

Global Education Associates - GEA
Composite Report - Earth Charter Consultation
Oficina Regional para América Latina

1. Values, Principles and Codes of Conduct, Inspirational Statements

There was general comment that this question and question #4 are strongly related. Some chose to answer separately, but most chose to combine. A number of groups began the consultation with question #4 and never referred back to #1.

Inspirational statements:

"Everything that is created is good, and therefore there is hope."
Franciscan Principle

"A future in which economic prosperity social justice and protection of the natural environment are pursued simultaneously to secure good health, enhance well being for all people now and for generations to come."
Ontario Learning for Sustainable Partnership

"Nothing can be itself without everything else."
Thomas Berry

"The human and the natural world must go into the future as a single sacred community or we will both perish in the desert."
Thomas Berry

"The dearest freshness deep things."
Gerard Manley Hopkins

"Yes, we know that all creation groans and is in agony even until now."
Romans 8:22

"We as an American Benedictine community of monastic women affirm the Benedictine values of reverence for all creation and a sense of oneness with the land."

"The future belongs to those who give the next generation reasons to hope."
Pierre Teilhard de Chardin

"If you will think of ourselves as coming out of the earth, rather than being thrown in here from somewhere else, you will see that we are the earth, we are the consciousness of the earth. These are the eyes of the earth. And this is the voice of the earth."
Joseph Campbell

"The Canticle of the Sun"
Francis of Assisi
(attached)

"Of All Good Gifts"
American Benedictine Sisters
(attached)

"The Earth Covenant"
Global Education Associates
(attached)

Comments

- each culture has present and past ways of reverencing and relating to nature that provide wisdom which is beneficial and inspirational for the healing and sustaining of our planetary home;
 - principle of stewardship, contemplative vision and community;
 - principle of interdependence;
 - Citizenship education based on democratic and intercultural values.

2. Summary of Principles:

General Comments:

Those who submitted comments on the principles were supportive of the spirit and content. There was concern that the language be clear, specific and in some cases stronger than the principle as stated in the summary There needs to be a sensitivity to local people; all peoples have a right to have input into the decisions..

I. The Goal: A Global Partnership

- affirmed by all participants
- Global partnership between nations, between all human groups, between humans and the land, between humans and the plant and animal kingdoms;
- the development of a common concern and universal responsibility;
- concept of concern for future generations;

II. Preamble: The Human Situation

- affirmed by all participants ;
- change armed conflict to militarism;
- incorporate understanding that humans are not separate and over the earth;
- include the aim of the Earth Charter;

III. World View

- affirmed by all participants;
- #3 needs to be strengthened and included throughout the Charter;
- specific mention of the land, sea and sky needed;

IV. A Common Concern and Universal Responsibility

- affirmed by all participants;
- recognition of the interdependence of all life and the responsibility inherent in this; recognition;
- recommend that rain forests be added to list identifying places of fragile eco systems;
- an education component is needed that assists each person to see his/her place in caring for the universe and in understanding the complexities of the relationships among ecosystems;
- concept of justice - to right relationships.

V. The Rights of People

- affirmed by all participants;
- need for consciousness raising activities;
- #3 include moral or spiritual development.

VI. Sustainable Development

- include statement from Earth Covenant on the "Relationship between Economic and Ecological Security";
- general affirmation with an emphasis on principles which stress prevention;
- add statement emphasizing the importance of maintaining arable land;
- environmental education should include population and birth rate issues ;
- develop international interdependent relationships so areas that cannot produce could have populations dependent on another bio-region;
- #1 need to ask what constitutes enough for well being?
- #6 concern expressed that the interpretation of "quality of life" and the possible willingness to sacrifice people to the interpretation of that value, as is already evidenced in the first world's enjoyment of its quality of life at the expense of the lives of others in the rest of the world.
- #8 received the most comment: include specific mention of multinational, global corporations;
- themes related include human rights in keeping with the Universal Declaration of Human Rights.

