



*World Alliance of Citizens*

*for a*

*Charter of Human Responsibilities*

**\* Annual Report \***

**of the International Facilitation Committee**

**2004**

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## ***Chapter I: Introduction***

### **The International Charter Facilitation Committee in 2004**

#### **Laying the groundwork**

*They came as individuals; they left as a group*

October 2003, a boat leaves the harbour of Athens. Among its passengers it carries *fourteen people* from different regions of the world, different histories, cultures, problems, challenges and hopes. An unusual challenge made each of them decide to undertake the voyage to the island of Syros.

A week later, a boat leaves the harbor of Syros, heading for Athens. Among its passengers an *International Facilitation Committee for the promotion of a Charter of Human Responsibilities*. A group of fourteen people inspired by each other and by a fuller consciousness that in the face of a world in crisis and new challenges at all levels, a universally accepted agreement that Human Rights should be coupled with Human Responsibilities, is indispensable. A group of people determined to lay the foundations for a growing awareness at all levels of their societies that « Responsibility » is not a deniable option; that Responsibility exists within each individual's reach. Determined to challenge all peoples and associations to consider what it would mean to act responsibly and to make the commitment to do so. Determined to connect people on this issue while confronting common challenges. Determined to assume their own responsibility for this common commitment.

Many ideas on how to go about finding ways and means to implement this commitment in their own professional and geographical context had emerged during the week on Syros. They inspired the programmes that the respective members of the Committee subsequently conceived together with others from their regions and submitted for funding to the Foundation Charles Leopold Mayer.

Although expectations raised with regard to the amount of financial support to be allocated to each of the fourteen countries / regions were not

met, the members of the Committee decided to go ahead with their plans, albeit with limited financial means: € 15.000 per country/region in 2004, and the same amount in 2005. As one of them wrote: « *Given that all the people involved are highly committed in various spheres of work, both in institutions and communities, the Charter became an added 'responsibility' without significant resources to support it* ».

### ***An unprecedented initiative***

In spite of the financial limitations, the activities reports show two striking features:

1. A deep commitment of the members of the Committee to the idea of putting at the center of attention the notion of Responsibility as a universal value and a guideline for behavior at all levels of society;
2. An amazing amount of creative actions to open doors for the Charter.

Promoting the notion of Responsibility as a central value, translating a unique core text for a Charter of Human Responsibilities into culturally adapted forms as well as into professionally applicable principles through a worldwide process of involving a great variety of socio-professional groups in international society, is not only an ambitious initiative but also an unprecedented one.

### ***Conceiving and testing strategies***

Although the idea of the Charter had been discussed previously by various groups in different parts of the world, it may safely be suggested that the year 2004 marked the beginning of a process of conceiving and testing ***strategic plans*** for the promotion of the Charter. It was a year of finding the right people to take part in local, national or regional committees; of exploring which ways and which means are effective (or not) with which kind of social groups; of producing materials; of weaving the Charter into existing organizations and socio-professional networks; of organizing specific seminars, writing papers, giving speeches; of developing and testing out methodologies adapted to specific groups of society...; in one word: of bringing about a wealth of experiments throughout the continents.

### ***Experiments***

In the course of 2004, it appeared clearly that drawing (renewed) attention to the longstanding idea of Human Responsibility and proposing a "third pillar" for international life appeals only when people have affinity with the values and the moral dilemmas signaled in the Charter.

Experiments in 2004, as related in this document, are showing that indeed the Charter can serve as a catalyst to challenge people to consider what it

means to act responsibly. And indeed, it can also serve as a means of connecting people. However, its impact can only come from a recognition of its relevance to the *condition humaine* wherever in the world. And for this, an essential condition proved to be a systematic follow-up to the introduction of the Charter.

Time has now come to nurture experiences, to take stock of them and to exchange lessons learned.

### ***Communication***

Thanks to the invaluable technical support of Lydia Nicollet, the Committee has been able to communicate in three languages: French, English and Spanish. A wider list of people interested in the Charter process is regularly receiving information through the Charter-e-forum.

Following up information (received from the Foundation Charles Léopold Mayer) on other groups working with the Charter, contacts were established with them as well.

Thanks to the expert technical support of Natalia Massia a special Charter web site was opened to the wider public early January 2005. A web-site committee consisting of Natalia Massia, Lydia Nicollet, Gustavo Marin, and Edith Sizoo will manage the web site. Hopefully it will be an effective and powerful tool for communication with a much larger public.

### ***Taking root***

But communication, although imperative, is not the final condition for reaching the hoped for impact. At the end of the day, it all depends on at least two things:

- Whether it proves to be possible to use the principles outlined in the Charter as "*a kernel to create (culturally and/or professionally adapted) guidelines that intimately speak when we enter our homes and again intimately speak when we step into the world outside*" (Sudha),
- And whether all those who take the implications of their responsibilities as a person and as a group seriously, will demonstrate the political commitment to work towards acceptance of a Charter of Human Responsibilities at the highest levels of Global Governance Institutions.

We find ourselves at the very beginning of a long process. History will tell whether our commitment was worth its while.



## CHAPTER II

### Synthesis of reports of activities in 14 countries/regions

*"The Foundation Charles Léopold Mayer is committed to contributing to the long term mutations of our societies. For this, it supports the emergence of a world community capable of designing and conducting **three major mutations**: new social, political, and institutional regulations from the local to the global (the governance revolution); a common ethical foundation (the Charter of Human Responsibilities) and new development models. It seeks constant coming and going between diversity (expressed in its different dimensions) and unity (expressed through a constant attention to the management of relations and to territorial consistency). To implement these guidelines, it combines **three forms of action**:*

- *promotion of ideas;*
- *support to the emergence of citizen's alliances;*
- *and promotion of improvement of the methods.*

Summary of the 2003-2010 Charles Leopold Mayer Foundation Project

### Opening doors for the Charter of Human Responsibilities Ways and means

This chapter offers a synthesis of the reports from the fourteen countries/regions where the members of the Facilitation Committee of the Charter have concentrated their activities. The main elements of the reports are quoted in chapter IV.

The synthesis is set up along the following lines:

1. Promotion of the idea
2. Developing methods
3. Stimulating socially responsible alliances
4. Challenges ahead

## 1. Promotion of the idea

Following the discussions at the first "founding" meeting of the Charter Facilitation Committee in Syros (October 2003), the members of the Committee generally started off with two interrelated actions:

- forming a local / national Charter Committee
- weaving the promotion of the charter into existing organizations and social/professional groups.

The various national committees are composed of key people engaged in a great diversity of sectors of society. They range from intellectuals of various disciplines, journalists, artists, educators, environmentalists, government officials, politicians, social workers, human rights activists, community leaders, and others.

The fact that these committees are multifaceted allows for entries into equally multitudinous networks, organizations, social and professional groups.

Thus, one discovers in the reports a variety of occasions all over the world where the idea of a new consciousness of the notion of Responsibility in the face of the new challenges of the XXIst century was introduced and discussed, mostly at important strategic levels of society.

*A few examples of these opportunities:*

- China: Conference of underdeveloped countries, Shaoxing city
- India and Philippines: workshops with urban and rural people's movements
- Brazil: National program of the Ministry of Education in 27 Brazilian states (16.000 schools reached)
- Brazil: Cultural World Forum
- Chili: Social Assembly for Rights and Responsibilities
- Chili: Latin-American Assembly on Ethics, Culture and Responsibility
- Colombia: radio and television programs
- Togo: West Africa Conference of judicial professionals
- Belgium: Symposium of the International association of judicial professionals
- Togo: 4 radio programs on the principles of the Charter
- Lebanon: Annual Arabic Book Fare
- Aotearoa-New Zealand: Symposium on Responsibility with regard to the cultures, traditional systems of government and land tenure

- Canada: National conference on Responsibility in education
- Canada: Conference on the social responsibility of business
- United States: International Steering Committee for the United Nations' new initiative on Access to Basic Services for all
- Georgia: Academy of Sciences

## 2. Developing methods

### 2.1. Approaches

Basically two methodological approaches were used to disseminate the charter: a direct and an indirect approach.

- A direct approach implies organizing a specific occasion for outright discussion about the Charter with specific groups.

*Example Philippines: The Charter was presented to the grassroots leaders of Sanlakas and feedback was taken after. The Charter then served as the take-off in their formulation of a Code of Ethics for Grassroots Community Leaders.*

The direct method was used with a considerable variety of groups, often related to those to which the members of the international facilitation committee had access anyway.

*For instance: ZHAO Yifeng (China), Cécile Sabourin (Canada) and Amina Rachid (Egypt), all university professors, approached in the first instance academic circles, while Ziad Majed (Lebanon), journalist, benefited from his contacts in the media world, Isis de Palma (Brazil) from her close contacts with the Ministry of Education, Sudha Sreenivasa Reddy and Pinky Castelo-Cupino and Diego Escobar from their contacts with peoples movements.*

The reports show that from these (familiar) starting points a range of new entries into other sectors of society emerged.

The direct approach uses participatory methodologies in meetings and workshops. It starts from people's own background, their own preoccupations and challenges, their own responsibilities and their own geographical and sectoral interest. After a general analysis of these issues by participants in the group, often the 10 principles of the Charter are discussed with the aim to show their relevance in relation to the concrete realities of people's lives. Where necessary they are rephrased, making connections with familiar metaphors, cultural phrases and sayings so as to immerse them in people's own references.



- An indirect approach implies conducting an activity that does not focus on the charter itself, but which takes up the charter in the context of that activity.

*Example New Zealand: In the Lake Taupo region, an indigenous committee and a government agency have developed protocols for an effective collaboration on land management which support cultural safeguards associated with the land and the commercial operations of the government department. A research project to investigate this project as a case study has been able to link up with the Charter initiative and bring the concept of responsibility as a theme of the project.*

The indirect approach opens up a much wider space of possibilities. It builds up partnerships with people and organizations with which one was not necessarily familiar before. However, the necessary follow-up is often more difficult to realize.

Both approaches used the existing Charter text as a "*pre-text*" in the two meanings of the word: a *pretext* to introduce reflexion on "responsibility" and a *pre-text* in the sense of a text in evolution.

In both cases the presentation of the charter was reinforced by different kinds of materials produced in advance.

## ***2.2. Production of materials***

In spite of financial limitations, a considerable effort has been made to produce materials to accompany the promotion of the Charter:

- \* Translations of the Charter were made in at least 28 languages :  
Mandarin Chinese, Bahasa Malay, six Indian languages (: Hindi, Marathi, Kanada, Telugu, Tamil, Malayalam), Philippino, Brazilian Portuguese, Chilean and Peruvian dialects (: Rapa Nui, Mapudungun and Aymara), African languages (: Wolof, Fon, Haoussa, Yoruba, Mina), Arab, Maori, Georgian, Russian, Croatian, Tadjiki, Persian, Greek, German, Dutch (and maybe others we do not know of).  
Copies of the Charter in these languages were distributed by hundreds / thousands.
- \* Videos (Brasil, Philippines, Chili, Colombia)
- \* Flyers on the Charter (Brasil, East Africa, New Zealand, Canada)
- \* Notebooks on discussions by various groups on the Charter (Chili, Colombia)
- \* A booklet on the background of the Charter and the phases that led to its production in Arabic (Lebanon)
- \* Articles (New Zealand)

- \* Web sites (Canada, India, Colombia, U.S.)
- \* Sociological study on the perception of responsibility of social groups (Egypt)
- \* A Charter LOGO.

### 3. Stimulating socially responsible alliances

The ways and means chosen by the members of the International Charter Facilitation Committee to open doors for the Charter provide building blocks for the longer term objective of stimulating the emergence of "socially responsible alliances".

#### Building blocks

1. The existence and the way of functioning of the International Charter Facilitation Committee is a building block in itself as its composition considerably facilitates interconnection of social and professional networks between regions and even continents. For instance: the African and Belgian networks of judiciary professionals; the Brazilian and Canadian networks of educationalists; the Chinese, Egyptian, Chilean and Canadian networks of academics; the Lebanese and Brazilian networks of journalists, and so on.
2. The numerous new partnerships, constitute other opportunities for the emergence of "socially responsible alliances".
3. Both the direct and the indirect approach provide a sense of direction to the emergence of these alliances by putting at the center of their attention reflexion on concrete implications of assuming personal and collective responsibilities, e.g. by developing with the groups concerned specific group oriented Ethical Codes of Conduct.
4. The tools for communication developed by the Foundation Charles Léopold Mayer (web-site, experience files, info-files, cartographic methods), though not yet always used consistently, will increasingly work as an important asset for stimulating the emergence of "socially responsible alliances".

#### **4. Challenges ahead**

Drawing from the experiences gained so far in the 14 countries / regions and the difficulties mentioned in the reports 2004, the challenges ahead could be summarized as follows (n.b.: NOT in order of importance or priority) :

- Entering into dialogue with global governance institutions and initiatives
- Linking up between regions and continents
- Obtaining moral and/or active support from high level, internationally respected, persons and institutions.
- Pursuing and consolidating openings made during the year 2004
- Reaching "indifferent" or even "resistant" groups in society
- Collecting comments on the present text of the charter
- Establishing an effective system for systematizing experiences
- Establishing a communication system for exchange of experiences and information which is as little time consuming as possible in terms of nourishing as well as consuming information
- Diversifying sources of financial support.



**CHAPTER III**

***Meeting International Facilitation Committee  
January 2005 (Chili)***

**Conclusions and decisions (Summary)**

***International Charter Committee with 14 national/regional teams  
5 areas of Charter activities***

1. Local and regional at various levels of society	2. Sector oriented (inter)national groups	3. Global governance - institutions - initiatives	4.- Collecting experiences - Research - Publications
-opinion leaders -academics -youth -women -journalists -judicial professionals -indigenous peoples -religious groups etcetera	-Citizen's Alliances * habitat * governance * social economy * medias * education * justice etcetera	- United Nations - European Union - Union African States - UNESCO - ILO - Earth Charter etcetera	- standard info files - comparative research - intercultural research *R* - creative arts campaign - info material - publications
5. communication-communication-communication-communication-communication web-site, discussion forum on internet, three-language e-mail communication			

## *I. Local and regional activities at various levels of society*

### *Conclusions drawn from reports of activities in the various countries / regions*

1. The activities developed by the 14 members of the International Committee and their local / regional teams during 2004 constitute a rich source of experiences with introducing a debate around the notion of "Responsibility" (hereafter \*R\*) and the idea of an international Charter of Human Responsibilities (hereafter CH. H.Resp.).
2. The social and professional groups reached in the various countries / regions are partly different and partly overlapping. The latter are of special interest as a source for comparison. Taken together, there are now experiences with groups/sectors at most *levels* of society, although this does not imply that all social and professional groups are reached.
3. The variety of groups addressed has provided valuable information on which groups are reasonably open to reflection on "R" and the Charter, and which ones are more "resistant".

### *Examples of resistance groups identified up till now :*

- *NGOs focussing on Human Rights (Colombia),*
  - *politicians (Chili, EU),*
  - *people out for (personal) materialistic gains and economic development of the country (China),*
  - *people in situations of repression and "closed" societies (Zimbabwe),*
  - *people in societies that feel "victimised" because of international policies (Arab world),*
  - *people in countries where the government is promoting civil responsibility in order to diminish governmental responsibilities (Canada),*
  - *(big) business groups*
  - *Maori (Aoteora New Zealand) , claim "the right to be responsible" as their cultural custom would direct and require. Responsibility for Maori is largely directed by the rearguard action of retaining their culture, eg, a strategy to retain Maori language and prevent it's demise; and protracted, often frustrated endeavours to safeguard the environment.*
4. Although the goal of the activities is a common one (promoting a debate on "R" and the Charter, contributing to a "Culture of responsibility"), the methodological approaches have to vary according to the interests, the cultural background and the nature of the groups addressed.

