMNESTY INTERNATIONAL'S DEMAND DIGNITY CAMPAIGN

<http://demanddignity.amnesty.org/campaigns-en/>

HUMAN RIGHTS = LESS POVERTY

Amnesty International's Demand Dignity campaign aims to end global poverty by working to strengthen recognition and protection of the rights of the poor. The campaign will demand the leadership, accountability and transparency that are essential to end the human rights violations that keep people poor.

The Demand Dignity Campaign will put rights at the center of poverty eradication, and make rights protection efforts work for all people. The stories and solutions that people living in poverty have to tell will be the centerpiece of this worldwide mobilization. Together they will amplify their voices and demand effective responses from political leaders.

CAMPAIGN THEMES

What does living in dignity mean to you?

Maternal mortality

Corporate accountability

Slums

Making rights law

Wealth is a deep understanding of the natural world.

A plea and a challenge

AMNESTY INTERNATIONAL'S PUBLIC STATEMENT

United Nations: Now is the time – all countries must support the rights to water and sanitation

On World Water Day, Amnesty International called on every State to affirm its recognition of the human rights to water and sanitation. The following is an excerpt from the draft resolution calling on all states to re-affirm the legal basis for the human right to water and sanitation, which they presented to the UN Human Rights Council

“...Refusal to acknowledge the rights to water and sanitation is unconscionable. These rights are essential for life and dignity. Amnesty International’s research shows consistently how people living in slums and informal settlements have limited or no access to safe water for personal and domestic use and to basic sanitation. This has a detrimental effect on the enjoyment of other human rights across many areas of people’s lives, including the rights to an adequate standard of living, education, work, health, and adequate housing. It often affects women far worse than men, undermining efforts to reduce existing gender inequalities and putting women at risk of gender-based violence. People denied clean water and adequate sanitation deserve that States act in line with their legal obligations to ensure sufficient, safe, affordable, accessible and acceptable water and sanitation for all...”



EPE mission statement

Founded in 1992, Earth & Peace Education International* (EPE) aims to promote the recognition of the reciprocal relationship between ecological degradation and the violation of human rights on a local, national and global level , in other words between social and ecological violence and its converse, social and ecological peace.

Contextual sustainability, the organizing principle underlying EPE's educational approach, defines this relationship. It assumes that the Earth is the primary context and essential foundation of all social activity and that ecological sustainability is key to achieving a culture of peace. Reciprocally, respect for human rights characterizes the social context essential to ecological sustainability.

EPE's educational activities facilitate the development of an *integrated* and *value-based* perspective on issues related to the achievement of a culture of social and ecological peace.

*EPE was formerly known as Earth and Peace Education Associates International

EPE contact

Earth & Peace Education International (EPE)
97-37 63rd Rd 15e, Rego Park, N.Y. 11374;
718 275 3932 (tel & fax)
info@globalepe.org
www.globalepe.org

Frans C. Verhagen, Director of Sustainability Education and Research Gaia1@rcn.com
Anita L. Wenden, Director of Peace Education and Research and Editor of *Transitions*
wenden@rcn.com

Contributions to Transitions

Send contributions for the newsletter to Wenden@rcn.com, e.g.

- accounts from your region that show the link between social violence and ecological destruction or the reverse – social and ecological peace
- reports on projects working for the development of sustainable, just, nonviolent, and participatory communities
- educational resources



"The vast possibilities of our great future
will become realities only if we make
ourselves responsible for that future."

Gifford Pinchot (1st Chief of U.S. Forest Service)