



Newsletter

THE WCCI NEWSLETTER

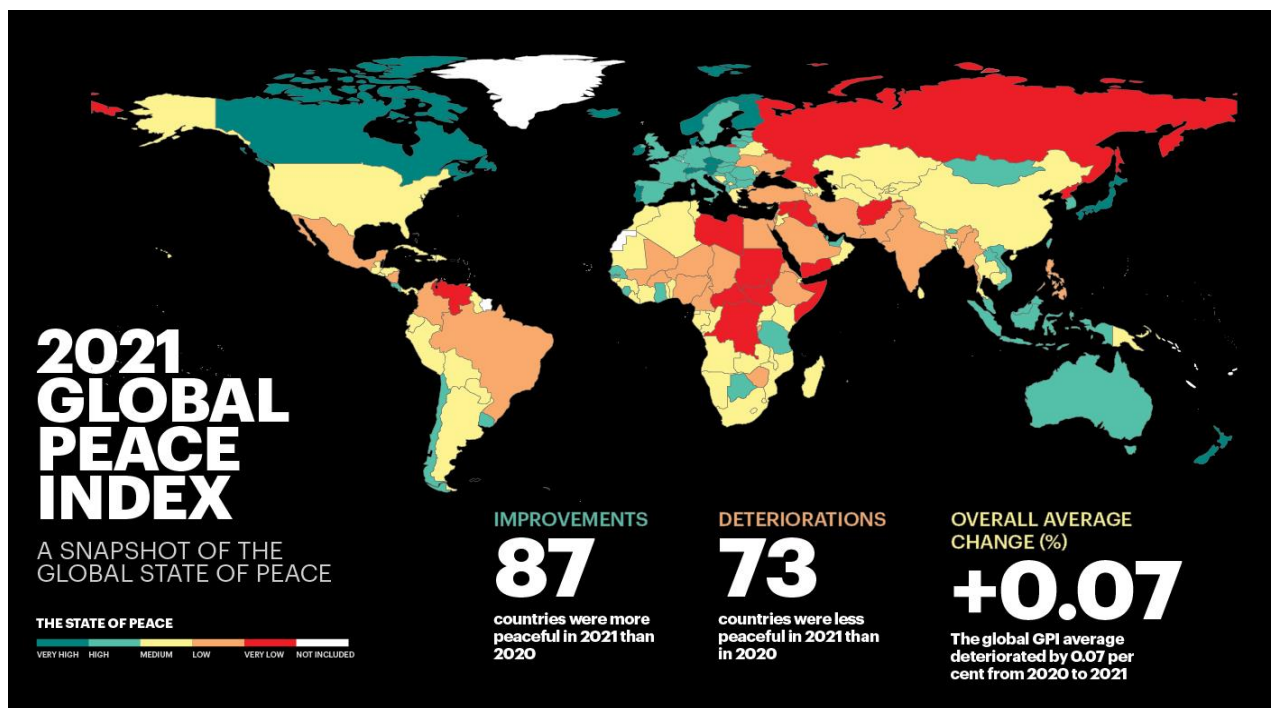
Of the World Council for Curriculum and Instruction

SPECIAL ISSUE 3

Volume 50, Issue 11

Fall 2021

Educating and Collaborating for a Safe and Peaceful World



Global Peace Index 2021 (countries with a deeper shade of green are ranked as more peaceful, countries with more red are ranked as more violent). Source: <https://impakter.com/global-peace-index-2021-a-year-of-civil-unrest/>

PRESIDENT'S MESSAGE



Emmy (Emerita) Garon

Dear World Members and Educators:

I greet you with joyful gratitude, as we continue celebrating WCCI and the outpouring grace and blessing to be able to share our new knowledge and understanding with you. We thank our founding members and leaders who have lovingly trail blazed the missionary spirit and global identity of WCCI to focus on such important issues as a safe and peaceful world. We are reaping a golden harvest with a vision-mission to continue our advocacies towards a peaceful, just, sustainable, and better world.

The year 2021 continues to be upended with an uncertain future economy and educational system affecting the lives of peoples and nations due to the pandemic. These challenging times, however, can also create new frontiers for us to transition and transform with greater relevance and impact.

Accordingly, education for Sustainable Development and Peace Education are critical pillars for WCCI and our Special Interest groups that have developed preambles and recommendations that are consistent with the UN SDGs. We are pleased to welcome the authors and contributors to this issue to share the work that helps to advance agendas for a safe and peaceful world through education. In that spirit, we are committed to act as Environmental Action Educators (EAE) to support peacemaking and environmental laws, so that we can guide and guard their proper and strict implementation and to ensure adherence to environmental justice. Through our actions we will be a catalyst for change and become environmental peace building advocates. WCCI will continue sharing knowledge and other efforts to:

- facilitate cross-cultural and transnational collaboration to enhance educational policies, research, curricula and pedagogies relevant to the building of a peaceful, just, and sustainable world;
- promote sharing among educators in all levels and contexts of holistic strategies to promote peace, social and economic justice, human rights, intercultural and international understanding, and sustainable futures;
- advocate for educational programs and initiatives that can help fulfill the UN Sustainable Development Goals (SDGs), in particular

Education is crucial to promote climate action. It helps people understand and address the impacts of the climate crisis, empowering them with the knowledge, skills, values and attitudes needed to act as agents of change. We know from our members and their experiences that the international community recognizes the importance of education and training to address peace education and climate change. Let us not forget the UN Framework Convention on Climate Change, the

Paris Agreement and the associated Action for Climate Empowerment (ACE) agenda that calls on all of us and especially governments to educate, empower and engage all stakeholders and major groups on policies and actions relating to climate change. It is through our cooperation with UNESCO that we will continue to produce and share knowledge that provides policy guidance and technical support to the WCCI organization and so many others. We know that UNESCO encourages inclusive, creative, innovative approaches and enhances non-formal education programs through technology, human networking and collaborative partnerships.

In this issue several articles share new knowledge, activities and perspectives for change that are contributing to creative strategies and innovations that might help others address similar problems. We are pleased to spotlight the work of NGO CSW New York, the Cadets of Peace from India, a fascinating journey of peace experienced in the Philippines and so much more.

In addition, I am pleased to announce a new USA Chapter has emerged and is based in Alliant International University. The USA Chapter Officers and Board of Directors will invite the American educator community to join WCCI and support the world organization's belief that educators have a responsibility to ensure that education contributes to the promotion of equity, peace, social justice, and the universal realization of human rights. To this end, the USA chapter will advocate for curricular and instructional programs for all educational enterprises involving children, youth, and adults. The overall mission is to develop in every person's self-respect, social awareness, and capacity to participate at all levels of world society, from local to global. Read more about this new chapter in the announcement section.

Foremost, we thank our global WCCI members, friends, colleagues and educators who continue to support our organization, share ideas, experiences and strategies in promoting cultural diversity and anti-racism in their curricula, peace pedagogies and sustainable development policies. WCCI is pleased to publish another of our Newsletter that brings educators together to continue dialogues about the critical world issues and solutions.

Finally, we strongly encourage you to infuse environmental and peace education at all levels of the educational system (e.g., policy level, teacher training, administrator training, adult education/parent, etc.) Begin environmental, climate and peace education instruction in the home and at the pre-school level in the school curriculum.

We look forward to meeting you again soon in our upcoming virtual Webinars and World Conference in 2023.

Emmy Garon, Interim President
President, Golden Values School, Philippines

ABOUT THE WCCI EXECUTIVE DIRECTOR



Sonja Lopez Arnak

Dr. Sonja Lopez Arnak first entered the world of international teaching when listening to Carnegie Commission on Teaching's President, Dr. Ernest Boyer, speak about the changes in education and future of more interdependence between different countries over 20 years ago. She knew she had to experience this firsthand and immediately applied to work in international schools. Since then, Sonja has been involved in international, global, multicultural and multilingual education as an educator, administrator, professor, researchers and online program designer. She has worked in K12 schools in California, Germany, Italy, Mexico, Turkey and in higher education in Turkey and California. She completed her doctorate in Teacher Education in Multicultural Societies, International Education and Language and Literacy at University of Southern California.

Currently, Dr. Arnak continues her work with educators from around the world through her work as a faculty member within two teacher educator programs, as an international Baccalaureate online professional development facilitator, and her work within several international, national and state organizations, boards, and journals.

As the WCCI Executive Director, Dr. Lopez Arnak is excited to help bring all Chapters together to align our communications, collaborations and creative work in curriculum and instruction with the UN Sustainable Development Goals.

MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear WCCI Family-

Little did I know when I attended the World Conference in Rome, Italy in the summer of 2018 that I would become a part of the global community Dr. Estela Matriano had cultivated over the past 50 years.

It is an honor to be at the helm in ensuring her vision of using education as a vehicle to bring us together as we aim to support social, economic and environmental justice. The WCCI Board has been collaborating on new ways to communicate, collaborate and come together virtually so that the WCCI family and our global Chapters are in constant contact with each other in between our World Conferences. Currently all Chapters, including our newly reestablished USA Chapter, are looking at monthly offerings that allow us to look at the work being done at each of the Chapters, as well as to use the UN Sustainable Development Goals as a catalyst to bring forward discussions and collaborations on curriculum and instruction. We will soon be sending out a Member Survey to hear your thoughts on our proposed offerings and to determine your needs and how we can support you. We invite you to become an active part of your regional Chapter so that you can help shape the upcoming offerings.

Thank you to all contributors for the Fall 2021 Newsletter on Educating and Collaborating for a safe and Peaceful World. We have several contributions from around the world. From India we learn about the transformational leadership model for teacher education programs. In Cadets of Peace: Conceptual Models for Teacher Education Institutions, seven distinct goals tied to the UNSDG provide a foundation for this model. In Gifted to Give, a summary of the virtual gathering of Indigenous, Jewish, Christian and Muslim leaders as an example of interfaith understanding and global peacebuilding. The link to

The link the recording has been provided. Board member, Dr. Matin Royeen, shares his thoughts on Afghanistan from September 11th to the recent US withdrawal. His succinct account and concluding thoughts leave us anxious to see what is going to happen next, as he shares the following hopeful thought, “We live in the 21st Century and incorporating Islamic values of tolerance, reconciliation, respect for human rights and peace building in the context of the Afghan to culture can be compatible in today’s world.” Past WCCI Philippines Chapter President, Dr. Aleli Sevilla, reminds us of the need to move back to a slow food approach and how this practice ties to both the UNSDGs and the Food and Agriculture Organization of the United Nations (FAO) Sustainable Development Goals and the need for green revolution. The Editorial by Board Secretary and US Chapter President, Dr. Joyce Pittman, discusses UN’s SDG related to better access

MESSAGE FROM THE SECRETARIAT

As Subject: Information about our new USA Chapter

The WCCI [USA Chapter] is affiliated with the parent WCCI organization but operates independently.

Although WCCI membership is required to take advantage of some of its offerings, professionals can join and participate in the USA chapter.

At the chapter level, we will host local Conferences, meetings and seminars throughout the year. We will soon have a website to check out local events and learning opportunities.

I invite you to get involved at the chapter level if you are in the United States by confirming WCCI

and equity to high quality education and shares a research project she previously worked on which showed the connection between school infrastructure and improved student academic achievement. Our Newsletter finishes with information about the newly established US Chapter and an introduction of US Chapter Board Members. Welcome Members! I look forward to our first meeting and virtually meeting with you all!

Best wishes.,

Dr. Sonja Lopez Armak
WCCI Executive Director
slopezarnakwcci@gmail.com

membership then paying our chapter fees. You will meet wonderful people who understand the challenges you face in your work.