- *Sending around the Charter text does not make sense and may be even counterproductive. There is a need to explain the origin of the Charter, the new challenges of the XXIst century, the process, the international dimension, the "Third Pillar" idea. There is a need to avoid an impression of "sect".*

- *The discussion must start from people's own context , their problems and definition of priorities. This includes also religious beliefs, spirituality. From there a discussion on "R" can be introduced and the 10 principles can serve as a tool for discussion as well as creative expression. So : transforming the Charter into a tool for communication.*

5. Charter work should not be conceived as a "separate" / independent project, but must be effectively integrated into existing working processes of organisations / programs.

*Striking examples :*

- *in Brasil 120.000 (!) schools will work on "R" and the principles of the Charter in the framework of a programme initiated by the Ministry of Education of which a member of the Brazilian Charter committee is in charge;*
- *Conference on the social responsibility of business (Canada)*
- *radio programs (Togo, Colombia)*
- *Annual Arabic Book fare (Lebanon)*
- *Workshops with rural/urban people's movements (India, Philippines, Colombia, Chili)*
- *Working collaboratively with the Human Rights Commission in Aqoteroa- New Zealand.*

## ***II. Sector oriented groups***

1. Valuable methodological experiences with Charter work at the local and regional levels can and must nourish approaches to promoting the Charter at sector oriented levels as well as levels of global governance.
2. In most of the emerging Citizen's Alliances addressing sector oriented or professional issues, one or more members of the Charter Committee are already active or could easily establish contacts.
3. While the first year of activities was mainly used to set up Charter work in local/national organisations/networks, there will be an extension to the Citizen's alliances operating at international level in the coming year(s).

### *III. Global Governance institutions and initiatives*

1. In order to effectively relate to global governance institutions (those of the U.N., the European Union, the African Union of States, the International Labour Organisation, UNDP etc.) and civil society initiatives on global governance, a *working group* of members of the international Charter Committee has been formed. This group can be *enlarged* with appropriate people from other citizen's alliances, in particular the Citizen's Alliance for Global Governance.
2. This working group will draw up a *strategic plan* for drawing attention to the Charter among key-people in Global Governance institutions and initiatives so as to promote the idea of a "Third Pillar" for international life.
3. The plan will set out priorities with regard to the organisations to relate to and methodological approaches to be tried out, in order to avoid waste of time and energy. Just like working with groups at the local levels of civil society, working with the global institutions demands time, long term investment, adequate attention to what their agenda consists of, and intervening at the right moment.
  - *Examples: - Civil Society Call from the Secretary General of the United States asking comments from the non-governmental sector on his Reform Plan for the U.N.*
  - *Sept. 14-16 2005 Heads of States Meeting and NGO/DPI Conference*
  - *Forum International Montréal-Global Governance, May 2005 Conference*
  - *Global Progressive Forum (Party of European Socialists)*
4. It is felt that a so-called "Third Pillar" should not be built from above, but be embedded in international civil society. This civic rootage is a condition for worldwide political support for such a "pillar". A growing awareness of the need for a "Culture of Responsibility" will eventually lead to a call for an international agreement which sets out norms and rules not only on *assuming* responsibilities at all relevant levels but also on *publicly accounting* for the exercise of responsibilities. This is one of the reasons

why the Committee feels that Charter work has to be done at all levels of civil society as well as at the highest political levels.

## **II. *Collecting experiences, Research and Publications, Communication***

### *1. Standard information files*

It was decided to encourage all members of the Charter Committee and their local / regional teams to use the standard file to communicate information on

- Methodological experiences with introducing the debate on "R" and the Charter with various social and professional groups
- comments on the charter (content, cultural problems)
- professional codes of conduct based on the Charter
- sector related charters based on the 10 principles
- related articles, speeches, books, etcetera

### *2. Comparative research*

Once enough information is gathered about methodological approaches *to* and reactions *from* various social and professional groups across the continents, comparative research can be done about the relevance of the charter to these groups.

### *3. Intercultural research on the notion of Responsibility and its social practices*

An intercultural research group of 10 researchers from major language/culture areas in the world has been formed. The members of this group will define together a research methodology and then produce each a text on the notion of responsibility in their respective languages/cultures and their implications for social practices with regard to assuming "R" and accounting for it. A transversal analysis will highlight where the possible differences are, and more importantly what the common understanding of "R" concretely consists of. This research project will result in a unique book.

### *4. Creative arts campaign*

The Brazilian proposal to start a creative arts campaign on the Charter and its principals was accepted. The idea is to invite artists from the different continents to create posters on each of the ten principles. These could constitute a moving exhibition, be collected together as a book, and used as educational material.



### *5. Production of Info materials and Publications*

Most members of the Charter Committee have already produced information material on the Charter (flyers, video's, posters, CD's, etcetera). According to the needs, this will be continued. The idea of TV spots was launched.

Books planned :

- China : a collection of articles on "R"
- Zimbabwe : the results of six studies with social groups in Zimbabwe on "R"
- Egypt : a sociological study among people at different levels of society on their perception and practice of "R"
- Aotearoa-New Zealand, South Pacific and Australia : A Collection on Ethical Governance
- "*CULTURES AND RESPONSIBILITY : ethical approaches and social practices*" (see under IV.3)

### *Re- writing the Charter ?*

The question was raised whether an in-depth analysis of all the information gathered with regard to reactions to the Charter will lead to the conclusion that the Charter has to be adapted. The Committee is of the opinion that it is not the only group to decide on this. However, it is felt that it is the Committee's responsibility to provide the necessary information and analysis for this decision to be taken. The period to collect the necessary experiences and comments is estimated to be 3-5 years.

## *V. Communication: balance, tracks of work and collaboration*

**The electronic forum of the Charter :** [chart-rep@forums.alliance21.org](mailto:chart-rep@forums.alliance21.org)

One has to distinguish between the '*public forum*' of the Charter, that is archived on internet, and the so-called '*private, 'internal' forum*' which is restricted to the international Committee; the latter is not a real forum of discussion with its advantages (storage, putting in common).

Time has come that people "take possession" of it by taking initiatives: launching, following, relaunching a discussion on a specific topic, regrouping the information, telling their experiences (systematization files may be useful for that, see below). A calendar of discussion topics according to activities and needs is also considered.

The opening site of the discussion forum also allows to archive the documents that people would like to put at the disposal of the members of this forum.

These can be send to Lydia Nicoclet. Translation will be taken care of according to the length of the document.

**The web site of the Charter** : <http://allies.alliance21.org/charter>

Colombia, India and the USA have developed their own site, but a link was made directly from the general site, which makes it possible to find all the information from only one web site. Research through key-words has to be worked out further.

The site proposes a 1st version, in 3 languages, that is a starting point to sharpen this tool of diffusion and communication.

### **Major interests of the site**

- storage of the information to share (it is possible to download all texts, audio info, video, etcetera)
- organization of the information: both the structure of the proposed site and the possibility to search for information using key words makes classifying information possible and finding it easily. (the integration of systematized information files will still improve access to targeted information)
- diffusion of the info to contacts and partners,
- means of communication among facilitators

### **How the site works**

The site is managed by Natalia Massa for the technical aspects and Lydia Nicollet for the content. Progressively, the objective is that everybody knows how to handle the software "spip" so as to manage an almost autonomous way one's own regional pages (a part from too complicated technical aspects).

The choice of information published on the site is made by the regional coordinators, while the team of administrators decide on general information.

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***WHO DOES WHAT ?***

- |  |  |
|--|--|
| 1. Deepen and expand local / regional activities                       | ALL  |
| 2. Networking with other Alliances / Networks: ALL according to access |  |
| 3. Global Governance Institutions/Initiatives working group :          | Ziad Majed<br>John Stewart<br>Mingos de Vasco<br>Betsan Martin<br>Cécile Sabourin<br>Rob Wheeler |
| 4. Cultural Concepts "R": review group                                 | Edith Sizoo<br>Sidiki Daff<br>ZHAO Yifeng<br>Isis de Palma<br>Sudha Sreenivasa                   |
| 5. Artists Campaign  | Isis de Palma  |
| 6. Synthesis activities reports 205/6                                  | Edith Sizoo  |
| 7. Communication (site-web, e-mail, discussion forum)                  | Lydia Nicollet   |

***Next meeting International Charter Committee***

The offer made by Ziad Majed and Tannous Basil to host the next meeting of the committee in Lebanon, septembre 2006, was unanimously applauded and accepted.

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## CHAPTER IV

### Main elements of the activities reports 2004

The members of the Facilitation Committee presented their reports <sup>1</sup> according to the following five points:

1. *Objectives and Achievements*
2. *Methodological approaches*
3. *Difficulties*
4. *Partnerships*
5. *Plans for 2005*

In this chapter extracts of their answers according to these points have been put together point by point. A synthetic analysis has already been presented in chapter II.

#### 1. *Objectives and Achievements*

##### China

Coordinator: ZHAO Yifeng

##### *Objectives*

In our original plan of work, there were 4 objectives for 2004:

1, Translate the Charter into Chinese by conveying its content and meaning in a way suitable to Chinese cultural context and transmit the main common ideas into a whole range of texts in local languages produced in consultation with local groups. Thus to develop a sound Chinese version of the Charter.

2, Conduct reinterpretation of the context of the charter from a Chinese perspective concerning its culture, values, tradition, and current challenges.

Produce printed and other materials for the general public.

3, Get the Chinese public fully aware of the key concepts, core principles, and framework of the charter. Provide opportunities for people to involve in international communication and exchanges related to the Charter.

4. Participate in joint efforts of promoting the Charter in Asia-Pacific region and over the world.

Since the original budget has been reduced, while the general orientation remained the same, the range of the actual objectives was limited accordingly to focus on the first 2 points and some preparation have been done for achieving the 3 and 4 objectives.

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<sup>1</sup> The reader will note that there is no mention of an activities report for Europe. This is due to the fact that the proposed plan for Europe was accepted in november 2004. It is presented in annexe 1.

### *Achievements*

The following work has been done during 2004. The translation in Mandarin Chinese of the text of the Charter was accomplished in April. Based on the previous Chinese translations done by Yu Shuo and Zhao Yifeng, this new version became much smoother and acceptable in terms of wording and conception. 5000 printed hard copies were distributed to a broad public through individual efforts and in public occasions, like:

- the conference of under-development countries held in Shaoxing city, which was attended by Pierre Calame and other leading scholars from across of China;
- the Indian movie week in Guangzhou city, which was attended by Gustavo, Yu Shuo, Makarand and a large audience in Guangzhou area;
- the seminars held in Guangzhou and Changchun separately on the charter; and during group consultations and questions about the key concepts of the charter.

Responses to the Chinese version of the charter are in the process of analyses for further revisions of the document. These activities produced the basic working text of the charter to reach people and obtained certain attention in some key areas and social groups.

These have been the priority in 2004.

Other activities were also taken. Among them, the most crucial ones are:

- 1, formation of a working team containing 10 people;
- 2, based upon many contacts and discussions, working out a working plan for the book series, as mentioned in our original general project.

The following people have been contacted to sit on the editing board for the book series, entitled Forum of World Citizens.

Among them : Zhao Yifeng, Yu Shuo, Jin Yan, Shen Zuohong (publisher), Dong Xiaochuan

Members from outside of China need to be further considered and contacted.

Suggested titles for the book series:

- 1, Third Pillar: Introduction to the Charter of Human Responsibilities
- 2, On Human Responsibility
- 3, Mutual Understanding and Communication of People in Contemporary World
- 4, Chinese Values under A Contemporary Global Perspective
- 5, Civil Society and Rethinking of Governance
- 6, Science and Humanity: Ethic Issues Raised in Modern Development
- 7, Economical Globalisation and Human Globalisation
- 8, Peace: How Would That Be Possible?
- 9, Alternatives of Development
- 10, Cultural and Religious Diversity vs. Globalisation
- 11, Nation-state in the Twenty-first Century
- 12, Forgotten Human beings in Development

The titles are subject to changes and may not all be produced because of the limitations of the budget. Nevertheless, we intend to work out as many as possible. Authors of these books are appearing in the seminars and to be further identified.

The Philippine initiative for the promotion of the Charter of Human Responsibilities started in January of 2004. The thrust of the first year programme is to lay the groundwork for the Charter dissemination through production of information materials and avenues in partnership with NGOs and people's organizations.

**1. Production of a 20-minute video-documentary** and primer on how the Iraya Mangyans, indigenous peoples in the island of Mindoro, exercise community and environmental responsibilities. Partner is the Organization for Training, Research and Development Foundation (OTRADEV), an organization of inter-disciplinary social development professionals engaged in rural development. Follow-up activities shall be the dissemination of the video-documentary and primer to high schools and colleges nationwide.

**2. Drafting and publication of a Code of Ethics of Community Grassroots Leaders.** This is in partnership with SANLAKAS, a nationwide multi-sectoral organization engaged in campaigns for democracy, nationalism and people's rights and welfare. Follow-up activity would be dissemination of the Code of Ethics to people's organizations nationwide.

**3. Setting up a Library of Human Responsibilities and engaging in an environmental campaign among teachers and students** in two municipalities of Rizal, in the outskirts of Metropolitan Manila. These projects are implemented by the Center for Positive Futures (CPF) engaged in alternative pre-school and technical-vocational high school for the economically disadvantaged. The library shall be open to the community. The environmental campaign was entitled Painting Messages for the Earth. It took the form of a Slogan-and-Painting Contest in partnership with the Department of Education. Public elementary and high school students participated. The winners took part in a three-day Environmental Youth Camp held in Lucban, Quezon Province.

**4. Barangay-based Special Projects for the Promotion of Responsibility in Barangay Banaba, San Mateo, Rizal.** A barangay is the smallest government unit in the Philippines. It is also in Banaba where the Library of Human Responsibilities is located. The special project is piloting the promotion of responsible behavior in a locality, where the impact can be measurable.

**5. Peace Camp conducted by the Community of Learners Foundation in an urban poor community in Barangay Payatas, Quezon City.** The Community of Learners is a non-traditional school teaching social responsibility among its students, who belong to middle class and upper middle class families. Their Peace Camp conducted December 2004 was supported by the Alliance. Their local partner is a homeowners organization in the barangay composed mostly of women. The middle class high school children taught community children aged 4 to 12 art work, games, read them stories, and

conducted other activities towards promoting peace and camaraderie among children across economic classes.

Follow-up activity would be a publication of reflections from the children, particularly on the concept of responsibility.

#### **6. Networking among different individuals and organizations on the Charter**

- a. University of the Philippines Student Catholic Action;
- b. LIKHAAN, which is a reproductive rights NGO;
- c. PILAKK, an urban poor women's organization (Manila and suburbs);
- d. Makalaya, a nationwide women's organization of urban poor and rural poor women;
- e. Tao Foundation, an NGO promoting cultural revival, scholarship among indigenous peoples, and inter-cultural activities in selected regions.

### **India**

**Coordinator Sudha SREENIVASA REDDY**

Ours is an attempt to understand and debate the draft Charter of Human Responsibilities in the context of women and youth empowerment, farmers, tribals, NGOs, writers, journalists, professionals (software engineers and management leaders) and any other socially active persons.

The principles, broadly outlined in the Charter, are the kernel from which we hope to create one that would intimately speaks to us at home and hearth and in the outside world. The success of the Charter, we feel, is dependant on the political will to accept it as a Third Pillar of international life.