VII. Equity and Justice

- invite young people to have input at UN sessions;
- encourage projects at local level so real needs can be met;
- general affirmation for all, but a strong emphasis on #6&7;

- #6 : should include the recognition of women's work at home and in the fields as well all childrearing and caregiving activity;
- Nations should not exploit women whenever military is sent into a country;
- #7: concern that indigenous people have equal say in the methodology of decision making.

VIII. Governance and Security

- affirmation for all principles;
- #2 specific mention of world debt;
- add that states will insure that multinationals be accountable to the principles of the Charter;
- add: "Governments alone cannot secure the environment. As citizens of the world, we accept responsibility in our personal, occupational and community lives, to protect the integrity of the earth.(Earth Covenant).
- does "state" mean "nation" throughout the principles?

IX. Environmental Protection

- affirmation by all participants;
- #7 include positive mention of organic farming;
- #12 cited by many as especially significant;
- care of the earth requires respect for the natural law which allows all forms of life to be and to thrive;
- a great deal of education needed.

3. New Principles to be Included in the Earth Charter

- democracy - grassroots have a right to participate in all decision making processes;
- recognition of the oneness of the community of life;
- respect for international law with limits on individualism and nationalism;
- culture of peace, based on the principles of freedom, justice and democracy, tolerance and solidarity and respect for all humans rights;
- peace and development are inseparable; peace being indispensable to development as development is to peace;
- sustainable development needs to be inclusive: environmental, economic cultural, political and social;
- learning and education are on-going and need to be attentive to science and its role in international relationships.

4. Basic Human Attitudes to be Included in the Earth Charter

As was mentioned earlier in this report, all groups spoke to this question, and it is this question that seemed to generate the most interest and concern.

- Language needs to be clear, speak to hearts as well as minds; make bold use of the words: compassion, honor, respect, humility.
- We wish to listen to and learn from the earth; we wish to include the struggle to understand.
- The Charter needs to infuse a sense of hope; to reinforce the four principles of the Earth Covenant.
- The Charter should emphasize the sacredness of all of creation; a reverence for all life; humility and gratitude.
- There should be an emphasis on mystery and awe; joy, passion, and imagination.; peace as absolutely essential to the health and safety of the earth and its inhabitants; a recognition of the common good.
- The Charter will delight in diversity celebrate goodness, hope in the divine design, and recognize the ongoing unfolding as the process by which we exist.
- We need to include a sense of belonging to the universe, to planet earth, to the human family, to a civil society presenting interdependent links to the local, national and global levels.
- Reverence seems to be a more appropriate term than respect.
- A failure to protect nature is a failure to protect children.
- Concern was expressed about the phrase "for all life"; reverence can stand alone.
- "Sense of belonging" is an objective, not an attitude

5. Further Observations and Recommendations

What is clearly apparent, both from the responses to the consultations that we have received and our own experience in conducting consultations is the power of the process itself.

The strongest recommendations that we cull from the many responses are:

- continue to invite people to participate;
- recommend a similar organizational plan for the Earth Charter as was in place for the Earth Covenant;
- incorporate the principles from the Earth Covenant (many respondents had signed this and stated their support for the principles contained in the Earth Covenant);
- keep the language simple, inspirational, able to be understood regardless of educational level;
- recognize that some languages articulate particular dominant cultures which can and have been used to overwhelm indigenous languages and culture;
- review the principles for nuance,(us and nature); and for inclusion of all species and their rights;
- permaculture would promote the eco system concept;
- teaching materials need to be developed to explain the underpinnings of the principles;
- text should establish the interrelationships with ecology and humanity;
- importance of attitudinal stance - shift in paradigm.

Global Education Reports:

All Groups used the Report Format and so the title of each is Earth Charter Consultation Process Report. The dates indicated are the date of the consultation, or if this was not included in the report, the date the report was received in this office.