Additionally, in the future you can get involved virtually through the chapter’s online community, which will include an online member directory and discussion forum. I also encourage your institution to join the WCCI or USA chapter so you and others on your campus can take advantage of Chapter benefits. In the last section, you will find both the WCCI and USA Board of Directors. Contact Secretariat: Carole Caparros for more information on membership and other WCCI membership benefits or visit the Website where you will find an application form: <https://wcci-international.org/about-wcci/contact-us/>

Carole I. Caparros. MEd
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WELCOME TO THIS WCCI SPECIAL NEWSLETTER ISSUE FOCUSING ON UN SUSTAINABLE DEVELOPMENT GOALS 13 AND 16!

Joyce Pittman, PhD
Drexel University



Beginning on September 21 we celebrate *International Peace*. This issue is continuing the theme by focusing this issue on Goals 13: Climate Action and 16: Peace, Justice and Strong Institutions. Let's begin by recapping this year's theme for peace education followed by articles in this issue that will address both goals.

2021 Theme: Recovering better for an equitable and sustainable world

“Each year the International Day of Peace is observed around the world on 21 September. The UN General Assembly has declared this as a day

devoted to strengthening the ideals of peace, through observing 24 non-violence and cease-fire.

In 2021, as we heal from the COVID-19 pandemic, we are inspired to think creatively and collectively about how to help everyone recover better, how to build resilience, and how to transform our world into one that is more equal, more just, equitable, inclusive, sustainable, and healthier.

The pandemic is known for hitting the underprivileged and marginalized groups the hardest. By April 2021, over 687 million COVID-19 vaccine doses have been administered globally, but over 100 countries have not received a single dose. People caught in conflict are especially vulnerable in terms of lack of access to healthcare.

In line with the Secretary-General's appeal for a global ceasefire last March, in February 2021 the Secretary Council unanimously passed a resolution calling for Member States to support a “sustained humanitarian pause” to local conflicts.

The global ceasefire must continue to be honored, to ensure people caught in conflict have access to lifesaving vaccinations and treatments (United Nations, 2021)”

Intercultural and racial relations are facing an unprecedented crisis worldwide as we face a resurgence of problems surrounding racism and intercultural disconnects with each other as human beings, which did not happen without years of warning. What we did not predict is that given the advances in recognizing growing diversity in education, research, science, technological advancement and global learning connections that we would experience the current level of conflict in our society. This situation is causing many people to fear what will come next during this uncertain time of COVID-19, intercultural and racial unrest

In the world!



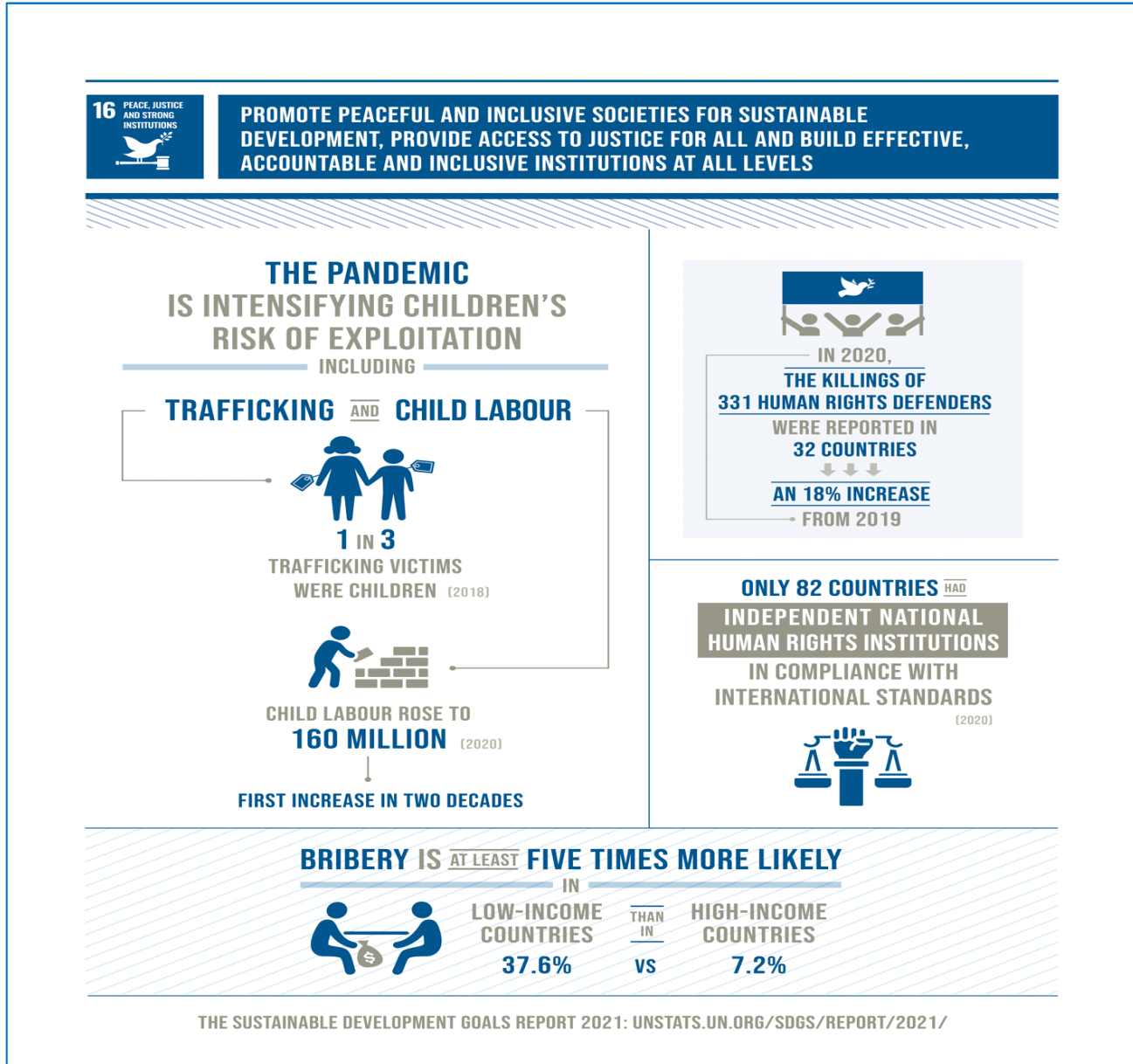
As stated in the first special edition COVID-19 spring newsletter, *there remains appreciation, optimism and excitement about our past success in solving world problems including racial discrimination strides toward a more peaceful and just society.* WCCI's record of success is centered very much on its success in bridging humanistic differences around the globe!

Please continue to work with regional groups and chapters to discover through sharing---new ways to grow and support these critical conversations on the UN's Global Sustainable Development Goals. Also, feel free to send comments on the articles to share your thoughts or email the authors to as questions.

We appreciate your support!

Joyce Pittman, PhD, Editor

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CADETS OF PEACE: CONCEPTUAL MODELS FOR TEACHER EDUCATION INSTITUTIONS



Prasant Mathew



Jessy N. C.



Minimol George
(Sr. Caroline FCC)

Abstract

The article introduces the concept of “Cadets of Peace: Transformational Leaders of Peace Building” initiated by the collaboration of NGOs and illustrates a leadership training model. It also illustrates the conceptual model for Teacher Education Institutions by analyzing the Peace Building initiatives undertaken by PKM College of Education, in the context of UN SDGs.

CADETS OF PEACE

Cadets of Peace is an initiative of *Bethlehem Educational Research Foundation* (Global Organization of Educational Researchers), *Peace and Harmony Foundation* (NGO working for peace initiatives in Kerala, South India) and *Peace Channel* (NGO working for peace initiatives in Nagaland, North East India) to professionally train peace activists working with different organizations and institutions at different levels to be transformational leaders of peace building in their respective realms. Cadets of Peace work with the motto: *“Let’s go in peace and build peace”*.

Cadets of Peace are transformational leaders of peace building characterized by a sense of responsibility, sense of commitment, sense of belongingness, sense of caring and sense of compassion towards peace issues of the immediate surroundings and of the World.

Cadets of Peace are transformational leaders of peace trained to transform oneself and the society adopting principles of transformation viz. self-awareness, spontaneity, being vision and value led, making positive use of adversity, field independence, asking why,

humility, compassion, celebrating diversity, holism, reframing and sense of vocation for solving peace issues.

Cadets of Peace act as catalyst to attain a **‘Cultural Transformation’** of the Society from an *Insensitive Culture to a Culture of Sensitivity, from a Spiritually Dumb Culture to a Spiritually Intelligent Culture through Education and Training.*

The founders of the initiative designed leadership training model for transformational leadership training of Cadets of Peace at different levels - Adolescents, Youth, Adults and Teachers actively engaged in peace building initiatives at Schools, Colleges and Community.

SENSITISE TO TRANSFORM: LEADERSHIP TRAINING MODEL

Probing into the roots of various **peace, environmental, health, social and moral issues** through different means, ‘lack of sensitivity’ has been found to be one of the major causes leading to these issues. Majority of them arise out of our lack of a responsive, caring and compassionate disposition towards various interacting elements associated to these realms. Scottish Consultative Council on the Curriculum in 1996 suggests “Scientific sensitivity” characterized by a sense of responsibility, sense of caring, compassion, empathy, respect, sense of belongingness, sense of critical awareness and sense of problem solving must be inculcated in pupils for solving such issues.

The leadership training model for transformational leadership for cadets incorporates Principles of

Transformation and theories and conceptual models of Sensitivity.

TEACHER: CADET OF PEACE

Teachers both pre-service and in-service have a significant role in the peace building process among school, college and the community. As a pre-service Teacher Education Institution, P.K.M. College of Education, in the context of Its Silver Jubilee, associated with the founders of the initiative in the venture of training teachers to be Cadets of Peace.

Professor Kandoth Memorial College of Education is a government aided Teacher Education Institution (TEI), offering Bachelor of Education through its two-year programme recognised by National Council for Teacher Education and is affiliated to Kannur University and accredited by National Assessment and Accreditation Council. The College is situated in a rural area of Kannur and is an educational hub for the development of the Educationally backward Northern Malabar region of Kerala. Being situated in a politically sensitive area, the College has also been playing a significant role in peace Building among the younger generation.

In the light of building up potential future teachers competent to face the future global challenges, and to attain the United Nations Sustainable Development Goals (UN SDGs), the institution undertook a **mega project** titled “**Next Generation Teacher Education at PKM in the context of UN SDGs**” in 2019 with the purpose of attaining the seven definite distinct goals of enabling the student teachers to become peace builders, environment protectors, health promoters, equity upholders, humanity propagators, digital experts and research undertakers. The project is designed as a cyclic process of two years extending to attain the goals by 2030.

The **try-out of the Mega Project** was implemented in the academic year 2019-2020 from July 2019 to March 2020. 50 student teachers, each of the first year (2019-21 batch) and second year (2018-20 batch) were the primary stake holders.

Peace Building Initiatives of P.K.M. College of Education

In the context of the United Nations Sustainable Development Goal 16: *Peace, Justice and Strong Institutions*, and SDG 17: *Partnerships*; P.K.M. College of Education, as a Teacher Education Institution, with one of its goals of developing teachers as peace builders, initiated various peace building activities to address the issues and challenges of the modern world in partnership with other institutions and NGOs working in the field. The initiatives include **Institutional Initiatives** for creating awareness and **Student Teacher Initiatives** for making them engaged with the field to become **cadets of peace** to initiate peace building activities in their workplace.