Though in India we initiated the programme only in June 2004, we speeded up our efforts with our working team by investing more time and energy to make up for the lost time in promoting the Charter. Our **working team consist of** :

Ms Sudha S	Social activist; South Asia Coordinator
Mr Siddhartha	Writer
Mr Ramjan Darga	Journalist
Mr Jogi Panghaal	Designer and educator (National Institute of Design)
Dr Dinesh T	Computer scientist
Mr Sasi K P	Film maker, artist and social activist
Mr Aravind Menon	Writer
Mr Anugraha John	Youth activist
Ms Deepa A G	Youth activist

### **Results**

#### **Translations into 6 Indian languages**

We have printed 1,000 copies each in Kannada, Telugu, Tamil, Malayalam, the four south Indian regional languages, and distributed 300 to 500 copies in these four languages as

well as in Hindi and Marathi, these two, thanks to Dr Makarand Paranjape, (chiefly covering north India) to all the stake-holders until now.

### **Multi-pronged approach for dissemination**

Only a multi-pronged approach, we thought, was feasible to effectively disseminate the Charter whether directly or indirectly.

- **Website:** To elicit response from people's movements, social activists, NGOs, academicians, writers, journalists, IT professionals, entrepreneurs, artists, politicians, performing artistes, scientists.

- **electronic forum- group:** For frequent dialoguing and discussion with similar audience as the above on the Charter.

- **Print media:** Articles on the Charter published in regional languages

Vanam (Forest) - a Telugu monthly from Andhra with a circulation of over 2, 000 copies (December issue)

Keraliyam and Patabedham - two Malyalam magazines of Keralam (over 3,000 copy circulation each (January issue).

- **Booklet:** Ramjan Darga, a working team member and translator of the Charter in Kannada, has written a booklet on the great Indian reformer Basavanna\* of the 12<sup>th</sup> century, connecting spirituality with the principles of the Charter. The booklet is being published by the University of Gulbarga.

### **Workshops and trainings:**

\* Democratic leadership training workshops using the Charter principles for rural and urban grass roots women:

Keeping the principles of the Charter at the core, a series of leadership training workshops have been initiated since September for illiterate and literate women from both the rural and urban sectors belonging to disparate castes, religions and languages. Till now 300 odd women have been benefited by these training programmes.

\* Capacity building for social activists and NGOs: Within the framework of the Charter, since October three workshops were held in Andhra Pradesh and Karnataka for over 150 activists

\* On-going workshops for elementary teachers on environmental education initiated in Andhra Pradesh in December: The expected result is that of integration of the Charter principles in the curriculum as an environmental responsibility.

\* National workshop for youth on 'Youth, Ethics and Communal Harmony': In December, from 2<sup>nd</sup> to 4<sup>th</sup>, a national workshop on the above theme was held with youth from Karnataka, Tamil Nadu, Andhra Pradesh, Keralam, Maharashtra, Uttar Pradesh, Bihar and Gujarat. The upshot of the workshop was the deepening of the understanding of the Charter principles and **re-drafting of them** in a hue that is true to the specific group.



\* National workshop for the senior grass root women activists of eight non-southern states belonging to Ekta Parishad:

\* Informal forum involving mainly IT professionals and entrepreneurs for social and environmental responsibility:

#### **Dialogue with civil society stake-holders**

One of our team members, Ramjan Darga, is dialoguing with a cross-section of intellectuals to find ways of bringing humanity and the world of myriad forms closer and closer with the help of the Charter.

#### **Cultural and environmental action incorporating Charter values:**

One of the big problems in countries like India is that the secular activists have moved so far from the cultural and religious beliefs of the people leaving them helpless when communalism (religious fundamentalism) begins to take root. In an age of globalization many people, including the poor, are being manipulated by opportunistic political parties to see religions and ethnic identity in exclusive terms, thus dividing people and promoting violence. In the past years, all the countries of South Asia have witnessed violent cultural conflicts.

This programme has two dimensions. The first has to do with re-interpreting the cultural practices and traditions of the people, especially the festivals, with the charter as a reference. The second has to do with initiating song movements, where the values of the Charter are sung by the poor and excluded communities.

#### **Brasil**

**Coordinator : Isis DE PALMA**

In the Brazilian work plan made in 2003 there were 3 objectives for 2004

- *First objective.* Diffusing the Charter for the social sectors we consider key ones to make the process advance.
- *Second objective.* Creation of a Brazilian Network for the Charter of Human Responsibilities within the scope of the entrepreneurs' movement, environmental movement, youth network, human rights and peace-driven movements, citizenship-driven entities, workers in the cultural and educational sectors.
- *Third objective.* Creation of the Regional Pilot-scheme Committee in Brazil and Chile to develop the Charter's diffusion in the Region.

Our priority was in 4 areas: Education, Social, Cultural and Communication focussing on civil society organisations:

The most important relationship (priority) established was a link with governmental levels, educational programs that will support and facilitate the creation of the network in Brazil.

## A) Education

This year we diffused the Charter in 2 governmental programs and in two private Universities.

- The first one is a national program of the Ministry of Education in the 27 Brazilian states: *Vamos Cuidar do Brasil com as Escolas - Let's take care of Brazil with the schools* -. The goal is to involve 16.000 schools (10 % of the total in the country), 32.000 teachers and 32.000 young people in the public schools. - two teachers and two students in each school.
- The second one is a local educational program for the public schools - (São Paulo Village) named *Politics and Citizenship in the Schools*. This course is organized by Ágora Institute in Defence of Voters and Democracy (I am part of the direction). We have worked with the Charter directly with 590 educators in 21 polls in the city. The preparation was training teachers to discuss the Charter using the Brazilian video created for the Charter and the Charter publication. This action was linked with the theme local Governance. We distributed 600 Charters publications and 21 video copies.
- UNISO Sorocaba SP University - Professor Marcos Reigota organised a diffusion inside the University with his students during the course and a special Seminar. They also produced a video with deployments and reports about the Charter.
- UNIUB Uberaba MG University - Viviane Oliveira Assistant of Professor Suely Bernardes included the Charter and the Booklets Alliance Proposals for the XXI Century in transversal course official program 2005 inside the Educators Multipliers Institute. They will constitute a diffusion pole for the Charter for next year.
- World Education Forum - São Paulo, Brazil, from April 1<sup>st</sup> to 4<sup>th</sup> we diffused the Charter in an action with Drums for Peace and in a meeting for teachers and students environmental program education.
- Jaboticabal Village (in São Paulo state) organised several meetings to create the Platform of Responsibilities. The initiative was organised by the local government education secretary with all the schools of the city.
- Ribeirão Preto Village (in São Paulo state) local action - diffusion of the Charter in the public schools - Creating the Environmental Education Young People Net work (linked with the national program Ministry of Education).

## B) Social and Governance Experiences

*Governance 2004 Project*. From April to December 2004 we diffused and studied the Charter together with 12 university students. They are participants in the *Governance 2004 Project* from Ágora Institute in Defence of Voters and Democracy. This Project is to reflect about the Booklets Alliance Proposals for the XXIst Century in particular on the Governance point of view.

We are analysing the 10 principles for the governance and the 10 Charter's principles inside 12 social projects in Brazil - 8 in São Paulo Village, 4 in São Paulo State and one more in Argentina (a social solidarity economy experience). Some of these social

projects are becoming partners of the Charter diffusion - Examples like MST (Landless People Movement) and *Vivacidade* NGO from Ribeirão Preto Village.

### C) Cultural

We diffused the Charter during several cultural meetings.

- Regional Cultural Forum - Forum Intermunicipal de Cultura, Rio Claro SP 17<sup>th</sup> to 23<sup>th</sup> June. Presentation of the Charter with the Video and distribution of Charters, by Isis de Palma and Hamilton Faria.
- The Cultural World Forum, in São Paulo, Brazil, from June 28<sup>th</sup> to July, 6<sup>th</sup>. Presentation of the Charter with the Video and distribution of Charters, by Isis de Palma in a meeting about the Charter during the WCF together with the São Paulo's Group of the Alliance, IPAZ and Culture Working Group for the WSF that developed activities on the Alliance projects: Drums for Peace opened the meeting in a big area of the Forum together with some members of the World Artists Network. A big number of Charters and flyers with the principles of the Charter were distributed. We discussed with artists, journalists and the public the Responsibilities of the Media (Dialogues on the streets)
- Dialogues for Responsibilities of the Artists with Polis Institute 20 October (organised by Hamilton Farina)

### D) Communication

- Seminar on Local and Global Governance April 2004 with Pierre Calame.  
Co - Organised by Pólis Institute and Ágora Institute. Press conference following the Alliance Propositions Booklets publication (published by Polis Institute). Distribution of the Charter to journalists during a press conference.
- 2 Journalist Meetings about responsibilities of the journalists together with IPAZ - International Peace Agency in September 2004. The meeting was held answering the journalists appeal by FPH (Manola Rauss) at the same time in Paris, Bangalore, Beirut and São Paulo. In the occasion we presented The Alliance and the Charter. This international group of journalists will be together in the WSF.

## **Chili**

**Coordinator Carlos LIBERONA**

We started developing the programme in Chile in October 2003 given that it is very difficult to begin in January, which corresponds to a period when activities stop rather than start.

16.10.2003 Workshop on Organisation, with the participation of environmentalists, Human Rights defenders, Unions, youth, academics; we have proposed a New Social Pact for Chile, focused on the Charter of Human Responsibilities

25.10.2003 Meeting with schools and academic sectors; we have created the first group of facilitators of the Charter

01 to 15.11.2003 Preparation and beginning of the campaign:

- a) we have translated the Charter into Chilean and Peruvian dialects : *Rapa Nui, Mapudungun and Aymara*.
  - b) We made 300 photocopies of the Charter
  - c) Start of the debate on the Charter in Universities (of Chile, La Republica, Los Lagos, University of Christian Humanism, Arcis and Father Hurtado).
- Production and dissemination of a video.

24.11.2003 Beginning of regional campaign of support; this meeting has gathered environmentalists, youths, farmers and women; it took place in Puren, 500 km from Santiago.

05.12.2003 In the Chamber of Deputies, located in Santiago, we have launched the National Forum of Rights and Responsibilities of the Migrants, with the participation of some 100 delegates. It was decided to create a Charter of responsibilities specific to the migrants.

24.01.2004 with the already working Facilitation committee was launched the National Assembly of the New Social Pact, which allowed a better-organized process to build up a reflection and a support to the Charter. This assembly was known as the Social Assembly for Rights and Responsibilities.

In February 2004 we have evaluated the activities and we realized that there would be changes in the budgets; from there, we started to try adapting our activities and modifying the priorities.

The emphases we have selected correspond to the original project; they are reduced and deal with:

- a) Academics and students
- b) Leaders of the movement of women
- c) Religious Leaders
- d) Environmentalist and social Leaders
- e) Artists and intellectuals on culture
- f) Parliamentarians and political leaders

In our experience, what we have looked for and obtained is that invited persons be integrated in the reflection on the Charter, *take possession* of it and make proposals to diffuse it or to improve it in the social world; besides their contributions, we wish them to integrate it, along with their demands.

We have organized the following seminars:

- Students and Human Responsibilities
- The Charter and the Academics
- Masculine and Feminine visions of the Charter
- The Religious and the Charter
- Culture and the Charter (Latin American Seminar, (January 18, 2005)

- Other activities have to do with the reflection of the children on the Charter and the social movements with the Charter.

Concerning the diffusion we have made a change: besides printing 1000 folders on which we copied the proposal of our friend from Togo, in Spanish of course, we have prepared the following series of Notebooks:

- 1°. - Notebooks of Reflection N°1 - made by Academics (1000 copies)
- 2°. - Notebooks of Reflection N°2. - Women and Human Responsibilities
- 3 °. - Migrants and Human Responsibilities, (to be published next month)
- 4°. - Religions and Human Responsibilities, (to be published in October).
- 5°. - Culture and Human Responsibilities, (to be published in January 2005)

## Colombia

Coordinator Diego Escobar with Claire Launay

La Charte des responsabilités doit permettre à la société civile de développer ses propres capacités pour promouvoir son pouvoir organisationnel et institutionnel et pour changer les stéréotypes de l'action qui se sont perpétués jusqu'alors. La société civile doit en effet participer à la création d'un nouveau type de gouvernance, par exemple renforcer les mécanismes de contrôle des médias de communication, de l'action des autorités locales, régionales, nationales, supranationales, des entreprises privées, et des mouvements sociaux sur des thèmes d'importance majeure comme la santé, l'éducation, l'environnement, la justice et la paix.

Le narcotrafic, la guerre, la pauvreté et la violence sont des problèmes toujours d'actualité. Si ceux ci n'ont pas de solution à court terme, il est indispensable à moyen ou long terme d'associer d'autres regards et d'autres perspectives, comme ceux qui se construisent sur la notion de responsabilité. En effet, en plus d'être des problèmes politiques, économiques et sociaux, ils démontrent de profondes ruptures éthiques comme l'impunité, la dépréciation, le mépris des droits humains et civiques, le manque d'opportunité, l'intolérance, la discrimination et l'inégalité. En plus de la surexploitation des personnes et des ressources environnementales, ces questions clés doivent être abordées dans leur ensemble selon une réflexion implicite sur les pratiques du pouvoir, sur les référents moraux et éthiques et enfin sur l'action même de la citoyenneté.

Pour aborder cette question indispensable, le CINEP a mis en place une équipe de travail spécifique nommée 'citoyenneté, droits et responsabilités'. Celle-ci a pour objectif la promotion et le développement d'une citoyenneté sociale active avec une perspective intégrale des droits humains et des responsabilités à travers la formation, l'exigibilité et l'incidence politique sur le public.

Nous comptons donc sur cette équipe et le travail spécifique sur les responsabilités pour relever ce défi. Nous avons défini trois stratégies :

1. Expériences locales pilotes, formation de multiplicateurs sur les responsabilités avec un accent sur la méthodologie.
2. Construction de réseaux citoyens.

3. Réalisation d'activités de systématisation, production de matériel et formations thématiques.

### **Objectifs, secteurs sociaux et processus abordés par l'initiative**

Depuis le lancement de l'initiative en 2003, nous avons obtenu des résultats bien au-delà de nos prévisions. Nous avons en effet dessiné et orienté le projet sur la divulgation de la Charte, or ce qui en est advenu est une orientation beaucoup plus liée à la construction et reconstruction de paramètres éthiques. Ces derniers constitueront sûrement une base forte pour l'élaboration d'un guide de changement sur la conception et l'action des transformations citoyennes nécessaires pour réussir une démocratie plus juste et solidaire en tenant compte du défi qu'est la mise en pratique des valeurs.

#### *Premiers résultats du travail*

1. La Charte des responsabilités des femmes de la Vallée du Cauca
2. Constitution d'un groupe animateur de la Charte à Cali, appelé réseau d'initiative pour une citoyenneté responsable. L'un des ses objectifs prioritaires : se rapprocher d'autres milieux sociaux et les relier par l'action et la réflexion sur les responsabilités.
3. Mise en place d'un centre de documentation sur la Charte des responsabilités.
4. Brochure sur la Charte et les propositions de travail par secteur social.
5. Construction d'une page INTERNET sur la Charte et information sur chaque processus régional et sectoriel.
6. Utilisation des moyens de communication : vidéo, télévision, radio.
  - i. Canal tele Pacifico :
  - ii. Trois programmes sur le Canal régional "Buscar TV"
  - iii. Trois programmes radio de l'Université publique de la Vallée
  - iv. Radio de l'Université de la Javeriana de Cali
  - v. Programme Vox Populi à Cartagena.
7. 25 fiches et documents de systématisation du processus de diffusion de la Charte en Colombie

### **Zimbabwe**

**Coordinator : John STEWART**

Following the meeting of the Charter Facilitation team in Syros in October 2003, an initial conception for the dissemination of the Charter in Zimbabwe and in the Southern Africa region was designed. This saw, in this first period, the application of the Charter and its concepts and principles to a number of key sectors in the Zimbabwe context, with this process being the means to build up a working National charter team; and a more initial series of steps towards the building of a regional Charter team.