Sisters of St. Benedict 104 Chapel Lane	
St. Joseph, Minnesota, USA	January 1997
Dominican Sisters of Sparkill 905 Hutchinson River Parkway Bronx, New York USA	January 14, 1997
Earth Charter Consultation at Interchurch Center 475 Riverside Drive New York, New York USA	January 9, 1997
Canadian Religious Conference 219 Argyle Ave Ottawa, Ontario Canada	September 1996
Crown Point Ecology Learning Center. 3220 Ira Road Bath, Ohio USA	January 6, 1997
Sisters of Mercy Portunna County Galway, Ireland	December 10, 1996
Glencree Centre Co. Wicklow Ireland	October 25-27, 1996
Society of the Sacred Heart 4389 West Pine Blvd. St. Louis MO USA	November 25, 1996

Sisters of St.Joseph, St. Camille Port-a-Prince Haiti	November 28, 1996
Sisters of St. Agnes 475 Gillett Street Fond du Lac, Wisconsin USA	November 22, 1996
Franciscan Community Assisi Heights, Box 4900 Rochester, Minnesota USA	December 5, 1997
Michaela Farm Community P.O.Box 100 Oldenburg, Indiana USA	November 21, 1996
Benedictine Sisters 1301 South Albert Pike Fort Smith, Arkansas USA	November 22, 1996
Daughters of Mary and Joseph P.O.Box 221 Mbarara, Uganda	October 25, 1996
Benedictine Community 6101 East Lake Road Erie, Pennsylvania USA	January 11, 1997
Elemental Art	
Calle Merced 33 Facinas 11391 (Cadiz) Spain	January 6, 1997
Global Education Associates Upper Midwest 389 N. Oxford Street St. Paul, MN	January 11, 1997

USA	
Sisters of the Humility of Mary PO Box 206 Villa Maria, PA USA	January 12, 1997
Sisters of St. Joseph 480 South Batavia Street Orange, CA USA	January 4, 1997
Individuals who sent responses	
Robert Kauffman Connecticut, USA P.O.Box 95 Lakeville, CT	Pierre Lalonde 260 Bay Street Toronto, Ontario M5R 2B5
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Paulette Vigeant 9340 Boul, Levesque Lavel (Quebec) Canada H7A 4C6	
Individuals - members of groups who participated in the consultations	
Eileen Barrow	Noreen Nolan
Joan Bartosh	Merle Nolde
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Lesley Block	Barbara O'Donnell
Mary Teresa Bornoug	Ellen O'Leary

Judith Brady	Fergus O'Gorman
Carmen Burg	Frances Quiroz
Emma Burish	Rick Quinn
Madeline Clifton	Catherine Quigley
Jeanne Connelly	Jan Parker
Eileen Donovan	Alex Perkins
Virginia Dorg	Phyllis Plantenburg
Frances Dryden	Paula Reuther
Rosemarie Dusesne	Laura Reinhart
Bede Eckhart	Suzanne Ryder
Mary Eugene	Rosalie Ruesewald
Monica Even	Alice Smith
Janet Cutting-Feldman	Stephanie Schroeder
Christine Fellerhoff	Margo Saich
Betsy Stang	Nancy Finneran
Anna Marie Fisher	Maureen Sullivan
Alexandra Franke	Rosalie Schwalbe
Mara Frendt	Rita Strider
Sharon Fritsch	Vianney Saumweber
Eileen Gannon	Madeline Studer
Mary Geneva	Kathleen Storms
Gertrude Grabber	Ann Schoch

Leola Hausser	Ramona Schweich
Patricia Keefe	Kathleen Schinhofen
Claire Keegan	Mary Tacheny
Mick Kelly	Mary Anthony Wagner
Rosemary Kelly	Miora Wild
Trinita Keltzen	Monica Willard
Carlan Kramer	Maura Walsh
Mary Ann Kuhn	Columba Walter
Shena Lamb	Macrina Wiederkehr
Lucille Legierski	Doris Welters
Mary Daniel Leintz	Janet Wermerskirecher
Jeanette Lenzmeir	Carol Zinn
Lucille Lawrences	Catherine Zweber
Caththerine Markey	David Mates
Kathleen McCuistion	Pat Mische
Angela Moohan	Ray Moreno
Mary Rose Mullin	Joe Murray
Kathleen Myers	Marjorie Myers
Ailis Mannion	Deborah Moldow

This report was prepared by an initial reading of each of the consultations submitted, followed by careful recording of the responses received. We believe that we have included the substance of all responses received. We have read, reread and written and rewritten so as to be faithful to the process.