Institutional Initiatives

The Institutional Initiatives include Curricular Provisions for peace education; add-on course leading to Diploma in Peace Education; Awareness classes and Interaction with National and International Peace Activists; Association with Educational Institutions and NGOs; Observance of days; organizing Institutional Twinning Programmes; participation in State/National/International Training Programmes such as Peace Conventions, Residential Training Programmes; organizing Street Plays on nonviolence; establishing Peace Builders Forums; conducting Peace Campaigns, Peace Exhibitions, Peace Conference, Peace Research Projects, Peace Debate, Peace Journal Reviewing, Peace Surveys etc.

Student Teacher Initiatives

The Student Teacher Initiatives include organizing Competitions; Resource Material Development; Participation and Presentations in national seminars/conferences; undertaking Pledge to protect peace; developing Conceptual Models in peace; organizing Training Programmes; Focused Group Discussions; formation of Peace Clubs in schools etc.

SENSITISE TO TRANSFORM : LEADERSHIP TRAINING MODEL

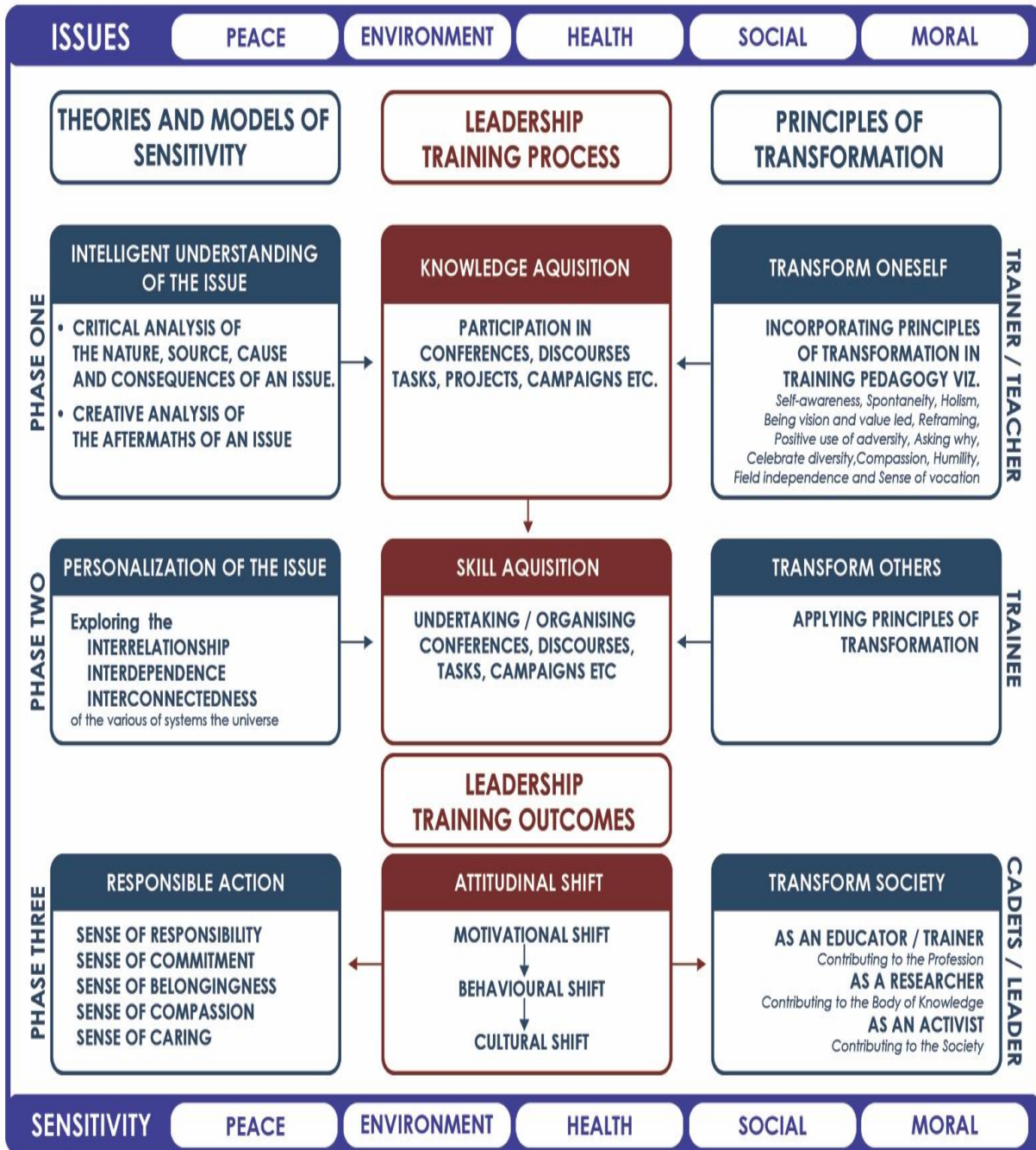


Figure 1. Sensitise to Transform: Leadership Training Model

CADETS OF PEACE: CONCEPTUAL MODEL FOR TEIs

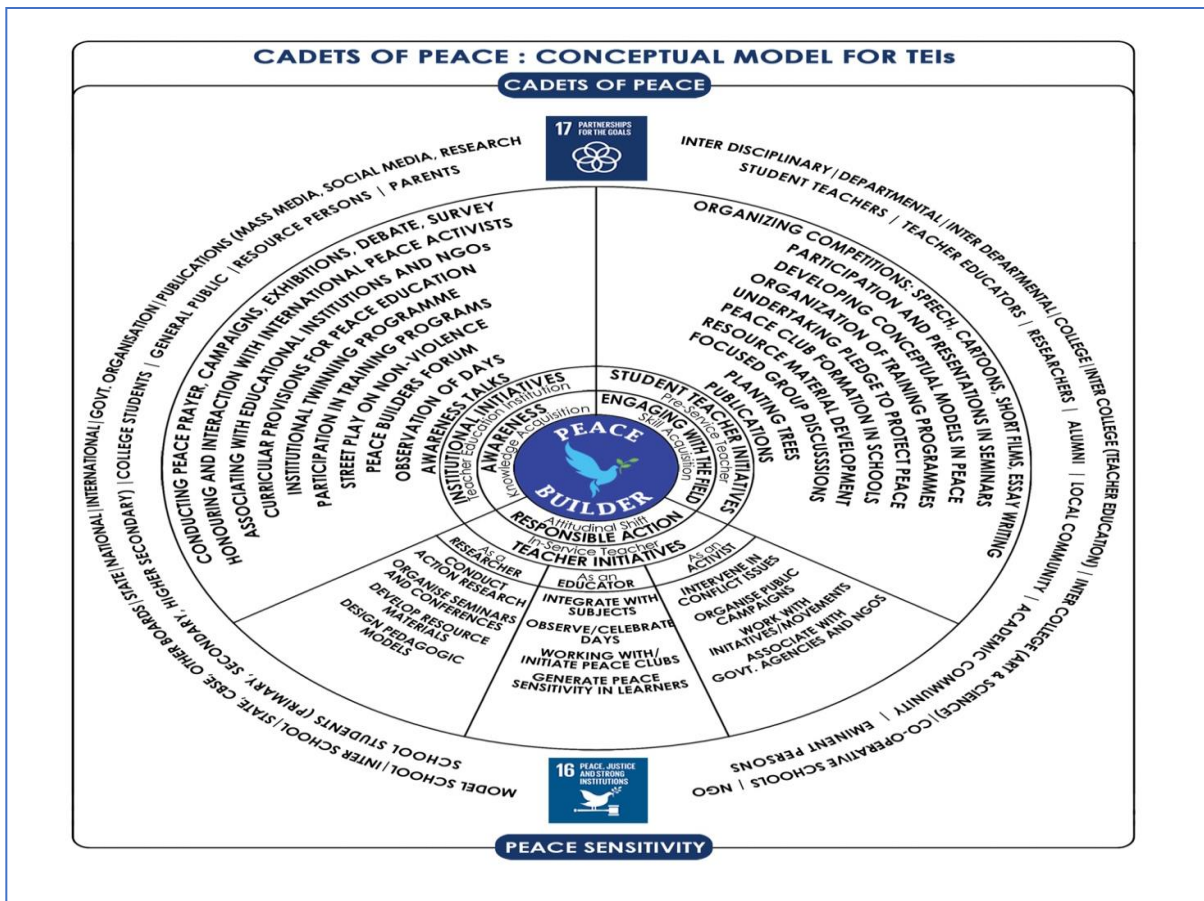
By analyzing and synthesizing the activities for peace building done by the institution focusing on UNSDG's Peace action and by associating with other institutions, a conceptual model for teacher education Institutions can be summarized.

The conceptual model presents the programmes and activities that can be initiated by Teacher Education Institutions and Student Teachers as part of the Graduate in Education Programme to acquire Knowledge and Skills through awareness programmes and engaging with the field to address Peace issues and to develop Peace sensitivity among student teachers through an attitudinal shift and thereby act responsibly in their workplace (in service) as Teachers with the roles of Educator, Researcher and Activist in the society.

The Programmes/ Activities can be incorporated at different levels: at Interdisciplinary, Intercollegiate (Teacher Education), Intercollegiate (Arts and Science); - at Regional, State, National and International levels in association or partnership with Model schools, Cooperative schools, Governmental Organizations, NGOs, and gain publicity through Mass media and Social Media.

The stake holders include Student Teachers, Teacher Educators, Researchers, Experts, School Teachers, School students, Parents, Alumni, Local Community, General Public etc.

Figure 2 illustrates the Conceptual model for Teacher Education Institutions.



ABOUT THE AUTHORS

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Dr Jessy NC is the Principal of PKM College of Education and the Academic Council member of Kannur University. She is an advisory member of Bethlehem Educational Research Foundation. She has presented research papers in International Educational Conferences in Taiwan, USA, UK and Australia. jessypkm17@gmail.com