This process started in November 2003, with meetings with members of the Zimbabwe Human Rights NGO Forum and the Womens Coalition. Some regional inroads - contacts - were made during the Southern African Social Forum held in Lusaka in December 2003.

Following the decision relating to the budget in early 2004, and responses from the various sectors met with (including labour, the local governance and local authorities sector, and media organisations) it was decided that the principal form of activity for the period covered by the 2004 budget would be to initiate the production of a local resource based on the Charter. This would consist of a community-based response to the charter and its concepts and principles, together with translations of the charter into three local languages.

This decision was based on a number of considerations: the political climate of the closure of space and the restrictions on events and meetings; the political sensitivity of the concepts of responsibility and in particular accountability in the Zimbabwean context; the sensitivity to authorities in Zimbabwe to 'external' and 'foreign' influence and interference; the importance of a community-centred and grassroots based process.

Towards the production of the Community book on responsibility: negotiations were entered into with ACPD, an organisation specialising in community publishing. A process was designed to introduce a research and writing process through the network of community researchers, writers and artists with which ACPD works. In June 2004 a first workshop was held, introducing the concepts to the team leaders for five teams from five provinces of Zimbabwe: Mashonaland West, Midlands, Matebeleland South, Masvingo and Manicaland. Each team consisted of between six and ten lead researchers, each of whom was working with an additional ten to fifteen persons: it is estimated that some 600 persons were involved in the process. This involved listening to people's ideas and responses to the concept of responsibility, their experiences both negative and positive about responsibility, their response to the idea of a charter, and their ideas and recommendations about increasing responsibility in Zimbabwean society and in the world.

A report-back workshop was held in November 2004, and draft research reports from the five areas were presented, which included local artwork and poetry.

It is expected that work to finalise the book will require about six more months and that it will be published in about July 2005.

In addition to the production of the local versions and a community response, the Charter has been introduced in workshops within Zimbabwe in the following sectors:

Local Governance: the Urban residents association workshop of July 2004 was focussed on the responsibilities of local authorities in governance issues.

Human rights: two meetings (in July and September 2004) were organised for the Umthunzini Mumvuri Association (and association of victims of violence) where the

charter principles and concepts were explored as potential substantive supports for representational work for the Association.

The Charter was also presented (but not processed) in training workshops relating to trade union strategic thinking, and in youth and student training events.

The Charter was the subject of a workshop at the Zimbabwe Social Forum, in the Peace and Human Rights thematic area, in October 2004

It is expected that the introduction of a locally appropriated (Zimbabwean) version of the charter (and reflection on the concept, the themes and principles) will enable much deeper processing of the principles and the theses by sectoral organisations, and become generative in the formulation of sectoral responses or versions.

Regionally, the charter has been presented and discussed at the Southern Africa Social Forum, December 2003, and the Africa Social Forum, December 2004 (both held in Lusaka, Zambia), as well as at the Zimbabwe Social Forum, October 2004. It was also presented and discussed at the Civics World Assembly, held in Gaborone, Botswana, in March 2004, where it formed part of discussions on peace and human rights, reform of the global governance system (with the Ubuntu initiative) and the Global ethics initiative.

## **West Africa**

**Coordinator (2004) : Markoua DADJO**

The general objective of 2004 was to initiate a debate on active responsibility in West African public affairs using the discussion on the Charter of Human Responsibilities as a basis. Numerous activities were initiated to this end.

### ***A. Creating educational tools***

Leaflets explaining the process of discussing the Charter of Human Responsibilities have been put together. This accessible tool was created to explain the Charter's origins, its goal and its objective.

5000 pamphlets were thus printed and circulated in the Ivory Coast, Senegal, Benin, Burkina Faso and Togo for activities aimed at promoting the Charter.

### ***B. Socio-professional groups***

- The college of law professionals (organisation bringing together lawyers from Togo and Burkina Faso committed to conflict management in the Sahara) demonstrated during a regional meeting in Lomé that the values upheld by the principles of the Charter of Human Responsibilities are in accordance with the constitutional framework of the Charter of African Unity and the African Charter on Human and Peoples' Rights.

This meeting brought together 20 people from 4 different countries (Burkina Faso, Mali, Niger, Togo).

- At a regional meeting in Abidjan, the college of non-governmental organisations involved in the dynamics of the Alliance for a Plural, Responsible and United World



used the context of the Ivorian socio-political crisis to illustrate that conflicts can be prevented and managed by applying the principles upheld by the Charter of Human Responsibilities.

- The women's college of Togo organised several meetings with its members in order to list the gender-related concerns associated with the principles of the Charter. They used the principles of the Charter of human responsibilities as a reference for its work on the promotion of gender equity in the management of public affairs.
- Togolese civil society organisations have set up an agenda for reinforcing the responsibilities of the various players of Togo public affairs.

### ***C. Regional activities :***

in accordance with the agreement between GARED and FPH, Charter promotion activities have been supported financially in Senegal and Benin.

### ***D. Other activities***

- The mass media have played a role in disseminating the Charter. Hence, after drawing up a contract between GARED and Tropik FM (a private radio in Lomé, Togo) four shows entitled "The evils of our society" focussed on the Charter of Human Responsibilities were broadcasted on May 7<sup>th</sup>, 14<sup>th</sup>, 21<sup>st</sup> and 28<sup>th</sup>, 2004. These were interactive shows, during which the presenter introduced the Charter's principles and invited people to share their experiences of how they have chosen to assume (or not) responsibility in the management of public affairs. Audiotapes of these shows are being processed and will be used as a reference for further information in a document that GARED is currently working on. This enriching experience will be followed up in May 2005. It will also be a chance to present the progress made in the first year of promoting the Charter.
- On the 24<sup>th</sup> of March 2004, during a thirty-minute show on Ivorian National Radio, Markoua Dadjo presented the Charter of Human Responsibilities and emphasised the relation between the Charter and the resolution of the socio-political crisis of the country.

### **Achievements in Senegal**

(coordinator Sidiki DAFF)

- Charter translated into Wolof
- Audio cassette: the Charter in musical form

#### **1 Press activities**

- Disseminate the Charter among written presss, which has led to three articles in the written media plus a text on internet
- Discussion and dissemination of the Chrter through radio-programmes, in particular the FM of Kounghoul (center east of Sénégal), Louga (center west of Sénégal), Saint Louis (north of Sénégal) and Dakar (west).

## **2-Public Conferences**

These public conferences addressed the idea of a Charter as well as the problems of translation of certain concepts. This has led to ongoing discussions on this problem in linguistic circles in Senegal.

The text in Wolof has been distributed among neo-literate people in Wolof who have turned the charter in a comprehensible text for neo-literates.

## **3-Dissemination among the masses**

The idea has been to disseminate the text in wolof (in musical form) to particular social groups who will make good use of it :

- peasant organisations, especially through the Federation of NGOs in Senegal
- the coordination of development NGOs in Senegal (CONGAD) which has contacts all over the country
- the scout movement of Senegal which used the audio cassette at its jamborees and camp fires qui a utilisé ces cassettes
- adult literacy groups in national languages, in particular the Association Nationale pour l'Alphabétisation et la Formation des Adultes (ANAF), which has contributed to the translation and musical transformation of the Charter) and the National Committee for Literacy and Education (CONAF). For these organisations the text in wolof serves as a document of post-literacy education. Moreover, its has been an occasion for them to discuss the concepts in the national languages.

## **Impact of the Charter on audio cassette**

We have been obliged to re-adjust our approach which, at the beginning, was focussed on the cities. We have realised that urban people don't have (take !) time to listen to a cassette which takes 24 minutes. Because we found that with rural people this is different, we organised tours in the rural areas. There one can still find a "culture of listening" as is shown in evenings people spend together listening to story telling and special radio programmes geared at rural life. The radio FM Kounghoul (which is focussing on the rural areas) used the cassette for opening one of its programmes.

## **Egypte**

**Coordinator Amina RACHID**

Our objective for 2004 was two-fold :

1. Carrying out a sociological study on the sense of responsibility as it is perceived, lived out and practised by the Egyptian population.
2. Producing of a documentary film on this issue.

For financial reasons, we decided to start with the sociological study.

We surveyed almost 300 people, characterised as follows:

- 1) Age: between 16 and 70.
- 2) Gender: 120 women, more than a third of the total surveyed.

- 3) Religion: inclusion of Christians (though predominantly Muslim, 1/5<sup>th</sup> of the Egyptian population is Christian).
- 4) Region: Upper Egypt, Delta region, Cairo, i.e. people from the capital, other cities, and the countryside.
- 5) Education: illiterates, people with a standard education, graduates.
- 6) Profession and social status:
  - a) Upper class: university professors, journalists, Members of parliament, physicians, engineers, landowners, bank and major corporate managers, businessmen.
  - b) Middle class: high school teachers, public servants, employees in the private and public sectors, shop-owners, primary school teachers, security managers, media staff, writers.
  - c) Lower class: various levels, including the sheikhs that give the Friday sermon in mosques, farmers, illiterate and unemployed women, cleaners, central security soldiers, street-vendors, servants, dressmakers, minor government or trade employees, bus or van drivers, small-scale craftspeople.

### **Results**

The main findings of this survey are as follows:

Our society is in the middle of a crisis; in a context characterised by a repressive state ruled by favouritism and nepotism, where individuals have few rights and many obligations, and where the notion of responsibility remains confused, often mistaken for that of duty, which is incompatible with the concept of a freely chosen and freely assumed responsibility.

The most obvious notion of responsibility is the one emphasised in traditional views where, whether the family is nuclear (in cities) or extended (in the countryside), the man is responsible for earning the daily bread and the woman is responsible for the housework, taking care of the children and other family responsibilities.

Male and female activists talk about the need for change, but there is often a contradiction between progressive talk and day-to-day behaviour.

There is an increasing disinterest regarding public issues, as opposed to previous periods of strong social mobilisation; this disinterest is associated with responsibility being seen as familial duty: confronted with the risk of repression, one doesn't wish to sacrifice one's own family to commitments where the consequences are unpredictable. There were many people who said that times had changed: there was a time when one could give one's life for one's country, but that time is now over.

A sense of bitter impotence is added to this, due to state domination and the servility of Egyptian rulers' to foreign powers, particularly the United States, which is considered as the source of all evils on this planet.

The richest people feel responsible for their own assets, yet totally neglect their obligations to the deprived. Middle class people live in permanent anxiety about having enough money to get through each month and about their children's education. As

for the poorest, everything seems overwhelming to them; they have no rights and feel that it is only the state that could change things but won't.

NGO's try to reduce the gap between ordinary people and those "in charge", but admit they hardly succeed in achieving this. Activists prioritise resistance against repression and the promotion of farmers' and labourers' rights within the country while protesting against the occupation of Iraq and defending Palestinian people's rights outside of it.

We read and got people to read the Charter, we discussed it, and, generally speaking, the most conscious people found it to be excellent. There were, however, some reservations. For some, the question was how the Charter should be implemented, as the proper conditions for implementing responsibility were absent. The Charter is important, but it will have no impact whatsoever as long as it lacks the concrete means to achieve its goals. In our Egyptian context where the West is quite out of favour, others fear that it will serve only western purposes. In any case, the process is now in progress, and we will need time to disseminate the Charter.

The study will of course be publicised, but we have not yet finished processing all the survey input.

**Lebanon**

**Coordinator: Ziad MAJED with Tannous BASIL**

**- Translation to Arabic and publication**

The Charter was translated to Arabic. We published it in 5.000 copies and decorated it with old Arabic calligraphy.

**2- Two meetings** were organized in October to present the charter and to discuss the philosophy guiding it: one in **Beirut (64 persons)** and one in **Nabatiyyeh in the south (72 persons).**

Teachers, social movements, representatives, and student activists were present.

Comments were given on the following:

- The necessity of emphasizing the human interdependence on issues of dignity, freedom and respect. The idea that we are not really free when there are other people under oppression, occupation, and deprived from the basic human rights, was the idea that attracted more those who attended the meetings. They hoped it could be even more elaborated in the charter.

- The idea of having a third universal pillar by itself is a very important one. However, it is equally important to have tools and instruments to concretize the pillar and disseminate its values massively worldwide.

- Campaigning through universities, cultural clubs, media and social movements was proposed as a strategy for Lebanon. Some participants mentioned the importance of making a media spot presenting the charter in 30 seconds with impressive pictures and

music in the background and send it to satellite channels (like al-Jazeera the number one in the Arab region) to disseminate it.

**3- Press conference following the publication of the cahiers de propositions** and distribution of the charter to journalists.

The Cultural Council for South Lebanon has published in Arabic 10 Alliance propositions booklets (cahiers de propositions de l'Alliance). A press conference was held in September to present the booklets. We used the event to distribute copies of the charters to the journalists present in the conference.

**4- Stands in the annual Arabic book fare in Beirut.**

As of mid November and for 3 weeks, the Annual Arabic book fare in Beirut will take place.

We have agreed with the organizers to have a stand where copies of the charter would be distributed. The addresses of the FPH and the Alliance would be given to those interested in knowing more about this initiative.

The fare gathers thousands of students, families, intellectuals, authors, etc. It is a very vibrant event and attracts lots of media attention.

**5- dissemination via Internet** to Lebanese, Moroccan, Algerian, Tunisian, Egyptian, Iraqi, Bahraini, Yemeni and Palestinian NGOs, and university students through the Arab NGOs Network for Development (ANND) and the Democratic Left forum will take place before the end of the year.

An icon on the ANND website will present the charter with the integral texts in Arabic and English (more on that soon).

**Aotearoa - New Zealand**

**Coordinator: Betsan MARTIN**

We have taken Indigenous peoples and communities as a priority focus, and relationships between Indigenous peoples and later settler communities as an opportunity to highlight the concept of co-responsibility and ethics. The environment provides a theme for collaborative responsibility and ethics, and for shared purpose - even though the approaches may be formed from different cultural legacies.

The context for initiation of the Charter for Human Responsibility is that there are no other Alliance21 projects or networks in this region. Four of the steering committee members have previous links with Alliance21 projects through participation in workshops in Australia and India, but there are no ongoing networks of the Alliance.

Because of no existing network of Allies, the agreed process by the Charter Steering Committee to work through existing organizations is the most practical, particularly in the adjusted the funding framework.

Committee members are

- Betsan Martin (International Steering Committee)
  - Maria Humphries - Professor of Management and Ethics
  - Te Kawehau Hoskins - Lecturer in Maori Education
  - Cheryl Te Waerangi Smith - NZ Bioethics Council, Researcher, Maori activist
  - Loudeen Parsons - Pacific Island Social researcher and organizer, with
  - Kiwi Tamasese - Pacific Island Social researcher and leader
  - Christine Brown - Resource teacher of Maori and environmental participant
- (We will endeavor to add male members!)

With the resources available, for which we are most appreciative, it is possible for us, (as a national committee) to meet twice per year (formally). This has the effect of encouragement, inspiration, cross-fertilization of ideas and project clarification. While the concept of responsibility is well received, there is a sense of distance that it has originated in Europe.

### ***Achievements***

#### **Human Rights**

Two of the committee members have become particularly involved in Human Rights networks where discussions for collaboration on the introduction of responsibility have been initiated.

There have been initial proposals to introduce provision for Human Responsibility in law, through the Human Rights legislation. A meeting with the Chief Human Rights Commissioner is planned for November. Progress at this level would take time and needs to correspond with widespread dissemination in organization and community sectors. Formulation of responsibility in legal terms

#### **Environmental Collaborative Activities**

As a result of a national seminar we held on Water, as part of an Alliance initiative in 2003, different activities have taken place associated with the ecology of water and land management.

In the Lake Taupo region, an indigenous committee and a government agency have developed protocols for an effective collaboration on land management, which support cultural safeguards associated with the land and the commercial operations of the government department. A research project to investigate this project as a case study has been able to link with the Charter initiative and bring the concept of responsibility as a theme of the project.

Another project is the Waihora/Lake Ellesmere restoration, in the South island, with planting and enhancement of the biodiversity. Lincoln University and Community participants have come together and created exposure to the environmental activity through schools art competition, musical performance and a food and wine gathering. During a fieldwork Saturday there was an opportunity to bring knowledge of care for

waterways that came directly from the seminar, and open the way to a method of stewardship of water that preserves its quality. Water management through pipes and canals, carrying water bodies in straight lines brings deoxygenation and degeneration, whereas naturally occurring waterways are designed for coolness and water vitality.

### **Writing**

Reference to the Charter for Human Responsibility has been a feature in our writing, and a significant aspect of the Charter work. Betsan Martin wrote a chapter for a book on a philosopher of responsibility par excellence, Emmanuel Levinas, and Dr Maria Humphries and Betsan Martin have written several papers on the theme of Responsibility and Ethical Relationality in the last year for conference presentations and journal publications.

There are 2 conferences in Australia before the end of the year in which we have registered to present papers. One is on "Environmental Governance: Transforming Regions and Localities." And the other 'Building Bridges and Strengthening Bonds. Building understanding across sectors and diversity'.

One of the Maori members has a leadership role in the Community Education sector, as well as being an academic. She is involved in the participation of indigenous people and in a wide range of community education. Te Kawehau Hoskins presented a paper on Responsible Partnerships at the Diversity conference in Los Angeles in July, and is researching for further work on Responsible Governance in education, with emphasis on the implications of partnership between Maori and government. Partnership has become a major discourse of social policy in New Zealand, and is being developed and applied to inter-cultural relations, social policy and the 'third' sector (not-for-profit), and in environmental governance.

### **Samoa**            *Nofoalili Cultural Research Center*

In 2003, through the Alliance21 project, an environmental initiative was held in Samoa as part of the opening of the Nofoalii Centre for Cultural Research. Leaders of this Center are on the committee for the Charter for Responsibility, with the Samoan members maintaining project work in the Pacific and in New Zealand.

A symposium is to be held in New Zealand in November, supported by the Charter for Responsibility. The Symposium is to build community awareness of the value of cultural knowledge for Pasifika communities and professional groups. In the globalized environment it has to be a conscious task to preserve cultural identity, retain integrity with cultural legacies and the wisdom that has arisen from the ages of the experience of the Pacific. The pressure for culture to become eroded in favor of commercial pressures means that indigenous languages, the relational priorities and reciprocal obligations of Pacific peoples and traditional governance and systems of land tenure can be swept aside.

### **The Treaty of Waitangi and the Foreshore and Seabed**

Over the past year the 'ownership' of the Foreshore and Seabed has taken the dimensions of a tidal wave crashing on the shores of Aotearoa-New Zealand, and put relations between Maori and government under more pressure than they have been for a century.

Under the 1840 Treaty of Waitangi indigenous titles to land were to be upheld. By 2003 the Foreshore is the last remaining area still in indigenous title, although the general population remained largely oblivious. Some particular circumstances emerged of years of denial of fishing allocations to Maori, so a legal process brought the ownership of the Foreshore to public notice. The government stepped in to assert ownership. In July there was a great 'Hikoï' with 23,000 Maori and others who supported them walking from all over New Zealand and converging on parliament - to be ignored!

We regard this as a crisis and as part of our Responsibility called a special national meeting of Treaty people to strategize in support of Maori. Subsequently I undertook the 7-day fast as a lament for the Foreshore and to support Maori entitlements.

### **Québec and Canada**

**Coordinator: Cécile SABOURIN  
with Christine LALIBERTE**

Au Québec et au Canada, le comité d'animation pour la Charte des responsabilités humaines vise à fournir un espace de réflexion et d'échange entre les individus, les mouvements, les organisations et les entreprises concernés par l'exercice de leurs responsabilités humaines, et ce en vue d'accroître leur synergie, de les faire connaître et reconnaître et d'accroître leur impact global.

### **Repérage et rencontres ciblées**

Dès l'amorce de ce projet, certains secteurs ont été identifiés comme étant plus susceptibles d'être intéressés par des collaborations structurantes autour du thème des responsabilités humaines: l'éducation, l'enseignement supérieur, le journalisme, les media, les organisations traitant de consommation responsable, le milieu culturel et les Premières Nations.

Afin de faciliter le repérage et la prise de contact avec des collaborateurs potentiels, nous avons choisi de cibler dans un premier temps le milieu de l'éducation, en donnant la priorité à des organisations qui ont déjà démontré un certain engagement vis-à-vis l'exercice de leurs responsabilités.

Jusqu'à maintenant, nous avons rencontré ou pris contact avec les organisations suivantes :



1. **La Fédération canadienne des enseignantes et des enseignants (FCE)** qui regroupe 14 organisations représentant ensemble 213 000 enseignantes et enseignants du Canada. En 2003, la FCE a fait de la responsabilisation une de ses priorités et a amorcé une réflexion approfondie sur ce thème, aboutissant au développement d'un cadre de responsabilisation en éducation publique. En outre, la FCE a publié plusieurs documents sur le thème de la responsabilisation, notamment « Responsabilisation à visage humain en éducation » et « Living Democracy : Renewing our Vision of Citizenship Education ». Lors d'une rencontre le 15 septembre dernier, la FCE s'est montrée intéressée à participer au projet de Charte au Canada et a identifié des collaborateurs potentiels au sein de son organisation.
2. **La Centrale des syndicats du Québec (CSQ)**, qui représente un nombre important d'enseignantes et d'enseignants au Québec. La CSQ est fortement impliquée dans le développement de projets éducatifs en matière de droits humains, de citoyenneté et de développement durable.
3. **Le Réseau des écoles associées (Réseau ASP)**, une initiative de l'UNESCO qui au Canada est sous la responsabilité de la Commission canadienne pour l'UNESCO. Ce réseau regroupe plus de 7,000 écoles à travers le monde qui mènent des projets éducatifs en lien avec les valeurs de l'UNESCO. Nous prévoyons une rencontre avec le coordonnateur national du Réseau ASP au début novembre.

D'ici la fin de l'année, nous prévoyons aussi établir des contacts avec les organismes suivants :

3. **L'Université du nouveau monde**, un événement tenu pour la première fois à Montréal en août 2004. Regroupant des centaines de jeunes Québécois, la conférence visait à stimuler leur intérêt pour les grands enjeux sociaux, économiques, politiques et culturels et à susciter leur engagement social.
5. **Le Centre de documentation sur l'éducation des adultes et la condition féminine (CDCEAF)**, une organisation qui agit comme carrefour d'échanges pour les milieux de l'éducation des adultes, de l'alphabétisation et de la condition féminine du Québec et des communautés francophones du Canada.
6. **Le Centre de développement pour l'exercice de la citoyenneté (CDEF)**, un organisme de recherche et d'intervention sociale en matière d'exercice de la citoyenneté qui cherche à favoriser une plus grande participation des citoyens dans le développement de la société.
7. **Le Réseau d'éducation globale**, un regroupement d'enseignants, d'étudiants et de membres de la communauté qui croient que l'enseignement et l'apprentissage doivent intégrer l'interdépendance des aspects sociaux, économiques, environnementaux et politiques du monde.

Il est attendu que ces rencontres mèneront vers d'autres pistes exploratoires qui permettront de graduellement élargir le réseau de l'Alliance citoyenne au Québec et au Canada.

À la lumière des contacts établis, nous envisageons tenir une première réunion du réseau canadien en février 2005.

### **3.2 Participation à des conférences**

Afin d'approfondir notre compréhension des initiatives déjà en cours dans le domaine des responsabilités humaines et d'établir des contacts au sein de divers milieux, nous avons aussi participé aux événements suivants :

- *Du culte du testage à une culture de la responsabilisation professionnelle*, Conférence nationale sur la responsabilité en éducation organisée par la Fédération canadienne des enseignantes et des enseignants (FCE) (Ottawa, 13 au 15 mai 2004). Tout en s'inscrivant dans le processus de réflexion de la FCE sur la responsabilisation, la Conférence nationale s'est penchée plus particulièrement sur les effets négatifs d'un système d'imputabilité (« accountability ») reposant principalement sur l'utilisation de tests standardisés comme mesure de performance. À la clôture de la conférence, les participants ont enjoint la FCE à terminer l'élaboration d'un principe directeur qui décrit les éléments d'une véritable responsabilisation et à amorcer une campagne pour promouvoir un cadre de responsabilisation fondé sur une responsabilité partagée.

- *Concilier éthique et déontologie : dispositifs et défis*, sixième colloque annuel de l'association des praticiens en éthique du Canada (EPAC/APEC), Région Québec (Saint-Hilaire, 5 mai 2004)

Cette association pan-canadienne s'inscrit dans la perspective de développer chez ses membres des comportements responsables, dans une perspective professionnelle et institutionnelle. Regroupant principalement des membres de l'administration publique et de groupes professionnels, elle vise à développer la réflexion et à favoriser des échanges sur des valeurs et des pratiques professionnelles responsables. Rappelons qu'antérieurement et encore dans plusieurs milieux les codes de déontologie et les codes d'éthique constituaient le principal outil d'encadrement des comportements souhaités. Élargir la perspective et la réflexion individuelle et collective vers une conception plus globale de la responsabilité s'appuyant sur des valeurs et principes clairs constitue une avenue intéressante. Ce colloque comportait une dimension formation à tout ce domaine de préoccupations en émergence.

- *Rencontre de la commission sectorielle de l'éducation de la Commission canadienne de l'UNESCO (CCU)* (Ottawa, juin 2004)

Une proposition a été soumise lors de la rencontre de consultation de la commission sur l'éducation, tenue en juin 2004, à l'effet de porter une attention particulière au thème des responsabilités assumées par le milieu universitaire dans la réalisation des objectifs du Millénaire tels qu'énoncés par l'ONU. Le rôle déterminant de l'éducation et de tous les intervenants du milieu universitaire dans une large gamme de sphères de la vie en société ne fait aucun doute. Devant la perspective confirmée que les objectifs du Millénaire en rapport avec la baisse de la pauvreté et de l'analphabétisme ne seront pas atteints dans la majorité des pays, il s'impose de s'interroger sur les responsabilités assumées concrètement par les instances concernées, en particulier le milieu universitaire.

**- Forum Tremblant 04 : Responsabilité sociale de l'entreprise et durabilité**  
(Mont-Tremblant, 16 septembre 2004)

Cette conférence, qui a réuni plus de 300 représentants des secteurs privés, gouvernemental et non-gouvernemental, visait à favoriser les échanges et le partage des expériences en matière de gestion de la responsabilité sociale de l'entreprise. Des compagnies d'envergure nationale et internationale ont présenté des exemples concrets d'initiatives et de stratégies qui ont stimulé l'émergence d'une culture de la responsabilisation au sein de leur entreprise. Des associations et des ONG ont aussi partagé leur savoir-faire afin d'engager le secteur privé dans des partenariats visant à responsabiliser les entreprises envers les communautés et la société. Il nous a été permis de constater que la réflexion du milieu des affaires sur la responsabilité sociale semble bien engagée, même si on estime que seulement 10 % des sociétés canadiennes se sont dotées de mesures concrètes en égard à l'exercice de leur responsabilité sociale.

**United States**

**Coordinator: Rob WHEELER**

First, I focused on the development of a National Campaign for Leadership on Sustainability, which is being sponsored by the US Citizens Network for Sustainable Development (CitNet) along with the US Charter project. Second, I worked on our activities in the area of Peace and Disarmament. This included the initial steps to develop a National Campaign for Peace and Disarmament and a Peoples Department of Peace, along with preparatory work for a dialogue series with the US Army War College on US foreign policy.

I was also selected to serve on the International Steering Committee for the UN's new initiative on Access to Basic Services for All. I thus gave input to the process along with presentations on the need to base such services on required responsibilities that must be provided by the various stakeholders (particularly governments) and on the need for a transition to full sustainability. In addition, I suggested that specific funding mechanisms must be included in order to ensure that the basic services can be provided.

I have also focused particularly on global democracy and the need for UN Reform. In particular I have served as the Coordinator of the Coalition for a World Parliament and Global Democracy and as the International Representative for the San Francisco Peoples Assembly's UN 60<sup>th</sup> Campaign to Empower the UN. In both instances I am including a focus on what is required for a responsible form and means of global governance and the idea that our global institutions should be based on a Charter of Human Responsibilities as a Third Pillar, to complement the Declaration of Human Rights and a renewed UN Charter.

Finally, I have been collecting articles and working on the development of a US based website for our campaigns related to the Charter of Human Responsibilities.

I have done the groundwork to actively begin work on our activities for the Charter project in all three of the areas that we are focusing on. Thus under Sustainable Development (for details: see full report), the US Citizens Network has agreed to develop the National Campaign for Leadership on Sustainability; and I have been chosen to lead the Working Group for this. In regards to Peace and Disarmament (for details: see full report), I have met with the people that are leading the effort for a US Department of Peace and with people from the US Army War College about developing a dialogue series.

I have also participated actively in planning efforts related to UN Reform as the International Representative for the SFPA's UN 60<sup>th</sup> Campaign to Empower the UN and the Coordinator of the Coalition for a World Parliament and Global Democracy (for details: see full report). In this capacity I have drafted various papers and proposals that if enacted would greatly advance the fulfillment of the Charter of Human Responsibilities, as well as ensure that the governments fulfill their commitments under the UN Charter and other global treaties and agreements.

In addition, I have collected thousands of articles, Internet links, and resource materials to use for the website for the US Campaign for the Charter of Human Responsibilities; and I have drafted most of the introductory materials and sections. The material is arranged in categories according to section and subsection. I am planning to complete the website and get it posted during the remainder of this year.

## 2. Methodological approaches

### China

We followed our original plan of working with the intellectuals as the key social group. The first step was producing a fine translation of the charter itself. Meetings and seminars are major method sending out messages and collecting responses. Based on the work has been done in 2004, we will able to shift further to publication productions. We consider these approaches are practical and will continue with them.

### Philippines

There were two methodologies used to disseminate the Charter:

1. Direct approach. This was through outright discussion of the Charter. This was done with the grassroots leaders of Sanlakas wherein the Charter was presented to the leaders and feedback was taken after. The Charter also was the take-off in their formulation of a Code of Ethics for Grassroots Community Leaders.
2. Indirect approach. This was by conducting an activity that does not focus on the Charter itself. But the Charter was taken up in the context of the focus of the activity. This was what was done with the Mangyan video-documentary and primer, as well as with the "Painting Messages for the Earth". The focus on the first is on how the Mangyans exercised responsibility in their community. "Painting Messages for the Earth" focused on the painting and slogan contest and the summer nature camp. But both venues were used to highlight the Charter, discuss its contents and particularize the spirit of the Charter.

### India

1. Preparing drafts of the Principles in various Indian languages.
2. Organising workshops with groups of women and men, young and old with all abilities and initiating a conversation to share the Principles with them and encouraging them to understand these in their own ways but clearly.
3. Encouraging them to draw, rephrase the Principles and understand what is being shared and talked about. Making connections between metaphors, cultural phrases and sayings, but to be rigorous and be within the frames of the Principles.
4. Using the images and the words to prepare the Charter or the new Sutra. Make sure that the final form of the image and words is what people have understood and also reaffirmed.
5. Publish and distribute the Charter.