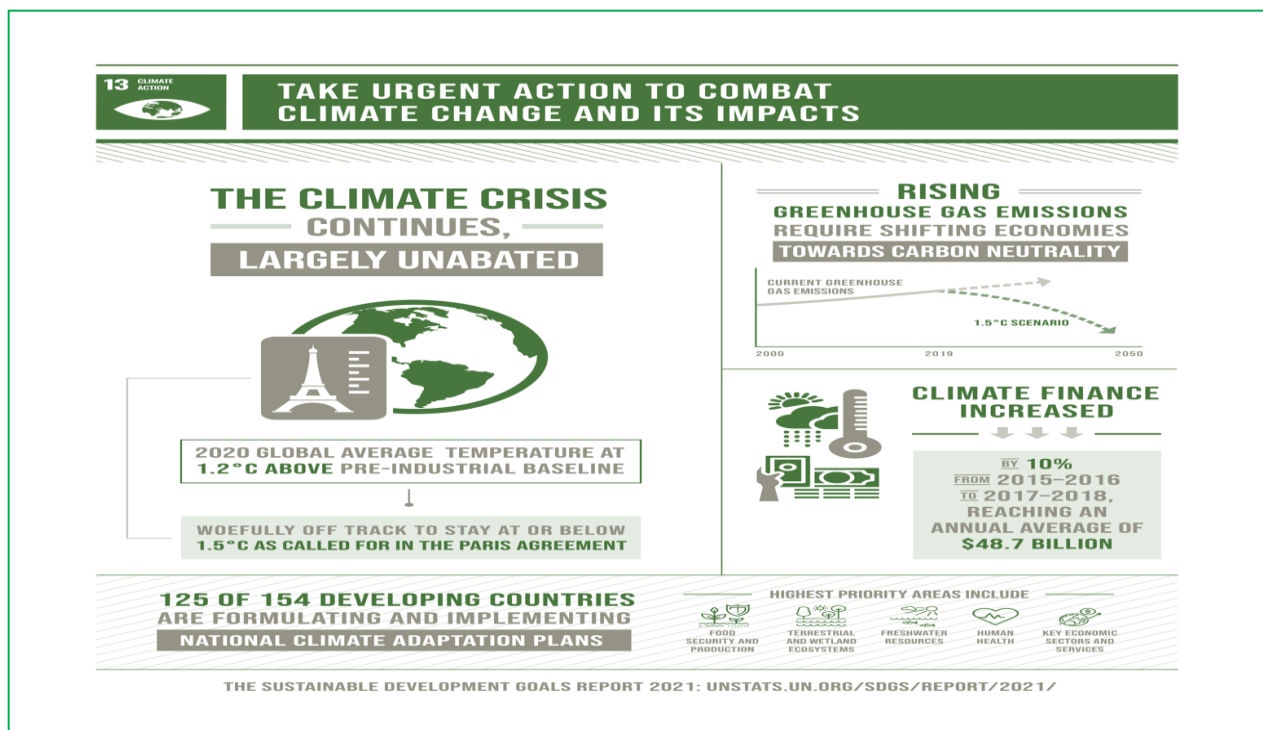
Ms. Minimol George (Sr. Caroline FCC) is faculty of PKM College of Education. She is a part time Research Scholar under Lincoln University College, Malaysia and doing her research in the areas of Cadets of Peace. She is a Peace Activist and a trainer of Peace Building. She is associated with Peace and Harmony Foundation and Peace Channel; NGOs working for Peace. srcaroline03@gmail.com

CLIMATE CHANGE AND SOCIAL JUSTICE

In this section you will find articles that address climate change and a new way of conceptualizing climate change as a part of social justice and equity agendas and how it affects our food supply, agricultural, and other environmental conditions that affect the quality of life. What is required?

“Climate action means stepped-up efforts to reduce greenhouse gas emissions and strengthen resilience and adaptive capacity to climate-induced impacts, including climate-related hazards in all countries; integrating climate change measures into national policies, strategies and planning; and improving education, awareness-raising and human and institutional capacity with respect to climate change mitigation, adaptation, impact reduction and early warning.

“Source: <https://www.sdfinance.undp.org/content/sdfinance/en/home/sdg/goal-13--climate-action.html>



THE ROLE OF FOODAYS IN CLIMATE CHANGE AND BIODIVERSITY ACTION IN THE PHILIPPINES: LOCAL COMMUNITY AND YOUTH VOICES FOR A HEALTHY PLANET AND SUSTAINABLE FUTURE

Aleli V. Sevilla, PhD
*University of Santo Tomas, Graduate School
Manila, Philippines*

Food is an important part of our national identity and cultural heritage. It is a core component of our culture, customs, beliefs, values, and celebrations. It can connect us to people and places and bring friends and families together. Food often comes with a particular story, memory, and history of time and of place.

Filipino food and foodways highlight the intersection of food in culture, tradition, and heritage. This is based on biodiversity, rediscovering local traditions and reviving “slow-food” culinary practices as against “fast food” and “junk food” which are increasingly on the rise globally.

Filipino foodways, not only focuses on a slower, more natural, organic, and green lifestyle, that compliments nature, but also works to preserve dying culinary traditions, conserve natural biodiversity, because its production chain is sustainable and in harmony with the ecosystem and protect fading agricultural practices threatened in this age of mass consumerism.



Food consumption and production have a considerable impact on the environment. Bad practices contribute for example to climate change, water and air pollution, acid rain, loss of wildlife and natural habitats due to depletion of biodiversity.

“Together we are facing great challenges that we consider fundamental to the future of this planet. Biodiversity is the biggest assurance for the future that humanity has. Without this, the very foundation of human life on the planet is lost, as well as the humus on which civilizations and cultures have been shaped, which are the fruit of human adaptation to the natural environment. Defending, protecting, and promoting biodiversity is the only viable path, a moral duty that we must undertake. We must reverse the route so that food becomes the symbol of change through our daily choices.” (Petrini, 2018).

COMMUNITY SHARED EFFORTS AND CONTRIBUTIONS

In the Food and Agriculture Organization of the United Nations (FAO) Sustainable Development Goals, one of its agenda calls for a greener revolution: “it is now time for a second green revolution in which agriculture continues to provide abundant and healthy food while at the same time promoting the conservation and use of the ecosystem services and biodiversity. “A food revolution is emerging in many communities around the islands of the Philippines. They have been steadily tailing towards a more peaceful, just, and healthier society and planet through food.

In the Visayan region of the Philippines, this vision of a new reality led to the founding of a local farmers group whose advocacy is for alternative farm- market table movement, by promoting organic farming and encouraging local farmers a way to transform the agricultural industry.

Organic agriculture and natural farming for sustainability projects were also launched in many local communities of Northern and Southern parts of the Luzon region. Through this project they were able to help create a steady supply of safe, healthy, and nutritious food for the family and the marketing and trading of organic produce.

As the Food and Agriculture Organization (FAO) has affirmed in its 2030 Agenda, transforming food and agriculture systems, shifting to more sustainable and diversified consumption and production patterns, improving governance, and securing the political act are vital in building a viable future for humankind.

Truly, by farming sustainably, prioritizing heirloom cuisine and promoting good, natural, organic, and clean food, while nurturing its people, food heritage, memory and community engagement are great actions and contributions to protect and conserve our environment.



MAKING A DIFFERENCE--YOUTH AND SCHOOL ENGAGEMENTS

Slowly yet surely, youth groups and schools engaged in innovative foodways activities and projects that promote green lifestyle and sustainable living.

Many “green schools” in the Philippines have stopped offering in their school cafeterias “fast and junk foods.” Students have appreciated this and have slowly adapted to this healthy lifestyle. Schools have integrated as well in all levels in the curriculum the importance of sustainable and eco-friendly living.

Culinary schools in Metro-Manila engaged culinary students and chefs in projects to work hand in hand for sustainable foodways, particularly prevention of food waste.

Youth groups participated in conventions, workshops and activities supported by food global organizations

and government on food issues, problems, and concerns. It was an opportunity for their voices to be heard through deliberations, open exchange of ideas among stakeholders in the food industry which includes food producers, chefs, restaurant owners and social entrepreneurs. Through these engagements, they have committed to campaign for a “better foodways future.” They have networked with universities and colleges and local Food and Agriculture Organization (FAO) and United Nations Educational Scientific and Cultural Organization (UNESCO).

Much work remains to be done but it is gratifying to note that the youth are making a difference slowly but surely for a healthy planet.

CONCLUSION

In an archipelago like the Philippines, where the islands are diverse as its food, foodways unite Filipinos to work together for environmental sustainability, biodiversity, responsible food production and consumption. It is part of the duty of local and global citizens to lift the voices of the most vulnerable and to advocate on their behalf. It is hoped that in the upcoming UN Biodiversity Meeting in October 2021 and UN Climate Change Conference in November 2021, that world leaders and countries can hear these voices so they can set meaningful targets and goals to protect our common home.

As Pope Francis said to world leaders at the Earth Summit in April, “We have the means to rise to the challenge...it is time to act”! After all, if we care for humanity let us begin with the care of the earth!

About the Author

Aleli V. Sevilla, PhD, is an Educator, Sociologist and Cultural Anthropologist. She is a senior associate of the Center for Peace Education in Miriam College, Philippines, Professor at University of Santo Tomas, Graduate School, and member of Green Convergence Philippines, for Safe Food, Healthy Environment and Sustainable Economy. She was Past President of the World Council for Curriculum and Instruction (WCCI), Philippines Chapter and a Lifetime member. alelisevilla51@gmail.com

EDITORIAL

What's Driving Climate Action Plans for America's Schools?

Joyce Pittman, PhD
Professor Emeritus
Drexel University

When we think about climate change often high-poverty schools get left behind in the conversation, but as the UN's SDG 2030 continues efforts to gain our attention for better access and equity to high quality education, the focus is changing largely due to COVID-19. This editorial about a small action research project on climate change needs in our schools aims to draw attention to a growing need for more conversations about health, environmental and equity issues affecting the academic achievement of learners in poor performing schools.

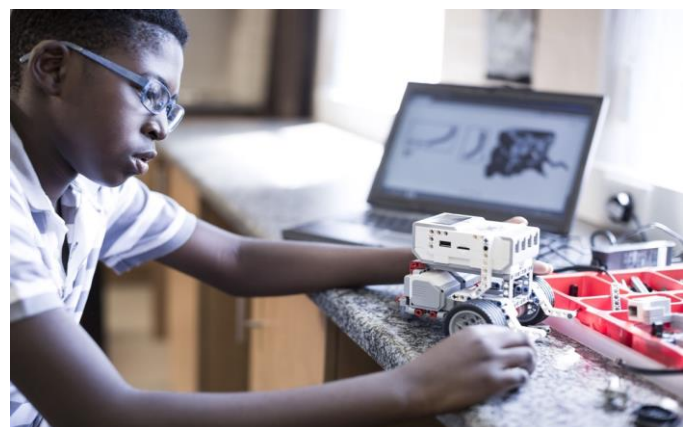


Recent data suggests that poor Indoor Air Quality (IAQ) may directly reduce an individual's ability to perform specific mental tasks requiring concentration, calculation, or memory. Such mental tasks are required in all core subjects and especially the advanced Science, Technology, Engineering and Mathematics curriculum (STEM). In addition, this research shows indoor temperature and relative humidity can also affect health and performance directly and can affect human performance indirectly by influencing the airborne level of hazardous environmental elements such as mold and bacteria.

The importance of this topic is published widely by UNESCO learning projects on the relevance of healthy environments to achieve high quality education. Global problems affiliated with economic development, education, environment, and health are closely related. In a September 2021 US Department of Education newsletter, an important question was hidden in this statement, "Put simply, schools can reduce their costs, improve the health of building occupants and the planet, and boost achievement and equity, in one fell swoop, if they have the right tools and expertise.

It's nothing short of a once-in-a-generation opportunity (p.1)!" Looking back on what contributed to resurrecting this conversation about school climate conditions, in 2011, the U.S. Department of Education started what was known as the Green Ribbon Schools (ED-GRS) recognition award. The US Department of education used this program to honor schools, districts, and postsecondary institutions for work that aimed to 1) reduce environmental impacts and save money; 2) improve health and wellness; and 3) teach effective environmental and sustainability education.

Consequently, the program became somewhat of a model for the department of education to engage the public on sustainability, environment, and infrastructure issues through several funding channels for research and cooperative education capstone projects in higher education. Suddenly there was funding available for health education programs and others that were designed to spotlight resources, opportunities, and best



practices in school sustainability, healthy environments, and environmental learning.

As a case-in-point moving forward to take advantage of this opportunity, in 2015 I was awarded a university-based, federal seed grant to direct a masters capstone project that required mentoring a group of health education students who were concerned about health disparities among learners who were members of minority populations and attended schools in high-poverty communities. The pre-med and health education graduate students theorized there was a direct relationship between learners' health disparities, safe and healthy school environments and learners' achievement in high-poverty schools. Turns out they were absolutely within reason to think in this direction. The high-risk health disparities included learners with asthma, diabetes, learning disabilities, childhood cancer and others who were typically among lower performers according to school data and literature.