## **Brazil**

- A Video about the Charter in two editions. The first edition done on April was made for the Seminar on Governance. It was necessary to obtain reactions from people about the language of the video, about the principles and how to make the video a better instrument for working with the Charter.
- Meetings, Workshops, Social-Cultural and Educational Forums, Courses and press conferences.
- In the National Program Education for public schools using the publications and their meetings to include the Charter in their own methodology. We started a methodology of discussing responsibilities with regard to the planet, the country and local responsibilities. The instrument to do it is 27 states Seminars for multipliers educators and two national publications with a social control and participation working methodology. One of these publications is linked with the Charter in Portuguese on the web site of the Alliance. The methodology is to create a *COMVIDA* (*vida* means *life*, and *convida* means *invite*) in the school - this is a committee of quality of life in each school, involving parents, students, teachers, functionaries, and community.

## **Chili**

We have used participative methodologies in the meetings, seminars and workshops, we guaranty that all can express themselves and all participate; the Charter is discussed according to the geographical and sectoral interest, and we try, with these actions, to build up the roots of a network, and, starting from their own background, to help people enlarging their view toward the general.

## **Colombia**

La diffusion de la Charte implique plusieurs positions méthodologiques. En effet, l'objet est de rendre la Charte compréhensible, accessible, pratique, concrète. Egalement, il faut stimuler les secteurs sociaux afin qu'ils participent de façon active, qu'ils s'approprient de l'idée et de son esprit qui est de refondre un contrat social avec des propositions spécifiques, pour construire depuis le bas vers le haut ce que nous voulons comme Charte et comme pilier urgent pour l'humanité.

### *Méthodes pédagogiques*

Dans un atelier avec un secteur social donné, nous proposons la chose suivante :

Présentation des participants à partir de leurs propres responsabilités. Chaque participant se présente et énonce une ou deux responsabilités personnelles qu'il/elle assume dans sa vie quotidienne vis-à-vis de lui/elle-même, d'autres groupes sociaux ou de la société en général.

Présentation de la Charte et réflexion sur les 10 principes. Nous rédigeons une présentation de la Charte adaptée (power point) à partir de trois questions : Quoi ? Qui ? Pourquoi ? Pour quoi ? Nous avons ainsi une présentation graphique de la Charte et

de ce qu'elle apporte pour la construction d'une éthique pour l'action collective. Ensuite, des petits groupes se forment pour lire la Charte et réagir sur ses principes.

Après cela, identification des défis du secteur social concerné pour concrétiser la Charte des responsabilités. Il s'agit de définir et d'explicitier les besoins du secteur et de les compléter avec les responsabilités qu'ils impliquent. Pour faire cet exercice, le secteur doit remplir le tableau (en annexe 1 du rapport) et résoudre un dilemme (annexe 2).

Après avoir identifié les besoins les plus urgents et les responsabilités liées à ces besoins, les principes éthiques d'action mis en priorité sont relevés ainsi que ceux qu'ils ont ressentis à partir de leur propre pratique. De cette manière, on arrive à la formulation d'une Charte de responsabilités qui leur est propre, née de cette identification de leurs besoins, des responsabilités par rapport à ces derniers et des principes qu'ils sont disposés à faire respecter et valoir (voir annexe du rapport annuel Colombie, Charte des femmes de la Vallée du Cauca).

Discussion et réponses à trois questions : quels sont les principes fondamentaux que les individus ou groupes sociaux appliquent pour remplir une action ? Quelles sont mes responsabilités ? Quelles sont les responsabilités que j'attends des autres ?

En général, nous complétons ces exercices avec des vidéos, des extraits de documents et du matériel que nous avons élaboré, afin de rendre plus visible et plus facile l'identification de leurs propres principes d'action.

### *Méthodes sociales*

Se mettre dans la situation d'une équipe de football. Un groupe assume le rôle de l'équipe de football, un autre groupe assume le rôle du public de la partie. Chaque groupe répond aux questions suivantes : Quel est le rôle de chaque joueur ? Qui assume la responsabilité la plus importante dans l'équipe de football ? En cas de victoire ou de défaite, qui est responsable ? Quel doit être le rôle du public : compréhensif, critique, exigeant, passif ou actif ? Le public a-t-il une responsabilité vis-à-vis de l'équipe et vice versa ? Quelle serait l'équipe idéale ?

Présentation d'une vidéo en relation avec le thème des responsabilités et réalisation d'une synthèse. Il s'agit ici de rendre visibles les principes qui fondent l'action individuelle et celle des groupes avec lesquels nous travaillons, dans l'objectif d'identifier les responsabilités. Identifier d'autres acteurs qui doivent agir pour atteindre les objectifs et différencier les responsabilités de chacun.

### **Aotearoa-New Zealand**

We weave the charter work into existing organizations and socio-professional groups, to raise awareness of the concept of responsibility and discuss it as widely as possible.

The 'weaving' methodology has extended to writing of papers and articles to develop a discourse of responsibility. Writing gives the opportunity to refer to research in this

area and develop some theoretical work on responsibility, while introducing the Charter and the Alliance21 as a source of organizational support.

### **Québec et Canada**

Nous nous appuyons sur les stratégies suivantes :

- associer des groupes ou instances déjà actifs au regard de l'enjeu des responsabilités humaines, et pour ce faire :
- repérer des domaines et milieux socioprofessionnels qui ont déjà amorcé une réflexion quant à leurs propres responsabilités et souhaiteraient la poursuivre dans un contexte élargi, notamment intersectoriel;
- développer ces collaborations et miser sur leurs effets «multiplicateurs» pour susciter un intérêt plus large quant aux enjeux des responsabilités humaines;
- profiter de ces collaborations pour susciter des échanges sur le thème des responsabilités humaines, notamment en encourageant les participants à :
  - \* définir des principes communs pour la promotion et la mise en œuvre des responsabilités humaines dans leurs secteurs respectifs, ainsi que dans la société en général;
  - \* définir des actions concrètes sur le terrain pour encourager la prise collective des responsabilités humaines.

Afin de développer une approche à long-terme qui réponde bien aux particularités et aux besoins de chacun, nous compterons sur le réseau ainsi établi pour :

- créer un comité d'animation québécois et canadien élargi;
- collaborer à définir un plan d'action pour les deux années suivantes (2005 à 2007).

### *Outils de communication*

- Un dépliant destiné au Québec et au Canada
- du matériel écrit pour nos éventuels collaborateurs lors de prises de contact
- du matériel écrit pour la section Canada/Québec du nouveau site web de l'Alliance citoyenne.

### **United States**

The Charter is being used to define the nature of responsibility that each person has (in their private, public, and professional capacities) in regards to one another and to the entire global human community

*Means :*

- meetings and conferences (to meet with key people)
- materials for the website.
- several workshops on the US Campaign for the Charter of Human Responsibilities.



### **3. Difficulties**

#### **China**

1, Indifference. Although many people responded seriously, more people are apparently not attracted by the presentation of the charter. The main reason of this phenomenon was that most people are busy in China for more material objectives. Working people have to work

hard making their living; middle class, which is a new but important social group, is so concentrated to their brighter future ahead of them. The economy is providing a lot of opportunities for people in China during these years.

2, Lack of understanding. There is a big gap between the ideas and concepts of the charter and the common ideology, which we have to admit that our original estimate was smaller than it actually is. There is a common optimism among people whose perspectives on the world are largely from their everyday life, rather than receiving worldwide information and profound

thinking. Many challenges sound far away from them. Somebody would do something even if there were so many problems. This is an answer from many people.

3, Time. It is a very time consuming work, especially for Zhao who experienced relocation during 2004.

#### **Philippines**

Two difficulties :

One is on starting off the direct process of disseminating the Charter in the Philippines. Filipino NGOs are in general wary of anything that is foreign. We are always looking who is behind an initiative, why, what are their vested interests? This is specially because of our country's dependent relationship with the US, which used to be a colonizer of the Philippines. We are wary that we are again being fed something that will entrench foreign post-colonization.

So there had to be a confidence-building stage. there is still a process that needs to be sealed to introduce the Charter to the partners we worked with in both direct and indirect ways. There is a need to translate in action what we have been asserting : that the Charter is both a document in-the-making that can function as a Third Pillar as well as an instrument to promote responsible behavior.

Second difficulty is forming the Charter committee in the Philippines. The Charter worked with a number of partner organizations during the first year, each partner organization working on the Charter and/or the notion of responsibility separately. Now, after a year of working with a number of organizations, is the right time to get people together, give them the bigger picture, conduct a sharing session of the work they have done and form a Philippine committee.

#### **India**

Apart from the financial constraints that hamstrung our efforts to an extent, we faced linguistic barriers of communication. Language being culture specific, connotative meanings take precedence over denotative meanings in any language transaction and

therefore conveying the exact sense of the principles to people of varying linguistic and cultural orientation posed a problem. For example, what the word 'responsibility' means to an activist is not what it means to a lay person; it is more an ambiguous term straddling between 'duty' and 'obligation' or any similar synonym like '*dharma*'. Especially when it is applied to women's role in Asian societies.

In a way, greater familiarity with the term 'right' detracts from the importance of 'responsibility'.

As the process of translations began, the translators had difficulty in finding one-to-one equations in words and expressions that can effectively convey the sense of the Principles to the lowest common denominator among the public. Language, anyway, is incapable of achieving such exactitude. For example, a word like 'responsibility' can mean different things to different people. What is morality to the Eskimos can be totally immoral to many other cultures.

### **Brazil**

- The big difficulty was to adapt the working plan to the allocated amount (€ 15.000) and to choose the priorities. A diffusion program based on a participatory methodology was necessary and I decided to produce the video following this logic. It was not easy

- No money to pay for convening the Brazilian committee to take part in the program. . Therefore the meeting planned for 2004 to organise the Brazilian national committee and the actions could not take place.

- We started the diffusion of the Charter using the spaces, programs and actions in Sao Paulo capital and inside S P State, Brasilia, Bahia, Maranhão, Minas Gerais we were involved in anyway. This was a difficulty but at the same time it is an opportunity.

### **Chili**

A considerable difficulty was the radical change in the expected budget. It surprised us, it put us in a delicate position and it affected all the agenda. We have reconsidered the project very carefully and were almost forced to sacrifice part of the diffusion campaign, giving priority to the construction of small groups of facilitation and reducing the size of the activities. We have suppressed all the international activities planned for the second semester and we also modified the emphases of the work: instead of focusing on the diffusion, we focused our effort on very targeted groups, capable of assuming the development of the Charter seeds and we postponed the edition of the Charter in other languages as well as the video until the beginning of next year.

### **Colombia**

Le budget alloué. Nous nous trouvons en Colombie dans une situation distincte de celles des autres membres du Comité. En effet, nous avons commencé en avance, c'est à dire en juillet 2003 le travail de diffusion de la Charte à l'issue d'une réponse à l'appel à initiative et avons donc reçu une première somme (€ 40.000 par an ?) pour avancer le travail. Le débat au sein du Comité d'Animation de la Charte sur les modalités de vote et

le montant du budget démontrent une forte dépendance de la Fondation CLM. Il est donc essentiel de trouver d'autres sources de financements et d'adapter nos ambitions aux moyens alloués.

### **Zimbabwe**

The political situation is the most constraining factor.

### **Lebanon**

#### 1- Responsabilité et Victimisation :

Dans le monde arabe règne souvent un sentiment de victimisation lié à l'histoire de la région ou interventions internationales et conflits ont souvent semé la peur, la méfiance et l'instabilité. Les théories de complots, justifiées ou pas, sont donc répandues et dominantes au niveau de l'opinion publique. Par conséquent, les gens ordinaires ne se sentent jamais responsables politiquement de ce qui leur arrive. D'où l'importance de retravailler conceptuellement la question de la responsabilité et d'évoquer ses conséquences sur l'ensemble de la société.

#### 2- Responsabilité, participation et possibilité de changement :

La notion de responsabilité perd beaucoup de la richesse de son contenu lorsqu'elle est confrontée à des systèmes politiques qui excluent la participation citoyenne et la possibilité du changement. Lorsque nous sommes citoyens, nous sommes responsables de notre destin. Mais la citoyenneté reste un projet à construire, les individus ne se sentent responsables que dans la sphère privée. Dans l'espace public, ils craignent d'exercer leur responsabilité et sont victimes souvent d'une autocensure, ou d'un mur symbolique et fictif d'oppression qui les mène à rendre les autorités seules responsables de tout !

### **Aotearoa-New Zealand**

One reflection from our agreement to integrate the concept of responsibility into existing local organizations is to question whether the concept of responsibility becomes assimilated, or absorbed rather than identified as a distinct, future oriented concept.

The Human Rights Commission is well respected in New Zealand and has excellent strategies for wide dissemination of their work. They are interested in 'responsibility' but then tend to interpret it within their existing frameworks, which tend to be around the individualized concept of rights, rather than relational and ecological principles.

Responsibility in the Charter orientation arises from a holistic worldview, inspiring a relational ethic and generated from reference to the earth and ecology, with social organization emanating from these orientations. The Charter is supporting the inauguration of a *different* consciousness and worldview.

A difficulty arose from the change in expected resources from the FPH for regional activities and therefore maintaining the credibility of the Alliance project here.

In reality participants were gracious. In practical terms it means that the same level of involvement and commitment cannot be expected because the Responsibility charter is an added project, in terms of the formulation we are working with, yet at the same time it represents what people on the committee are doing anyway, even though it may not have an explicit 'responsibility' focus.

Given that all the people involved are highly committed in various spheres of work, both in institutions and communities, the Charter becomes an added 'responsibility', without significant resources to support it.

### **United States**

The primary challenge has been the lack of expected resources with which to do this work, which as I had envisioned it in the US was most ambitious indeed. In particular I have **not** had the time to follow up appropriately with many of the various contacts and efforts that I have made; and it has taken me much longer than I had expected to be ready to post the materials for the US projects on a website so that I could really begin to develop the campaign.

## ***4. Partnerships***

### **China**

#### Universities

*Zhao Yifeng*, Professor, Northeast Normal University, Changchun, Jilin, China

*Dong Xiaochuan*, Professor, Northeast Normal University, Changchun, Jilin, China. Professor Dong is a well-known scholar in the area of comparative studies of religions and cultures. He is an active member in organization of seminars.

*Zhou Gonggu*, Professor, Northeast Normal University, Changchun, Jilin, China. Professor Zhou, currently the Dean of the Faculty of History and Cultures of the Northeast Normal University, has been involved in the Alliance activities since 2001. He visited India as a member of the Chinese group conducting the Indian - China Inter-cultural dialogue.

*Yu Shuo*, Ph.D., Beijing Normal University, Beijing; fph, Paris. She has been a key person responsible for the coordination of the exchanges related to the Chinese groups.

*Jia Haitao*, Professor, Jinan University, Guangzhou, Guangdong, China. Professor Jia was Zhao's assistant in the organization of the Indian Movie Week in 2004. He visited India for the Chinese movie festival in India.

*Li Yuan*, secretary, Northeast Normal University, Changchun. She is a graduate student now and has been dealing with most of the office paper work for our project during the past year.

*Zhao Yong*, peasant, Kailu county, Inner Mongolia, China. He worked with us for the consultation to peasants in rural areas.

Other people under regular contact are many. Among them, *Mr. Shen Zhuohong* is an important person. He is the head of Jinan University Press, which is considering the publication of our books.

### **Philippines**

1. Center for Positive Futures (CPF). This is a pre-school and a high school for economically disadvantaged children. Its advocacy is value formation for young people to be responsible citizens. It is also engaged in technical vocational education to prepare high school graduates for employment and/or entrepreneurship. It was formed in 2001.

2. Organization for Training, Research and Development Foundation (OTRADEV). Founded in 1979, it is an organization of inter-disciplinary social development professionals engaged in rural development.

3. SANLAKAS, particularly its Quezon City Chapter. SANLAKAS is a nationwide multi-sectoral organization engaged in campaigns for democracy, nationalism and people's rights and welfare. It was organized 1994.

4. Buklod Tao Foundation is a local NGO based in Barangay Banaba, San Mateo, Rizal. It is engaged in disaster response management and environmental protection advocacy.

5. Christian Foundation for Children and Aging (CFCA) - Antipolo Program. The CFCA is a nationwide NGO promoting children's and senior's rights and responsibilities. Its Antipolo Program has community-based projects in the provinces of Rizal and Iloilo.

6. Department of Education in the localities of San Mateo and Montalban in the province of Rizal. This is the government department in charge of elementary and high school education. The department in the localities, through its public elementary and high schools, partnered in the "Painting Messages for the Earth" project in 2004 and this 2005, two public elementary schools participated in the Girl Children's Day Celebration in Barangay Banaba, San Mateo.

7. Tulong Pinoy Movement is a cyber organization of overseas Filipino workers. The organization undertakes education and other programs for the benefit of Filipino youth in the Philippines as well other community development programs. One of their projects is sponsoring a Filipino channel on the internet.

8. Department of Social Work of the University of the Philippines. This is a department under the College of Social Work and Community Development in the Philippine's premier university. Aside from its academic functions, the department is active in social development outreach work.

9. Community of Learners Foundation. This is a non-traditional learning institution. The school is an advocate of early childhood education. It has a pilot school for middle class and upper middle class children and it has an outreach educational program among the indigenous peoples, the Aetas of Zambales.

## **India**

Our partners in Charter dissemination are the following:

1. Net-work of 250 NGOs of Andhra Pradesh working on social, environment, and tribal issues as well as community forest management are using the principles for capacity building workshops at regional and district levels. These have been initiated since November.
2. *Sahajeevan*, an NGO of Andhra Pradesh, will be organizing workshops on the Charter for the indigenous community of *Chenchus*.
3. Two other district level networks also would take up dissemination of the Charter among them and will be holding workshops in the near future.
4. A network of women working against violence towards women in Tamil Nadu is another partner in the promotion of the Charter.
5. In Kerala journalists, writers and environmentalists have linked with us for publishing articles. An electronic media and three e-mail groups have also networked with us.
6. At national level, *Ekta Parishad*, a people's movement for land rights, is our partner.
7. Vikalp, a social development journalists, writers and activists group.
8. Servalots, software professionals for sustainable social development.
9. South Asia Partnership, Pakistan, a Lahore-based national NGO.

## **Brasil**

*Diffusion Committee in Brazil : 32 People in 9 states and 27 organisations*

Ailton Krenak, Ana Maria Machado Netto, Bruno Veiga, Christiane Godoy, Claudio de Mauro, Dan Baron, Daniel Raviolo, Fernando Felippini, Hamilton Faria, Hermila Figueiredo, João das Neves, José Domingos Vasconcelos, Joãozinho Maranhão, Gilberto de Palma, Gisele Feith, Immaculada Lopes, Lúcia Almeida, Marcos Reigota, Marisa Greeb, Marta Arruda, Mauro Soares, Michael Haradon, Nabil Bonduki, Paulo Cannabrava, Paryat Frota Yopez, Rachel Trajber, Sebastião Soares, Sérgio Natureza, Stefano Barbi Cinti, Oriana White, Vera Salles, Viviane Oliveira, Tita Vieira.

*Networks, organisations partners of the Charter in Brazil*

Ágora em Defesa do Eleitor e da Democracia Institute; Alagoas Presente Project - Maceió AL; Associação Barracões Culturais da Catatonia ; APIJOR - Journalists Association; Cives Brazilian Association of Entrepreneurs; Imagens Educação Comunicação e Cultura - Fortaleza CE ; Ecoar Institute; Fersol Indústria e Comércio FIC - Fórum Intermunicipal de Cultura; Gambá Ambiental - Salvador BA GT Cultura FSM; Imagens Educação; IPAZ - International Peace Agency Itália Amica - Salvador BA; Memória Instantânea FSM; Minister of Education Programa Vamos Cuidar do Brasil com as Escolas; Movimento Ética é Cidadania - Psicodrama da Cidade; PACS Institute; Pólis Institute; Políticas Relacionais Rede Mulher de Educação ; Rede Mundial de Artistas em Aliança; Sesc São Paulo; Shalom Salam Paz NGO; Tambores da Paz World Movement; Vivacidade NGO

## **Chili**

### *Network of the Charter in the Country :*

Carolina Huatay (Peruvian journalist), Teresa Ballasts (sociologist and academic), Elisa Neumann (psychologist and academic), Mónica Echeverría (writer), Eliana Largo (anthropologist), Luis Cáceres (academic), Hugo Medina (actor and academic), David Musa (actor), Victor Soto (theater director), Andrés Carvajal (anthropologist), Juan Vargas (academic), Andrés Monares (academic), Pablo Varas (philosopher and academic), Luis Weinstein (psychiatrist and academic), Hervi Lara (theologian), Jorge Varela (lawyer), Ricardo Jiménez (sociologist), Wilson Tapia (school of journalists Dir. ULARE), Manuel Ahumada (union leader), Marcelo Fuentes (union leader), Juan Barra (Farmer leader), Santiago Aguilar (actor), Jaime Duhart (economist and vicer rector of Bolivariana Univ.), Carlos Rivera (poet) Vicente Perez (social leader), María Elba Campos (theologian), Margarita Iglesias (historian), Ricardo Balladares (responsible Human Rights), Juan Carlos Cardenas (environmentali ), Patricio Melillanca (journalist), Mario Alvayay (anthropologist), Graciela Huinao (Mapuche Poet), Xavier Bertin (professional on video and academic), Jorge Azañedo (social communicator), Renato Espoz (economist and philosopher).

### *Chilian Organizations participating in this process:*

MOSICAM (new syndicalism), Pro Andes (Peruvian migrants), Margen Foundation (women), Council of Peoples (farmers and Mapuches), Chamber of Deputies, School of Arts (Univ. La República), School of Journalism (Univ. La República), School of Social Work (Univ. Los Lagos), School of Economy (Univ. of Chile), Ethical commission against the Torture, Collective Memory, Social Pact, Wide Beach Cultural Center (Valparaíso), Manuel Rojas Cultural Center, Echo Oceans, La Carreta Theater, La Luciérnaga Theater ('firefly'), Putaendo Communal union, Observatory of Conflicts in environment, SERPAJ (Chile), Ayun Corporation, University Raúl Silva Enriquez, University La República, University Academy of Christian Humanism.

## **Zimbabwe**

### *Partners within the Zimbabwe context*

- committee members Angeline Kamba, David Manenji, Timothy Kondo, Isabella Matambanadzo, Ignatius Chigwendere
- for the Charter/ Responsibilities book - coordinators Vusani Kumalo (Matebeleland), Mrs Mahuni (Masvingo), Joseph Sibanda, Rindirayi Chirima, Justin Knife (Gokwe - Midlands), Mrs Mvura (Kadoma - Mashonaland West), Mrs Maposa (Manicaland)

### *Within the Southern Africa Region: contacts towards a regional committee:*

- Zambia - Lucy Muyoyeta (Oasis Forum), Theresa Chewe
- Mozambique - Carlos Fumo (Foundation for Community Development)
- South Africa - Venitia Govender;
- Namibia - Samson Ndeikwita (Forum for the Future)
- Congo - Hamuli Kabarghuza

## **Lebanon :**

- the Cultural Council for South Lebanon
- the Annual Arabic book fare in Beirut
- Arab NGOs Network for Development (ANND)
- the Democratic Left forum

## **Aotearoa-New Zealand**

Networking within cultural groups and with various organizations with which we are associated is a necessary first step for dissemination of the charter.

Two of our committee have extended existing involvement with Human Rights organizations, advocating a Charter for Human Responsibility. In New Zealand the Human Rights Commission include a concept of responsibility and they have shown initial openness to developing this aspect in their activities. The Commission has given preliminary agreement to co-host a symposium on Human Responsibility.

Since Ethical Governance has been identified as a focus for our activities, it is also appropriate to collaborate with University research centres such as the Treaty of Waitangi Institute, as a collaborative partner.

In many cases we have introduced the concept of the Charter to various organizations in the process of our work or associations with them, and provided a Charter 'flyer'. We have yet to have translations done, although we now have some pricing for this.

- **Networks with which we are associated** and have introduced the concept of a Charter for Human Responsibility include:
- The Human Rights Commission
- The Human Rights Foundation



- Australia - New Zealand Society for Third Sector Research
- Not for profit organizations:
- Environmental groups, including: Nga Runuku Kaitiakitanga project
- Te Hore Hore Corrlands Committee
- The Association for the study of Literature and the Environment
- The Waihora Ellesmere Trust Pacific Regional Environmental Programme Dept. of Earth Sciences, Victoria University of Wellington
- Nofoalii Cultural Centre, Samoa
- The Pacific Island Section, Family Centre, Lower Hutt
- Green Party, New Zealand
- Selected school and educational networks, and community education agencies
- Social justice networks, including
- Peace Movement Aotearoa
- National Treaty of Waitangi Network
- Kotare - an independent centre for social analysis, education and activist support
- Australia-New Zealand Ecopolitics Association
- The Treaty of Waitangi Research Institute, Victoria University of Wellington

References to the Charter in University courses through committee members teaching Continuing Education, Victoria University  
International Research Institute for Maori and Indigenous Education.

### **Québec et Canada**

- La fédération canadienne des enseignant-e-s
- La centrale des syndicats d'enseignant-e-s du Québec
- Le réseau des écoles associées
- L'université du monde
- Le centre de documentation sur l'éducation des adultes et la condition féminine
- Le centre de développement pour l'exercice de la citoyenneté
- Le réseau d'éducation globale
- UNESCO Canada

### **United States**

US Citizens Network for Sustainable Development: [www.citnet.org](http://www.citnet.org)  
 Global Ecovillage Network: [www.ecovillage.org](http://www.ecovillage.org)  
 UNITAR - Access to Basic Services for All: [www.unitar.org](http://www.unitar.org)  
 San Francisco Peoples Assembly: [www.Empowertheun.org](http://www.Empowertheun.org) & [www.sf-pa.org](http://www.sf-pa.org)  
 Great Transitions Initiative, Orion Kriegman: [www.gtinitiative.org](http://www.gtinitiative.org)  
 American Friends Service Committee, Colonel Dan Smith: [www.afsc.org](http://www.afsc.org)  
 Carlisle Peace College: [www.carlislepeacecollege.org](http://www.carlislepeacecollege.org)  
 US Carlisle Army War College, <http://carlisle-www.army.mil>

## ***6. Plans for 2005 and beyond***

### **China**

Year 2005 will see the completion of the following:

- 1, Website for presentation and discussion of the Charter
  - 2, Continue presentation of the charter to people
  - 3, Holding for detailed discussion of the text of the charter
  - 4, Report of the key issues collected from the presentation and seminars
  - 5, Finish the first two books of the book series and settle the publication deal
  - 6, Starting international exchanges within the regional group of Asia and Pacific
- After 2005, focus will be given to more publications and international conference

### **Philippines**

1.Continuation of 2004 projects

- a.With OTRADEV - reproduction of the video-documentary and the primer to schools in different parts of the country.
- b.With Center for Positive Futures - barangay-based activities for the promotion of responsible behavior through the Library of Human Responsibilities; and publication of a newsletter on the Charter and responsible behavior.
- c.With Sanlakas - reproduction of the Code of Ethics for Grassroots Leaders.
- d.With Community of Learners - production of a reflection document on the experiences during the Peace Camp.

2.New projects

- a.Opening of TV channel on the internet-based Tulong Pinoy Movement TV Channel;
- b.Preparation for a Children's Congress on Rights and Responsibilities in coordination with the Christian Foundation for Children and Aging and the Buklod Tao Foundation; and
- c.Participation in the Solidarity Economy Asia Forum (SEAF)to be held in Manila, Philippines on 26-29 October 2005. This is organized by Ben Quinones.
- d.Meeting with Allies in the Philippines for cooperation on the dissemination of the Charter.
- e.Production of a video on the Charter of Human Responsibilities in the Philippines.

3.Other potential projects include working with the UP Student Catholic Action, Tao Foundation, Makalaya, Likhaan, and Pilakk.

### **India**

In 2005, we want to step up our activities.

*I) Print and electronic communication*

1. Website: Continuation of our website with updates of fresh inputs

2. e- group: For constant interaction with all IT-enabled people the e-group will be strengthened.

3. On-line workshop: An on-line workshop, derived from the informal forum, will be taken up further.

From the experience gathered from the national and regional workshops, we have started a process of getting an on-line space to dialogue with IT savvy people from various professions and business community in Bangalore and IT professionals elsewhere. The intention is to present our experiential input and get the on-line community to vicariously participate by responding to the process through various means like posters or different methods of disseminating the Charter effectively to the largest number of people.

Each principle of the Charter will be slotted in such a way that it can be debated threadbare and the contributions culled from the participants could be made a platform for further dialoguing. This will lead to a definitive structure of the Charter as perceived by the maximum possible number of people.

4. Print media: For as wider a dissemination of the Charter as possible, continuous linking with the media will be undertaken.

5. Booklet: Apart from the booklet mentioned in the report, vigorous attempts will be essayed on to find the possibilities of publishing similar booklets.

6. Workshop for urban design school students: to be taken up in the near future.

7. Partnering: Strengthening the network by continuing coordination with NGOs, people's movements, writers and intellectuals of other states in the process of disseminating the Charter by making it more and internalized and documenting the reports for future guidance and up-dates.

8. Youth Visual Expression: Collage and sketching competition based on the charter of human responsibilities at Inter-collegiate fest, Bangalore University in mid January 2005.

#### *II) Formation sessions with the Charter:*

As a result of our experience with disseminating the Charter of Human Responsibilities we have come to realize that it represents a vision for the twenty-first century, a vision that can certainly be modified, deepened and extended, but certainly a vision that offers NGOs, social movements and others a way to move ahead, to envisage an Utopia again. An Utopia, as the word itself implies, can never be fully realized, but it is a projection that helps to dream and inspire.

So our hope is that in the year 2005 we can see the Charter as a great mobilizing effort and bring together NGOs and Social Movements to use it as a point of reference in relationship to their efforts related to local democracy (governance); women's

empowerment, food security, sustainable agriculture, bio-diversity ( all part of alternate development); and cultural and religious pluralism, fighting against fundamentalism, life-sustaining spiritualities and values (all part of a new Ethics).

Our proposal is to have gatherings of development workers and social activists from all over South Asia in sessions of participatory formation where they connect their practical concerns for 'another world' with the spirit of the Charter. This year's experience teaches us that we will be able to make a major contribution using the Charter to inspire and sustain social and development alternatives.

In practical terms we hope to have three such sessions in 2005. Each session will have 25 participants and be for four days.

The objectives of these sessions will be to encourage alternative development and governance efforts with the values enshrined in the Charter in a flexible and dialogical manner.

### *III) Giving further fillip to re-interpretation of festivals*

With our experience, we hope to continue the process of festival re-interpretation including more festivals and then disseminating the methodology through other cultural action groups.

### *IV) Strengthening the song movement*

We also hope to strengthen the sacred song movement that we have initiated. This entails a selection of songs that emphasize the unity and diversity of human kind, love, social justice and caring for the environment. These sacred and secular songs will be sung by villagers, urban poor, community leaders and youth. At the moment, the programme is in its infancy. We hope that it will be taken further forward as a result of this programme.

### *V) Partnership with South Asian Countries*

Pakistan :we will coordinate with 'South Asia Partnership, Pakistan,' an NGO based in Lahore, in disseminating the Charter.