Together, as a team we constructed a mixed methods action research study to explore the relationships between health disparities in selective urban and rural schools and factors that affect the quality of healthy learning environments. The action research capstone projects addressed this issue in three dimensions 1) teacher quality, 2) school performance and 3) health related school problems.

The purpose of this research was to explore critical environmental school building conditions and health related factors and the potential effects on student academic achievement and teacher effectiveness. We wanted to understand how these factors contributed to creating and maintaining safe and healthy learning environments in schools. Presuming that certain school facility conditions reveal evidence suggesting a strong influential effect on student academic performance, the outcomes could be used to improve or create safer and healthier learning environments to improve student achievement.

The initiative's literature review, combined with future investigations, unveiled enough evidence for school officials and administration to prompt building renovation, construction, and health related programs. The findings suggest that investing in school infrastructure could be a direct pathway to improve student academic achievement in schools with low social economic environmental factors and high numbers of health disparities.



Furthermore, discussions in reference to potential facility improvements and infrastructure health concerns may also lead community leaders to request additional financial support to invest in such projects if study results find a positive connection to student performance. This research also indicates the building environmental and health conditions could be affecting not only students' academic performance but teaching effectiveness in the classroom.

The project's literature review on the effects of ecological conditions have on schools shows there are significant health risk is some urban, rural, and suburban schools. The argument is that such conditions present thought-provoking implications for transforming learning environments into healthy and safe places for teachers and learners to be active and productive. Although this was a small action research study, it shares findings on the potential implications for health disparate conditions in schools and communities that can affect individuals and overall school performance. This type of research is important because it calls attention to the need to acknowledge problems involving healthy and safe infrastructure, environmental conditions, and the impact on health, which will no doubt continue to result in adverse effects on teaching and learning performance in schools. More research is needed to advance future research designs to investigate creating, maintaining safe and healthy environments globally. Climate control cannot be effectively approached without focusing on foundational values inherent in the way we perceive quality of life.

For example, it is timely that the US Department of Education's new and improved Climate Adaptation Plan (CAP) looks at the many ways that ED can use its leadership; policies, programs, and guidance; and technical assistance to increase the climate resilience of

state and local educational agencies, schools, and institutions of higher education. The recent report adds that the US Department of Education’s new CAP looks at every available tool our federal education agency has at its disposal to prioritize equitable access to healthy, safe, sustainable, 21st century learning environments and sustainability learning that equips students to face the challenges of the future and encourages others to follow this model.

According to experts, the CAP is intended to be broad in scope and offer many possibilities to support safe, healthy, sustainable, and equitable school environments and sustainability learning. You are invited to have a look at the full [Climate Adaptation Plan available online here](#). This new plan offers a framework for bolstering efforts nationwide to bring sustainable, healthy, resilient, and equitable learning environments into the mainstream of federal education policy (Homeroom, September 2021, The Official Blog of the US Department of Education. Available: https://blog.ed.gov/2021/09/more-than-a-climate-adaptation-plan/?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

Call to Action

The central emergent research question remains: *What Critical Factors Contribute to Understanding, Creating, and Maintaining Safe, Sustainable and Healthy Learning Environments in Schools that Serve High Need Learners with Disparate Health Conditions?* And

What is the Climate Adaptation Plan for your school, work, or home learning environment?



Gifted to Give: In the Spirit of Indigenous, Jewish, Christian, Muslim Faith Traditions

Genevieve Balance Kupang, PhD



There is excitement and unfolding of inspiration as one unwraps the gifts s/he received and amplifies the good. This is true especially if it is done in the presence of others. Such were the feelings experienced last September 13, 2021, during the international Webinar dubbed *“Gifted to Give: In the Spirit of Indigenous, Jewish, Christian, Muslim Faith Traditions.”* As one participant puts it *“The speakers’ sharing is rich; I felt full. You were excellent in giving reactions to other speakers. What Prof. Alih said, is beautiful; there’s a good relation between Muslims and Christians in their place...”* (Victoria Corral). *‘I felt very heartened by it’* remarked Sr. Anne.

The holy encounter with other traditions brought to the fore the reality that all created beings have the Divine imprint in them. Yes, our Creator has gifted all of us – earthlings with boundless blessings and gifts. *‘The entirety of God’s creation has a purpose; even flies and mosquitoes have a reason for existing, how much more so people and nations’* (Morgan, 2021)!

Mindful of each traditions’ giftedness, the **Notre Dame de Sion (NDS) Congregation**, the **CBCP-Episcopal Commission on Interreligious Dialogue**, **Sandiwa, Network of Advocates for National Minority Rights**, the **National Ulama Council of the Philippines**, and **Bukal ng Tipan Pastoral Center** have organized a talk show, giving panelists the opportunity to share what their traditions are *“Gifted to Give.”* The theme was inspired by this year’s celebration as the Philippines commemorates the 500th anniversary of Christianity in the country.

Every religious tradition has an identity and offers a unique gift to humanity. Thanks to the NDS Sisters' invitation through **Sr. Ofelia De La Torre, NDS**, Regional Coordinator who gathered the panelists, **Dr. Genevieve Balance Kupang, Rabbi Fred Morgan, Dr. Jessica Joy V. Candelario, and Prof. Alih Sakaluran Aiyub**. Below are some highlights of their sharing:

The Indigenous Peoples Earth-Based Traditions of Nurturing the Beauty in Human to the Holy in Nature



Kupang shared that the indigenous peoples' (IPs) umbilical cord is tied with the complexities and dynamism of Mother Earth. The IPs bridge the divide of alienation from nature by some destructive sectors that

plunder their ancestral domains. She said that *Kabunian* (Supreme Being) has showered us with the spiritual gift that all interconnected, "*agi tako ngam-in*" or "we are part of the sacred web of life and are one as siblings" in the words of Chief Seattle in the Turtle Island. She elaborated the nurturance of the holy in nature: a) deep reverence for Mother Earth and all created beings; b) the IPs in culture and the arts; c) the forests and backyards are their pharmacies (Gaiolini, 1994); d) indigenous creativity as the seedbed of sustainable development; e) rituals/ceremonies of thanksgiving and affirmation of shared values; and f) the gift to hear the cry of the earth and the poor.

Their gifts are their cultural heritage, cosmologies of sustainability as expressed in IPs' rootedness, affinity, and fascination with the land. They are the '*seed keepers*' of diverse heirloom rice, vegetable & fruit seeds that are the foundation of the food system. The nurturance of beauty includes adornments, crafts, weaving traditions, music, unique languages, ceremonies life cycle events' ceremonies, healing, *vojong* (peace pact), *tungtungan* (dialogue), Creation-centered spirituality, *ngilin* (holidays), *tengaw* (rest), and *Inayan Na* (moral code).

They have exquisite love stories with these seeds like this story Kupang related: In the early 1900s, Cordillera was not spared from famine. Elders went to places like Ilocos Sur to look for food. An American missionary was surprised to see an Igorot guarding a few bundles of rice panicles while a lot were already starving to death. American missionary to the husky Igorot guard in G-string: *Young man, why don't you give out those few bundles of rice to save one or two lives?* Igorot guard: *Apo (a way of respect), those are seeds for the future to save not only two lives but 2000 lives* (Chaokas & Fiarod, 1999). These seeds when grown have nourished the IPs in many levels-spiritual, physical, cultural, emotional, and social at their core. It is what is celebrated during *Lumdang*, a thanksgiving feast where varieties of legumes, other vegetables, and meat are cooked together like in a steamboat party.

The Gifts of the Jewish Tradition



Rabbi Fred Morgan, Emeritus Senior Rabbi at Temple Beth Israel in Melbourne

Rabbi Morgan, reacting to Kupang's presentation said that it resonated with the Australian Aborigines' experience, especially regarding their relationship to the land. The land is not supposed to be possessed but protected; custodianship is a gift we learn from the IPs

and the concern to improve the life of the local communities that make up the web of life. He posited that it was only recently that greater respect was given to the aborigines' tradition and what they have given to society. Morgan affirmed the IPs' authenticity as *seed keepers*.

He then shared the three gifts of the Jewish people to humanity: human freedom, skills of survival, and hope. Specifically, Judaism pioneered a most precious gift—"religion and morality: quoting Rabbi Lord Jakobovits, and "ethical monotheism" of thinkers like Hermann Cohen and Leo Baeck.

During the Roman occupation in ancient Judea, the Jewish challenged injustice and fought for human freedom by a rebellion against the occupation. As human freedom was missing, they pursued the right of every individual to be treated with respect, to live in dignity, and the ever-abiding hope that they could

perfect the society in which they lived. The Jews survived by focusing on the life of the mind through the learning, interpretation, and Torah's transmission. They created a community of scholars.

This community sustained the Jews through their centuries of trial. Their physical struggle was transmuted into a spiritual struggle through the discipline of learning and the building of community. Thus, the Jews gifted humanity values like universal education (the importance of passing on tradition), welfare institutions to support the needy (the first public welfare institutions emerged within the Jewish community), thirst for knowledge (the Jews have had more Nobel Prize winners per capita), etc. This gift of survival was recognized by the Dalai Lama as a gift to humanity, who, when faced with the threatened extinction of his own Tibetan people through exile, approached rabbis to hear how the Jews responded to exile and been able to survive.

The values around justice include moral freedom of choice, a belief in the world's perfectibility, the equality of humanity before a single God, access to opportunities that enable all to find their place in history.

Christian Communion, Solidarity, and Mission



Dr. Jessica Joy V. Candelario,
Program Coordinator for Bukal
ng Tipan Pastoral Center

Dr. Candelario shares the gifts of Christian tradition that has formed her to follow the path of Christ. In the spirit of a Triune God are the gifts of communion and participation, solidarity with the poor, and mission to cultures.

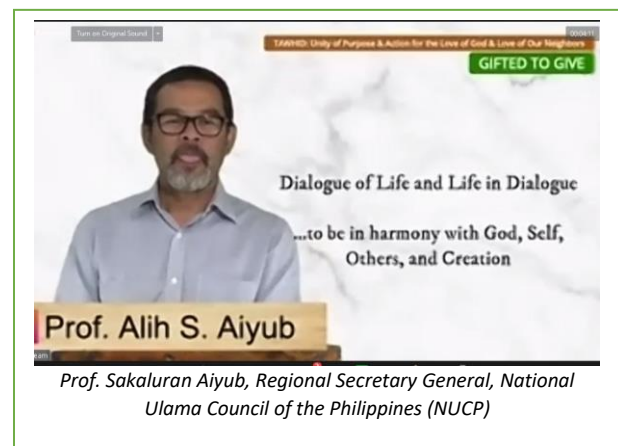
Christians believe in a God that is a community—Father, Son, and Spirit, embodying “mutual relations, radical equality, and a community of diversity (Johnson, 2014). The Triune God, described as a dance, moving together gracefully, mutually indwelling, interpenetrating one another is embodied by Christianity's gifts to the world. Communion is reflected by the thousands of Christian denominations and communities around the world living the Gospel in various forms and expressions, paradigms, and methods of Christian theologies, and in the communal dialogue

and discernment to respond to life concerns and social issues. Christianity's preferential option for the poor has been shown through its charitable works and through the building of communities that strive towards systemic change. Finally, as Christianity is proclaimed but also interpreted in the local languages and cultures, it contributes towards a deeper appreciation and understanding of the giftedness in every nation and race.

Candelario mentions, however, that these gifts are yet to be fully unpacked. Amid a changing world, Christianity needs to be more open to the renewal of the Spirit. She dreams that communities extend their dinner tables instead of building higher fences. She urged all to take to heart Pope Francis' *encyclical-Laudato Si* (Care for our Common Home) And the UN sustainable development goals. “Let us help heal the world's ills and unwrap the gifts that we received by sharing in the transformation of the world” she concluded.

Tawhid, Unity of Purpose for the Love of God, and Love of our Neighbors

Professor Aiyub articulated that they are gifted to give because their faith has enabled them to respond to today's challenges. He emphasized the centrality of the Abrahamic faith which are the two greatest commandments: Love of God and Love of Neighbors. To do this, he said, that we must undergo a process of total human development to equip ourselves: intelligence quotient (IQ) for rationality; emotional quotient (EQ) for social intelligence; spiritual quotient (SQ) for discernment and wisdom; adversity quotient (AQ) for resiliency, and love quotient (LQ) for serving others unconditionally. To be a true living witness of our faith is the goal.



The Islamic teaching of *Iman, Taqwa, and Ihsan* (faith, fear, and love of God) is our moral compass for inner purification, motivation, and inspiration to submit to God's will.

Tawhid (Uluhiya/Rububiya), the core of Islam, signifies the chief proviso of the believers' submission to Allah's will. The highest level of submission is to manifest the embodiment of God's image which are the *Al Rahman, Al Rahim, and Al Adil* (loving, caring, and just), spreading Godliness and observing unity of thought, speech, and action.

He gave examples of his *ummah's* faith in action: *amanat* (relief program), *sadaqah* (cash assistance), Friday love drive, capitalizing on *zakat* (almsgiving). These were initiatives of faith leaders in a conflict situation, promotion of interfaith dialogue, and relief during this pandemic.

After Aiyub's presentation, Kupang concluded her reaction by appreciating Aiyub's commitment to the *culture of dialogue*. Aiyub, conversely, rendered his reaction to Candelario's sharing and said that he is a witness to the Philippine Church's great contribution to the bloodless EDSA revolution that has overthrown Marcos. The Church worked for the defense of human rights during the oppressive regime, and assisted the detained, exploited, tortured, and murdered citizens. He worked together with Christian advocates like Sr. Mariani Dimaranan, SFIC, the former head of the Task Force Detainees in the Philippines. Aiyub disclosed that he was attracted to the Vatican II's encyclicals and other succeeding documents on interreligious dialogue.

Gifts are meant to be shared as Sr. Arlyne Casas, NDS expressed in her closing remarks. It is a wonderful way to celebrate the joy of having received God's gifts. The participants appreciated the panelists' lively interchange with Sr. Maria as the moderator. Rabbi Morgan hopes that such an event help to further the cause of interfaith understanding and peacebuilding across the world.

To end, I echo the prayer that goes "May our efforts bring us to a deeper understanding and respect for one another. May our faith give us the courage to act wisely and work together for harmony." Heartfelt thanks to CBCP News for recording the event. Here is the link: https://web.facebook.com/watch/live/v=2685853925042031&ref=watch_permalink.



Feeling grateful and uplifted with the successful webinar, the NDS community



Sr. Malau, NDS, CBCP-ECID member moderates the webinar



Sr. Elizabeth Burog, NDS leads the opening prayer and welcome remarks

An Afghan American Educator's Reflection on 9/11 and Beyond

Matin Royeen, PhD
Chicago, Illinois, USA



Introduction

The Trauma of September 11, 2001 is still alive in the minds and hearts of those who witnessed this horrific attack of American soil with global implications.

For those born after September of 2001, or too young to remember, they will simply read, hear and see the images during memorials and other relevant sad events unfolding in the United States and around the world. To begin, may I offer our prayers to all the victims of 9/11 and others who have fallen victims of tragic wars and violence as a consequence of the events of 9/11. We invaded Afghanistan shortly after the attacks in the United States in 2001 and completed withdrawal of our troops upon the twentieth anniversary amid many questions in 2021.

I appreciate all friends and colleagues who have expressed concern and offered prayers for peace in Afghanistan after hearing the news and watching the most vivid images of complete chaos during the evacuations at Kabul international airport. The political events of the past forty-three year are really linked to each other and should be studied in totality. The bloody coup of 1978 when the first President of the Afghan Republic Sardar Daoud Khan along with 18 immediate family members were martyred by the Communists was the beginning of this ordeal for the Afghan people. President Daoud was a man of great integrity who loved his country.

I hope my American friends and colleagues will find the following information useful. First, I will share a synopsis of what I was doing during 9/11. Second, I will cover the political events that transpired in Afghanistan between 1978-2021. Third, I will offer some thoughts and recommendations about the current situation in our homeland. Those of us who have settled outside Afghanistan some years ago, enjoy a good life in different countries. However, our hearts seem to be in

continuous pain because of the prolonged suffering of the people in our homeland. Due to our unconditional love for Afghanistan, our feelings and emotions are intrinsically tied to the politics of the moment. I am sure we have opinions about Afghan leaders, the regional countries' role and the United States and allies' involvement following the September 11, 2001 tragedy. I believe the biggest challenge for all is how to establish a balance between our mind and heart while offering realistic solutions that could bring stability, peace and prosperity towards a dignified life for our sisters and brothers in Afghanistan.

My Presentation on Afghanistan: Ironically, on September 11, 2001, I was attending an international conference in Madrid, Spain. My presentation focused on victims of the violent conflict in my home country of Afghanistan as a result of 21 years of political upheaval; the bloody communist coup of 1978 in a very conservative Islamic society, the subsequent former Soviet intervention of 1979, a widespread Afghan resistance supported by the United States and allies that forced the Soviet withdrawal in 1989. In 1992, the Mujahedin (the Afghan Freedom Fighters who had fought Soviet occupiers) took control of the Government that resulted in a horrible civil war over power sharing, to be followed by the Taliban takeover in 1996. The full historical paper is available upon request.

Post 9/11 Period in Afghanistan: Since the 2001 US and allies invasion of Afghanistan, considerable progress has been made in education both for boys and girls, delivery of health services improved and the foundation of a democratic Afghanistan had been set up. Unfortunately, rampant corruption, political infighting, poor governance and disappointment of the public from their leaders created a crisis of confidence that contributed to the most recent reemergence of the Taliban fighters to power on August 15, 2021. The swift takeover of the 33 provinces of Taliban without resistance by the three hundred thousand members of the Afghan National Security Forces on whom the United States had spent billions of dollars was such a shock and embarrassment. Further, adding insult to injury, the Afghan president along with other high-level officials fled Afghanistan, creating a huge power vacuum in the country. Consequently, panic took over the Afghan capital where thousands of people rushed to Kabul international airport, hoping to leave the country. We all remember the recent images of some Afghans

tying themselves to the wings of the planes leaving Kabul airport. This chaotic evacuation by the brave American marines resulted in a successful evacuation of 124000 people within days from the Afghan soil. Sadly, as a result of a terrorist attack at the airport 300 Afghans were killed and injured and 13 US service members lost their lives and 25 were injured.

The United States and allies invaded Afghanistan and formed a government based on democratic ideals and goals of nation building in the country. After spending 2.1 trillion (145 billion direct aid to Afghanistan), 241000 deaths along Afghanistan and Pakistan borders, 2461 American deaths, 938 Allied deaths and thousands injured with physical wounds and psychological scars in the form of Post-Traumatic Stress Disorder (PTSD). Two years ago, the Trump administration entered bi-lateral peace negotiation with the Taliban without directly inviting the Afghan Government to this peace process. This was another big mistake. How on earth could the Trump administration ignore an important piece of the peace puzzle? Did not we spend billions of dollars in nation building and effective governance in Afghanistan? This really defies any common-sense logic.

According to this bilateral Doha peace agreement between the Taliban signed in early 2020, addressed four areas: reducing violence, withdrawal of international troops from Afghanistan by May, 2021, starting intra-Afghan dialogue and guaranteeing that Afghanistan will not become a safe haven for terrorists. Sanctions removal on Taliban and prisoner swap were other two components of the peace agreement. The final phase of negotiations would include a peace agreement, a new constitution to be followed by future elections. There were serious negotiations between the Taliban and the High Council for Reconciliation which did not produce any positive results. It is important to note that the Trump administration withdrawal agreement was based on Taliban meeting other conditions.

After the announcement of unconditional withdrawal of the US and Allied Forces from Afghanistan by the end of August of 2021 by the new Biden administration, the balance of power shifted in favor of Taliban. By August 15, 2021, the Taliban systematically took control of most of the provinces including, Kabul city the Capital. Such an unprecedented take over by the Taliban without any resistance by the Afghan National Security

Forces shocked the Western intelligence, military authorities as well as the political leaders. This was a big slap in the face of the United States and allies who had invested billions of dollars in building the Afghan Defense Forces. Most important, it was the cause of much embarrassment and humiliation for my country, the United States. As we can see, finger pointing and blame games between the democrats and the republicans are an indication of disbelief, anger and frustrations in the halls of the United States Congress in Washington DC.

Concluding Thoughts

1. The Bush administration invaded Afghanistan in order to kill the Al-Qaeda leadership, dismantle their organization and participate in nation building in the country with the goal of creating a pro-American government in Kabul. This would not only prevent formation of terror bases in the country, but also establish some kind of presence in the region. After 20 years of investment in the country, did we succeed in accomplishing those goals? The recent US analysis reveals concerns about the new threat by Al-Qaeda, although the Taliban reject this. ISIS indeed is a big threat to Afghanistan, the region and in the world. This certainly should be a period of reflection and assessment by our different agencies to learn from mistakes.
2. During the past two decades, USA direct assistance to Afghanistan has been around 145 billion dollars. Currently, 18 million Afghans live near the poverty line. Lack of work, drought and influx of refugees are potential for catastrophe in the country. The people of Afghanistan are in dire need of immediate humanitarian assistance. Thanks to the United Nations efforts in soliciting about 1.2-billion-dollar pledge from the international community for Afghanistan. Any humanitarian endeavors transcend political, cultural and national boundaries. The Afghan people's basic needs should not be tied to the current political system in the country.
3. The United States signed a peace accord with the Taliban which was supported by NATO, the European Union and neighboring countries. Despite the unexpected developments in

Afghanistan last month (The airport fiasco, the ANSF abandoning posts that contributed to the swift take over by Taliban and the Afghan leadership fleeing the country that created a political vacuum), the United States and allies should adopt a policy of engagement instead of isolating the Taliban. Such a constructive engagement by the United States will yield positive outcomes for all. One can facilitate desired changes by engaging the Taliban. This time, it would be wiser to incorporate cultural understanding in dealing with the Taliban and others in the region.

4. The Taliban leadership has 36 million tons of responsibility on their shoulders. The 36 million Afghans need food, water, shelter, safety and love. My sisters and brothers in Afghanistan have the same goals and aspirations for a peaceful Afghanistan where they can live in harmony with each other and enjoy the God giving freedom and responsibility to build their nation together. As human beings, the Taliban have suffered as much as the ordinary people in this Afghan conflict. First, it is important that healing must occur so that they can lead by sound leadership. Revenge must be replaced by reconciliation. Second, it is very natural that under current circumstances, power struggle among the Taliban leaders will emerge. Third, the Taliban leadership must be responsive to the needs and expectations of the Afghan people. Using Servant and moral leadership as their motto, the Taliban can win the hearts and minds through service, respect and upholding the dignity of all Afghans. Fourth, the Taliban should utilize the talents and skills of professional Afghans inside and outside the country in different fields. Fifth, the leadership of Taliban can use outside consultants in the areas of team building, strategic planning/execution both at home and abroad and international diplomacy/cross-cultural communication with the world community. Sixth, the Taliban should be able to understand and relate well to the United States and become a viable member of the global community. This requires flexibility in their thoughts, attitudes and actions in the areas of governance, building consensus among diverse Afghans, generating positive relationships with the neighboring countries

and gaining the confidence of the United States and western world by virtue of their actions.