Bangladesh, Nepal, Sri Lanka

### **Brazil**

- Continue implementation of the strategies planned for the first year
- Press conferences following the publication of the Alliance propositions booklets (cahiers de propositions) and present the Charter to journalists.
- Round tables with 3 important strategic social-professionals groups: politicians, journalists and entrepreneurs. Discuss actions to touch at the contradictions of the system inside these segments. Collect material to publish a book on the necessary commitments of these socio-professional groups

- Campaigning with artists. Ask them to make drawings to illustrate each of the ten principles of the Charter. If this can be done at international level we can enlarge the results. The next steps are to organise a wonderful exhibition with marvellous posters with the principles and a selection of the best drawings from each country. Launch the exhibition at the next international Charter meeting + a press conference. Start this action during the WSF with some help from the artists.
- Creating a joint Brazil-Chile pilot-committee (exchange experiences, strengthen and promote the Charter's diffusion in the region).
- Educational campaign at schools linked with the national program for environmental education and with the Political and Citizenship Course for the Schools.
- Workshops involving different sectors
- Participation in Seminars and Forums

## **Chili**

### Plans for 2005

First scenario : In Chile the strong sector is the academic sector, there are 56 academics actively committed with the Charter, elaborating reflections, we have three books to publish (one of a mathematician, another of women and that of the religions), in the publications they are involved, a very important sector of our intellectuals (of course intellectuals from the third world) but not for it of little quality: in the book Spirituality, there is the Jesuit Theologian more outstanding of these times on Indigenous philosophy, an economist of great prestige and some philosophers, very respected.

Our second scenario Art and culture. Here the growth has been very big, surprisingly big, we will evaluate it in a meeting of Artists with the Charter. As we know Chile has had a couple, or more than a couple, of people in the art, of importance.

The third growth is in religions, Lutherans, Catholic, Ba hai, Methodists, Muslims and we begin to prepare a parliament on religions and the Charter that will demand to prepare thesis, analysis, reports, a great work so that it is developed seriously.

The fourth space is the native and indigenous peoples that are preparing a manifesto of adhesion to the Charter, later come the youths, the professionals, and at the end regrettably the farmers.

## **Afrique de l'Ouest**

- 1 Continuer le travail de traduction de la charte dans les grandes langues africaines (Pulaar, Mandinka, Haoussa etc.). On passera par ces langues pour faire connaître davantage la Charte.
- 2 Réunir certaines catégories socioprofessionnelles pour discuter et enrichir la charte (femmes, religieux, paysans, etc.).

- 3 Assurer la transversalité entre la Charte des responsabilités humaines et certaines chartes existant en Afrique notamment la « Charte africaine du partenariat entre habitants et collectivités locales » et la « Charte africaine pour une gouvernance légitime ».
- 4 Ce programme sera affiné par les activités provenant des autres pays où Markoua a développé des initiatives.

### **Egypt**

- Finishing the sociological study
- Starting the video project (if funds allow)

### **Lebanon**

- organizing a conference on the Charter and/or
- hosting a meeting of the International Facilitation Committee
- Produce a short film showing what people understand by "responsibility" in relation to human rights
- Using the World Social Forum which will take place in an arab country to disseminate the Charter

### **Aotearoa-New Zealand**

While there will be a continuation of dissemination through networks, organizations and socioprofessional groups, there will be a particular focus on holding a Symposium on Responsibility and Ethical Governance. This will be an intercultural event, inclusive of Maori, Pasifica Peoples, New Zealand and Australian contributors.

The Symposium is to provide the material for a publication, with the work of leading thinkers on governance and responsibility.

Working on a localized text and completion of translations of the Charter

It is desirable to produce a documentary to express Charter work in Aotearoa, New Zealand, the Pacific and Australia. A documentary would become a Charter and an Alliance21 resource, and a resource for dissemination of the Charter. This is will depend on resources.

### **Québec et Canada**

#### *Collaborations internationales*

En plus d'assurer la promotion de la Charte des responsabilités humaines dans l'ensemble du pays, le comité d'animation canadien prévoit aussi **créer des passerelles** avec des initiatives semblables, particulièrement celles provenant des États-Unis et d'Amérique latine.

Ainsi, en 2005 et 2006, nous envisageons de:

- animer un atelier dans le cadre d'une conférence ou sommet nord-américain, en collaboration avec le comité d'animation américain de l'Alliance citoyenne;
- organiser une rencontre exploratoire réunissant les comités d'animation canadien et américain en vue de prendre contact et de jeter les bases d'une véritable collaboration;
- Inviter un ou une représentant(e) d'un comité d'animation de l'Amérique latine à participer à une activité organisée en Amérique du Nord, afin d'établir une passerelle pour des collaborations futures.

- ***Conférence : Démocratie mondiale 2005 : Visions et stratégies de la société civile*** (Montréal, 29 mai au 1<sup>er</sup> juin 2005)

Cette conférence internationale propose d'examiner les alternatives proposées par la société civile pour un monde plus démocratique.

Nous préparons actuellement une proposition pour un atelier intitulé « La Charte des responsabilités humaines: stratégies de mise en œuvre dans les Amériques », qui se déroulera sous le volet de « La participation de la société civile ». L'atelier visera à familiariser les participants avec la Charte, ainsi qu'à présenter les efforts régionaux pour diffuser celle-ci et la mettre en œuvre. Dans le but de créer une passerelle avec les autres initiatives régionales de l'Alliance, nous comptons présenter un survol des progrès réalisés dans les Amériques, tout en faisant valoir la diversité des approches dans cette région. À cet effet, nous avons invité les membres de l'Alliance menant des activités de sensibilisation ailleurs en Amérique à se joindre au panel.

### **United States**

I will continue to work on developing the website for the US Campaign for the Charter of Human Responsibilities, so that it becomes a primary reference source for those that are wanting to act more responsibly and participate actively in our campaign activities. Thus it is expected to become a clearinghouse of the best materials and background information for all of the various stakeholders that are interested in Sustainability, Peace and Disarmament, and Global Governance in the United States .

## Annexe I

### CHARTRE DES RESPONSABILITES HUMAINES

Plan de travail Europe 2004 / 5 coordinatrice : Yolanda Ziaka, GRECE

#### *Objectifs à long terme*

Fournir un espace de connaissances, d'échanges et de réflexion à destination de différents types d'acteurs concernés par l'exercice de leurs responsabilités de manière à accroître l'impact de leurs activités sur la prise individuelle et collective des responsabilités humaines.

#### *Objectifs à moyen terme*

1. **Identifier, repérer** des personnes, organisations, mouvements, groupes socioprofessionnels (ainsi que les manifestations qu'ils organisent) qui ont amorcé une réflexion et une action quant à leurs propres responsabilités dans un milieu professionnel donné (ex. chefs d'entreprises) ou encore quant à la responsabilité de nous tous (ex. travail d'ONGs sur la responsabilité de nous tous à l'égard de l'environnement en tant que consommateurs).

2. **Rendre visibles et valoriser** le travail de coordination pour l'Europe, ainsi que le travail de réflexion/action et les initiatives de ces personnes/organismes clés en Europe, autour de la notion de responsabilité. Identifier et mettre en valeur les initiatives les plus significatives, c'est-à-dire celles qui peuvent donner le plus d'inspiration et être répliquables facilement.

#### **3. Favoriser la mise en synergie entre acteurs**

- ☞ Développer des collaborations avec les personnes / groupes identifiés, diffuser leur travail à d'autres groupes / secteurs, les associer à notre projet.
- ☞ Mener un travail de sensibilisation et d'éducation sur la notion de responsabilité, envers des groupes cibles particuliers (à titre indicatif, journalistes, éducateurs, membres d'ONG).
- ☞ Introduire la réflexion sur la responsabilité (personnelle et collective) et la Charte en tant qu'outil de travail dans des milieux socio-professionnels divers, en s'appuyant sur les opportunités professionnelles immédiates.

4. **Développer des synergies avec le travail des autres membres du Comité d'animation**, au niveau mondial.

#### *Par où commencer*

- ☐ La base de données du réseau Polis, 60 pays.
- ☐ La base de données des coordonnées des participants à la rencontre continentale de l'Alliance en Roumanie en 2001.



- Les Cahiers de propositions de *l'Alliance pour un monde responsable et solidaire* qui contiennent plusieurs exemples de réflexion et d'action autour de la question de responsabilité (ex. entreprise responsable, consommation éthique, empreinte écologique, etc).

## METHODOLOGIE ET ACTION

### 1. Identification, repérage d'initiatives de réflexion / action autour de la responsabilité en Europe :

1.1. S'appuyer sur les connaissances/matériaux/initiatives déjà menées auxquels nous avons accès :

- 1 Identification de personnes et/ou organismes clés, en priorité, dans les pays de l'Europe de l'Est et du Nord et prise de contact personnalisé.

S'appuyer sur les opportunités professionnelles immédiates :

Milieu des éducateurs et des ONG environnementaux.

Autorités régionales et locales et organisations internationales (« Conférence des Régions Periphériques et Maritimes de l'Europe », « Green Cross International », etc.).

Public lié à la réflexion sur la citoyenneté/démocratie européenne (réseau des conférences inter-citoyennes, projet « A wealth for Europe » dans le cadre du programme européen Socrate, cercles d'études dans des pays de l'Est et du Nord de l'Europe visant à vérifier si un discours politique européen commun peut émerger, ateliers de la citoyenneté à Lyon/Paris).

- 1 Recherche bibliographique, en commençant par les Cahiers de propositions de l'Alliance et en avançant à partir des références bibliographiques contenues dans les Cahiers.

1.2. Entrer en contact avec des acteurs que nous ne connaissons pas :

- 1 En rédigeant un dépliant informatif sur le contenu du projet en Europe et sur ses liaisons avec le travail mené sur les autres continents, en précisant en termes clairs ce que nous entendons par « responsabilité » ;
- 2 A travers l'identification de personnes pouvant relayer l'information sur la promotion de la Charte dans leur pays, milieux, réseaux, etc. ;
- 3 A travers une recherche sur Internet ;
- 4 En faisant le point sur l'existence des traductions de la Charte dans différentes langues européennes.

**2. Mise en visibilité et valorisation** du travail de coordination pour l'Europe, ainsi que du travail de réflexion / action de ces personnes / organismes clés en Europe, autour de la notion de responsabilité

Création, structuration et animation, mise à jour régulière de la partie Europe du site web de la Charte. Favoriser les liens entre ce site et ceux des personnes et organisations repérées et essaimer notre travail sur d'autres sites.

### **3. Favoriser la mise en synergie entre acteurs**

- 1 Selon les cas, juger de l'opportunité à diffuser le texte de la Charte aux publics auxquels nous avons accès en priorité.
- 2 Valorisation des actions et expériences menées sous forme de fiches d'expériences (explorer aussi d'autres modalités de valorisation).
- 3 Identifier les manifestations (conférences / réunions, etc.) où le travail de la Charte pourrait être présenté, ainsi que ses liaisons avec le travail mené dans d'autres continents.
- 4 Publications d'annonces informatives, d'articles, de comptes rendus d'expériences, etc., dans des revues, journaux, dans divers pays d'Europe.

### **4. Développer des synergies avec le travail des autres membres du Comité d'animation, au niveau mondial.**

- 1 Via le comité de pilotage international
- 2 Via des rencontres internationales
- 3 Via l'élaboration conjointe de matériaux divers.

## **STRATEGIE DE COMMUNICATION ET DE DIFFUSION**

Site web - fiches d'expériences - publications - relais réseau - matériel pédagogique - forum de discussion

### **Activités de communication prévues en 2005**

- 1 **Présentation du travail autour de la Charte et des expériences concrètes dans le sens dans diverses conférences / réunions, etc., en Europe**

Premiers rendez-vous, à ne pas manquer, les prochaines rencontres :

- du Forum Social Méditerranéen, Barcelone du 16 au 19 juin 2005
- du Forum Social Européen, Athènes, Grèce, au printemps 2005.

En dehors du FSM, identifier les rencontres / séminaires organisés par des milieux socioprofessionnels divers, sur des thèmes pouvant être liés à la prise de responsabilités, comme p.ex. réunion d'entrepreneurs ayant adopté des pratiques de responsabilité dans leur entreprise, réunions de groupements de citoyens sur l'immigration, d'ONG sur le commerce équitable, etc.

- 2 **Création et animation de la partie Europe du site web de la Charte et mise à jour régulière, en priorité, par des fiches d'expériences.**

Les pages du site web de la Charte des responsabilités humaines consacrées au travail mené en Europe vont petit à petit être enrichies par de nombreuses informations (liste des membres du réseau relais, compte rendus de rencontres, informations sur les publications, séminaires, activités diverses, fiches d'expérience). Ce site sera l'outil

principal de diffusion de notre travail, d'autant qu'aucune publication sur papier n'est prévue pour 2005.

### **3 Recueil d'expériences autour de la prise de responsabilités et rédaction de fiches d'expériences - insertion de ces fiches dans les pages web**

Dans le cadre du travail autour de la Charte en Europe, il sera important d'élaborer des fiches d'expérience sur des travaux divers de réflexion et action autour de la responsabilité (ex. relater des expériences concrètes sur la responsabilisation des entrepreneurs, des consommateurs au travers du commerce équitable, etc.).

A partir de 2006, on pourrait envisager l'édition d'un livret compilant les fiches d'expériences, en deux langues.

### **4 Publications d'annonces informatives, d'articles, de comptes rendus d'expériences, etc., dans des revues, journaux, dans divers pays d'Europe (repérage en 2005 et tentative de publication dans les sources repérées en 2006)**

On procèdera par l'identification des revues, bulletins et autres médias écrits, publiés par des ONG, groupes socioprofessionnels divers, etc., qui seraient susceptibles de s'intéresser à diffuser des informations sur notre travail. A partir du matériel qui se préparera de toutes façons pour les pages web, on pourrait préparer des bulletins de presse, articles, comptes rendus d'expériences, etc., qui seraient diffusés par ces médias..

## **Activités de communication à partir de 2006**

### **1 Constitution d'un réseau de personnes / organisations relais de l'animation de la Charte au niveau Européen**

Ceci facilitera la diffusion de l'information sur la Charte, l'identification de personnes et d'organismes porteurs d'expériences, la diffusion de ces expériences et, éventuellement plus tard, la mise en place de projets concrets, en collaboration avec les membres de cette équipe, pour la prochaine étape (à partir de 2006). On fera attention à ce qu'il y ait un équilibre géographique à l'intérieur de ce réseau, ce qui demandera de cibler en priorité les pays de l'Europe du Nord, les pays Scandinaves et les Balkans. Cette action sera facilitée par les deux actions,... présentées ci-dessous.

### **2 Elaboration de matériels pédagogiques pour des publics - cibles particuliers**

Pour l'élaboration du matériel pédagogique - petit livre ou bande dessinée, on peut présenter l'exemple de la responsabilité du consommateur à l'égard de l'environnement, en mettant en évidence la relation entre la complexité des questions environnementales et la responsabilité.

### **3 Mise en place d'un forum de discussion sur la notion de responsabilité**

Ce forum serait ouvert aux éducateurs / membres d'ONG / groupes socioprofessionnels particuliers, mais aussi à un public large. Le forum aurait une fonction éducative en soi, c'est-à-dire, une personne, à travers sa participation au forum, sera sensibilisée sur la question. Le but serait de « faire une action éducative sur la notion de la responsabilité, en employant Internet comme outil»

#### **ACTIONS A ENVISAGER A PARTIR DE 2006**

1. Constitution d'un réseau d'animation de la Charte au niveau européen
2. Elaboration de matériel pédagogique sur la responsabilité
3. Forum de discussion sur Internet sur la notion de responsabilité

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**Annexe II**

**Members of the International Facilitation Committee**

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