We live in the 21st century and incorporating Islamic values of tolerance, reconciliation, respect for human rights and peace building in the context of the Afghan culture can be compatible in today's world. The Taliban leadership has this enormous responsibility of managing the current crisis in the country by working with the United States and the United Nations in order to avert a humanitarian catastrophe. After overcoming the immediate challenges, the Taliban leadership needs to rebuild the important components of a system of governance and the economic, education and health sector with involvement of diverse Afghans such as women, young professionals and other educated Afghans inside and outside the country. The Taliban cannot run Afghanistan by themselves alone. In so many ways, the ball is in the Taliban's playing field and the United States and the international community are eagerly waiting to see under what rules they will play this game.

I hope and pray that a meaningful transformation from the battle zone to respectful governance will take place. Also, I ask the leadership of my great country, the United States, not to allow the sacrifices of the past twenty years both in blood and money to go in vain by abandoning the people of Afghanistan in this critical juncture in history.

Matin Royeen PhD is an Afghan American educator who has lived in the United States during the past fifty years. He completed his Ph.D. in an interdisciplinary program incorporating psychology, counseling, multi-cultural and global education from the University of Cincinnati, Ohio in 1980. Additionally, he has a professional degree in Occupational Therapy which is a part of the health sciences profession. In the past 40 years, Dr. Royeen has taught in different universities and has served as Dean of Student Affairs in a College of Health Sciences in Virginia, USA. He has been intimately involved in the areas of diversity training, race relations in the USA, team building, group work, psychosocial training, counseling, stress management, disabilities, peace education, and reconciliation.

WCCI NEWSLETTER SPOTLIGHT ON NGO CSW New York

NGO CSW New York Intertwining Crises – Climate Change, COVID-19, and Debt: Outlook for Women and Girls

Edited by Joyce Pittman, PhD



Mara Dolan

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<https://wedo.org/>

This edited article is a synopsis including direct excerpts from her presentation at the recent virtual September 2021 NGO-CSW New York meeting, which is celebrating its 50th Anniversary. I attended the meeting and found Mara’s presentation quite timely and relevant to this issue of the WCCI fall newsletter theme. Particularly interesting is the linkage she makes between climate injustice effects and our poorest communities that includes homes and schools where racial inequities and health disparities are rampant.

There is a wealth of information on the WEDO Website and I encourage you to visit the site and follow links to many resources that can be used to advocate for gender equity immersion into policies and practices related to climate change and peace education as both these issues have a significant impact on women and girls. The excerpt below was scripted and edited directly from her presentation. She begins by describing the foundation for her beliefs and approach to describing

intersectionality between climate justice, feminist/gender, racial and other environmental issues.

You can follow the YouTube link to listen to her full speech. Full video:

<https://www.youtube.com/watch?v=C1DpCgYE7qU>

Dolan states, “I’m just going to try to lay some of the groundwork of some of the intersections between the COVID-19 pandemic and the climate crisis, hopefully in a way that that leads really nicely into others contributions around debt and climate justice, and more.

I work with the **Women's Environment and Development Organization, or WEDO** for short, which is a global feminist advocacy organization focused on gender, environment, and climate justice. And I think I just want to start out by saying

the climate crisis is raging around us in increasingly violent ways. We know that this violence is compounded by the systemic violence of White supremacy and a global pandemic. We are seeing catastrophic wildfires and hurricanes, and oil spills, and droughts, and we are really witnessing the devastating effects of what is the accumulation of centuries of extraction and harm, and exploitation and inequality, at the hands of colonialism and patriarchy, and capitalism.

Consequently, we also know that those who have contributed least to the global emissions that have caused the climate crisis are of course, on the forefront of climate impacts. And this includes Black and Brown and indigenous folks, folks from the global south, young people, women, queer folks, and folks who have contributed the most, wealthy nations, colonizing nations that have extracted and exploited the corporations and the companies that have pursued planetary devastation over human rights. They are impacted the least while they have caused this crisis.

Therefore, this is really what we're talking about when we talk about not just climate change or not just the climate crisis, but climate justice. Repairing and addressing those social inequities in how the climate crisis is actually experienced by folks. And climate justice is also about recognizing that feminist solutions, women led solutions, and feminists and women led resistance is showing us a future beyond the climate crisis. One where environmental defenders, many of whom are indigenous women, are protected and safe from State-sanctioned violence, one where the right to healthy and clean water and air is a protected, right for all. One where land sovereignty and food sovereignty are honored. So, feminists are on the front lines of the climate crisis and are charting these futures where the systems of oppression that caused climate change are dismantled and are transformed into something new, a new world.

Hence, I often cite a quote from a journalist who I really admire, Mary Anaise Heglar, I would encourage folks to look her up. And she writes about climate change and social justice. And I think about this quote most days, and she says, "We live today in the age of crisis conglomeration. It's no longer useful or honest, or even smart to look at any of them through a single lens.

A Translator for the Climate Crisis, Grief Included

Writer, editor, teacher, and podcast host Mary Annaïse Heglar uses the art of storytelling to help people feel less alone in facing the climate crisis—and to build the movement for climate justice. May 04, 2020. [Karen L. Smith-Janssen](#)



NRDC publications director and climate justice essayist Mary Annaïse Heglar

Heglar's message is... "All is lost in the climate fight, say the nihilists. People must have hope in the climate fight, say the optimists. Climate justice essayist Mary Annaïse Heglar says neither. "We, quite literally, have no time for nihilism," she wrote in a [blog post](#) last September. And to the other point: "In our context now, rosy hopefulness feels downright sociopathic."

Heglar, who is NRDC's publications director as well as the [inaugural writer in residence](#) at Columbia University's Earth Institute, notes that for a long time, the focus on hope was the main message about climate change. She finds it naive. "I don't think we have to be full of hope to feel agency," Heglar says. "I'm not, but I also don't feel helpless." She holds up the civil rights movement as an example of activism fueled mostly by dogged determination and survivalism and the feeling that there was no other choice but to take action.

Heglar is upending the climate conversation—and who has historically been included in it—with a goal to make people feel less alone in the fight. On a sabbatical from her work at NRDC, she is now teaching a new seminar at Columbia while continuing to cohost a climate media podcast and publish urgent personal essays that confront our planet's existential crisis head-on."

To read more, go here for full article. <https://www.nrdc.org/stories/translator-climate-crisis-grief-included>

Mara continues...I think feminists are so used to working at the intersection of crises. And feminist advocacy is really rooted in that, first and foremost, when it comes to the climate. There's no addressing gender inequities or racial inequities, or class inequities, or the climate crisis, through a single lens. Their impacts intersect, and so the actions that we take to address

them must as well. Therefore, this brings me back to the beginning of the pandemic when feminist climate networks that we were a part of really came together with key principles for just and resilient recovery from our current pandemic, as well as all of the crises that we know contributed to this moment would look like.

Thus, I want to start with the recommendations and the principles from that website and that collective, because I want to fill the connections to the climate crisis and the ways that these principles really stand, not only as a key resource for us to think through in addressing the COVID-19 crisis, but also the climate justice crisis. The principles are found at feministcovidresponse.com and folks should feel free to check them out there. It's also a resource repository and a tracker for many feminist observations and writings, arguments and research around the ways that gender and the COVID pandemic played out around the world, and are continuing to play out.

I think the underlying foundation for that website, the collective and these principles were built from was really an understanding that this global pandemic is not, just like the climate crisis, a great equalizer. Similar to how climate change magnifies and amplifies, and compounds inequalities that already existed, it's actually challenging us to create deep, urgent, and systemic change, and it's showing the fault lines in how our societies are organized and whose labor is essential? How resilient communities are able to provide social protection and care? It's really laying many of those things there. Those were the starting points for deciding that we wanted to create these collective principles, and those principles are really... I think they're quite powerful. I'd love if folks, when they're thinking through these, think about the ways that they feel are relevant to the COVID-19 pandemic response, and also undergird a response to the climate crisis.

Accordingly, these principles are, "Any COVID-19 response must center the wellbeing of all people in an intersectional manner. It must ensure the health and safety of all, but including ensuring sexual and reproductive health and rights. It must promote a comprehensive paradigm shift, relying on adequate and equitable financing. It must be based on and strengthen democratic values. It must promote a just and equitable transition for people and the planet, and it must be guided by cooperation, multilateralism, and global

justice.

Likewise, when I'm thinking about some of these fundamental shifts that our responses to COVID crisis are, and the fundamental shifts to this crisis, I'm struck by the fact that their root causes are the same, right? White supremacy, capitalism, patriarchy, these are the driving systems that have allowed some to profit off at the expense of the few at the many, and prevent all people on planet for being cared for and healthy and safe. And this is how we've seen the COVID-19 pandemic create the inequities that it has, as well as the climate crisis.

I want to emphasize, we can recover with an eye towards actually ensuring that all people have health, healthcare and workers are paid a living wage. We can reorient our economy away from fossil fuels and instead, really towards fairly compensating care work, which is low carbon, sustainable, valuable work that our entire society depends on. We can rebuild by investing in communities and regions that have been economically marginalized and disinvested from, for centuries, instead of returning to the widening wealth inequality in an economy that favors the rich and produce these crises.

Essentially, I think that there are three core pieces around our climate justice advocacy that really eliminate also some pieces of the COVID-19 pandemic response, that I hope folks find valuable. So, some of the things that we at WEDO, and within our broader movements are really advocating for sort of center our response around in addressing the climate crisis and COVID crisis in tandem have been first grassroots feminist and Black and indigenous leadership; they're plentiful, community centered, justice oriented and they exist everywhere.

Don't let anyone tell you that we don't have the things that we need to solve the climate crisis. We do, from mutual aid networks to agroecology practices, to collective resource sharing, folks on the frontlines of the climate crisis have always been at the forefront of solutions. So feminist climate advocacy here, means really standing in total solidarity with water protectors, with land protectors, with folks who are pushing forward climate solutions, and seeing that there are no sacrifice zones, and we all have a right to a healthy planet, right?

The second piece in addressing the climate crisis and public crisis in tandem really revolves around this idea

that care work is climate work. So, we need to see new systems of valuing and supporting care infrastructure, right? We need to see the strong bridges being built between climate investment and climate action, and care work.

We know that care work is performed mostly by women and mostly by women of color. We know that it's life-sustaining work, it's life-giving work. And it's also work that is really central to the world that we need to transition to in order to actually address the climate crisis, right? It is low carbon work. It is work that protects the health and well-being of people. It does not rely on extraction. It's aimed at providing dignified and healthy lives for all. So, care jobs are green jobs and climate jobs, and we need to be valuing that work as a part of both climate justice and gender justice.

And third, where we'd like to see really strong action around climate is put money where it matters, right? But I think it's really important here to say that we need to be financing transformation, now more than ever. We need to shift away from the dominant economic model that has us deeply invested in fossil fuels, in the military industrial complex, in all of these institutions built on extraction that are propagating within the crisis. And really, instead demands that polluters pay, that climate finance is funded, and that climate reparations are paid.

Our feminist climate justice advocacy ties so deeply into the COVID-19 response, and what we really want to see includes these three things, heeding frontline leadership, centering care in climate action, and really financing transformation. So here you might be thinking, "If these are the three pillars that we need to think about in addressing the interlocking climate input COVID crisis, where's our roadmap, where's our blueprint?" And there are many, and there are really incredible agendas being pushed forward by feminists all over the world. And I can only point to one, that I have taken some time to read. There is a feminist economic agenda for people and planet, a blueprint that was put together by several centers, organizations

who are a part of the *Generation of Quality Forum Action Coalition* leadership on climate and economic justice, and really thinking about the kinds of systemic transformations and paradigm shifts necessary to create an economic agenda that really works for people on planet, and addresses both the COVID crisis and the climate crisis.

Finally, I would encourage folks to check out that resource and know that the magnitude of the interlocking crises and of climate and COVID is necessitating a response that at the scale that both science and justice demand, and we can turn to these principles to really guide our advocacy and our resistance, and our world-building, and our imagination of what might lie on the other side of recovery when we're building a world built on climate justice. "

Available:

<https://www.youtube.com/watch?v=C1DpCgYE7qU>

About the speaker: Mara Dolan is an intersectional feminist, environmentalist, student and writer. At the ***Women's Environment and Development Organization***, she works on policy research, advocacy, and coalition building among feminist and climate justice movements. She was born in Missouri and raised in central Illinois, and traces early roots of her relationship to land to her grandparent's farm and land and food justice and sovereignty work. She graduated with a Bachelor of Science in Environmental Justice from Brown University in Rhode Island, USA. Her journalistic work, focusing on climate justice and women's rights, has been published in *The Nation*, *Foreign Policy*, *Teen Vogue*, and other outlets. She currently lives in Brooklyn, New York, on the unceded and ancestral lands of the Lenape people.

Mara Dolan (she/her) works on climate and gender justice research and advocacy at the [Women's Environment and Development Organization](#), focusing on policy change envisioned by the Feminist Agenda for a Green New Deal. As a journalist, her work focuses on climate justice and women's rights, and has been published in *The Nation*, *Teen Vogue*, *Bitch Media* and other outlets. She is currently based out of Rhode Island but calls central Illinois home.



WCCI USA CHAPTER LAUNCHES A NEW ERA!

WCCI is excited to announce the relaunching of the USA Chapter under a new leadership team and Board of Directors with both elected and appointed officers. We take this opportunity to recognize, honor and thank former WCCI Vice President and chapter President Jerold Miller for his leadership. Jerry resigned for family and personal reasons in 2020. The newly President-elect 2021 is Dr. Joyce Pittman, USA, Professor Emerita, Drexel University and Vice-President-elect is A. Zaidy MohdZain, PhD., who is currently a professor in the department of counseling at Texas A&M University – Commerce. More information about all officers and board members and brief bios are below.

The USA Chapter Officers and Board of Directors will invite the American educator community to join WCCI and support the world organization's belief that educators have a responsibility to ensure that education contributes to the promotion of equity, peace, social justice, and the universal realization of human rights. To this end, the USA chapter will advocate for curricular and instructional programs for all educational enterprises involving children, youth, and adults. The overall mission is to develop in every person's self-respect, social awareness, and capacity to participate at all levels of world society, from local to global.

To assist and support one another in the fulfillment of vision and mission, educators from United States of America Chapter of the World Council for Curriculum and Instruction will join together in partnership and

collaboration with other organizations, universities, schools, government and business in providing pathways to success for this global non-governmental, non-profit organization and the people it will serve in the future.

About USA Chapter Officers and Board: The USA Chapter serves all 50 states and our Officers and Board Members represent the following states: Georgia, Texas, Nevada, California, Maryland and Washington, DC. Among the Board Members is Sheryl Evans Davis, Executive Director of the San Francisco Human Rights Commission. Davis is a passionate advocate for equity, access and education.

The chapter's leadership looks forward to engaging with WCCI's new Executive Director, Dr. Sonja Arnak, President/Vice-President Emmy Garon and Carole Caparros, Secretariat and other chapter leaders as we plan our first official board meeting to confirm all officers and board members along with adopting by-laws for the Chapter's Charter that will be the foundation for chapter governance and operations. We welcome your suggestions on how we can begin connecting with you in the future!

For more information about how to join us contact

Carole I. Caparros, WCCI Secretariat via Email:
ccaparroswcci@gmail.com

Visit WCCI Website: <https://wcci-international.org/>

WCCI Podcast website URL:

<https://www.buzzsprout.com/1763671>



WORLD COUNCIL FOR CURRICULUM AND INSTRUCTION (WCCI) USA CHAPTER OFFICER-ELECTS



PRESIDENT

Joyce Pittman, PhD
jpittmanWCCI@gmail.com
Drexel University, Professor Emerita
Global Education, Technology, Research Associates
(GETRA), Founder

Joyce Pittman, PhD, is a research consultant, professor Emerita and EdD Educational Leadership & Management Program Director with a PhD in Curriculum & instructional Technology, Iowa State University of Science and Technology. She is a lifetime member since 1999 when she joined WCCI while at the University of Cincinnati under the mentorship of Dr. "Ate" Estela Matriano and actively serves as editor for WCCI multiple publications while serving on Board of Directors as the Recording Secretary, *World Council on Curriculum & Instruction*, a UNESCO-NGO.



VICE PRESIDENT

A. Zaidy MohdZain, PhD
Education
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Kent State University, Ohio

A. Zaidy MohdZain, PhD, currently is a professor in the department of counseling at Texas A&M University – Commerce. He was a clinical counselor in various settings such as community mental health counseling center and residential school for children in Central Illinois before pursuing his doctoral study in counselor education and supervision at Kent State University in Ohio. After graduation with a PhD degree, he began his academic career teaching core curriculum in counseling for master's and doctoral students; and also ventured into administrative positions. Throughout his academic career, he has served as department head/chair and academic dean of a college at various public regional comprehensive universities.



TREASURER

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Patricia Traynor-Nilsen, EdD, is an accomplished educational leader with 30 years in K-12 Public Education and 16 years in Higher Education. She has a background in developing, leading, and training teachers and principals, an extensive background in professional development and delivery. Widespread preparation in curriculum and instruction.



PUBLIC RELATIONS OFFICER

Ronilda Henson, PhD

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Ronilda “Nildz” Henson, PhD, is an educator (Early childhood to Graduate school), independent consultant/trainer, and advocate for young children’s literacy. Board certified for Texas early childhood special education teacher, Early Childhood Administrator Credentials from the State of Oklahoma, and Delaware as well as Early Childhood Teacher Certification from the State of Delaware.



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Sonia Rodriguez, PhD, is an Associate Professor at National University. She currently is the Academic Program Director for Educational School Counseling in the Department of Educational Administration, School Counseling, and School Psychology. She has 20+ years of experience in Educational Leadership with a proven record of cultivating transformational change, team mentorship and relationship management.

Board of Directors

Dr. Saba Senses-Ozyurt



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Saba Senses-Ozyurt, PhD, is an associate professor of business and international relations and program director for the bachelor's (BSBA) and master's (MBA) business administration programs at the California School of Management and Leadership at Alliant International University. Dr. Ozyurt received her Ph.D. in political science and psychology from the University of California, Irvine (UCI).

Sheryl Evans Davis



Executive Director of the San Francisco Human
Rights Commission
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Sheryl Evans Davis is Executive Director of the San Francisco Human Rights Commission. Davis is a passionate advocate for equity, access and education. For more than 20 years, during her career as an educator, nonprofit administrator, legislative staffer, and City commissioner, Davis has championed the historically marginalized and underserved. Her professional career has been focused on employing culturally competent tactics and strategies. She builds strong partnerships and funding streams that create pathways to educational success, community safety, mental health and wellness for and with diverse communities.

Dina Pacis EdD



Professor and Department Chair for
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Dina Pacis EdD, is a Professor and Department Chair for Educational Leadership in the Sanford College of Education at National University. Dr. Pacis is a former PK-12 educator who spent almost 20 years as a public-school administrator, peer coach/staff developer, and teacher where her passion for curriculum, instruction and literacy were born. Her research interests include women leadership, diversity, and social justice. Dr. Pacis has taught courses related to methods of teaching and research, clinical practice for administrators and teachers, supervision of teachers, education.

James S. Adams, PsyD



Psy.D., ABSNP, LEP, LMFT, LPCC
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James Adams has a Doctor of Psychology (Psy.D.), in Educational Psychology. Dr. Adams is an Associate Professor and the System-wide Program Director for the online Psy.D. Educational Psychology program. Dr. Adams has worked in community mental health settings, private practice and in public schools in

California. Furthermore, Dr. Adams is a Licensed Educational Psychologist (LEP), a Licensed Marriage and Family Therapist (LMFT), and a Licensed Professional Clinical Counselor (LPCC).

Dr. Maria I. Morales



Independent Educator and Cultural Scholar
Email: shewolf681@gmail.com

Dr. Maria I. Morales is an educator and cultural scholar. Her research interests and expertise center on the effects that social, economic, and psychological factors have on the wellness, performance, and achievement of language learners and other minoritized students. She has experience working with students of all levels both nationally and internationally. She has taught and advised international students studying in the U.S. and created curriculum for English language learners. She also advised the president of the Universidad Nacional de Agricultura in Honduras as he sought to develop of a nation-wide English Learning Program.

Emmanuel T. Sogah, EdD (Theo)



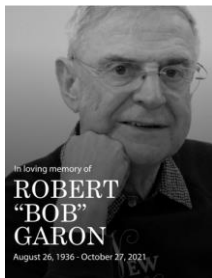
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Experienced Educator, Catholic Theologian, International Speaker, Organizational Coach, and a Missionary, with a demonstrated history and experience of working in leadership Education, Public Policy, Nonprofit, Religious Institutions, and Healthcare Industries. Skilled in Catholic Theology, Global Education, International Refugee and Disaster Relief Services, Nonprofit Organizations, Catholic Social Teaching, Pastoral Counseling, Healthcare for the Elderly. An alumnus of Oxford University, and a strong leadership professional with a Doctorate in Theology/Leadership Education from the Graduate Theological Foundation, in Indiana, USA.



Dear WCCI Family:

It is with deep sadness that we mourn the loss of the beautiful soul that is Bob Garon, a long time life member of WCCI. He touched the hearts of many, was a healer, advocate and icon. But to the Garon family he was the husband who loved his wife in devotion for 44 blissful years. The father who fiercely loved his daughters and had the incredible opportunity to love their husbands and all his four grandchildren. Bob has left this world to join the amazing God he worshipped all his life and I'm sure he has finally reunited with his mother whom he missed all his life, including his father, brother and sister. A part of us goes with Bob and we know he will always with us. We love you Bob and we can feel your love everywhere even as you leave the physical world. We thank everyone for the

prayers, expressions of love and the honor given to this great man in the past few months. The viewing was only for two days at Manila Memorial Park, Sucat Paranaque, Rizal Premier Chapel. Zoom masses were held daily at 6 pm for those who could not come. The Garon family thanks everyone who join the family to celebrate the incredible life he has lived.

In lieu of flowers, the Garon family would prefer it to be sent in the form of donations to the Bob and Emmy Garon Foundation which funds various outreach projects that are near and dear to our hearts:

Contact: Emmy Garon for Account number for the Bob & Emmy Garon Family Foundation Inc.

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We would like to thank all of our WCCI family members and friends for their contribution!

Visit Links to WCCI Webpages for more WCCI News.

PLEASE RENEW YOUR MEMBERSHIP AT WWW.WCCI-INTERNATIONAL.ORG

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