

# Foundation for Subjective Experience and Research S.E.R.

## International Reconciliation Year 2009

### Reconciliation as the Best Practise

should be observed yearly and focused on its preventive peace-building character.

On 20 November 2006, the General Assembly, recognizing that reconciliation processes are particularly necessary and urgent in countries and regions of the world which had suffered, or were suffering, situations of conflict that had affected and divides societies in their various internal, national and international facets, proclaimed 2009 the International Year of Reconciliation (A/61/L.22).

The resolution invites concerned governments and international and non-governmental organizations to support reconciliation processes and to plan and implement adequate cultural, educational and social programmes including holding conferences and seminars and disseminating information about the issue.

A Year Plan for the International Reconciliation Year 2009 was created by the Foundation for Subjective Experience and Research, S.E.R..

### Reconciliation Year Plan 2009

Press Relation Activities to inform civil society

1. UN Member States and NGOs will be collectively mobilized
2. UN-DPI, Print Media, TV & other medium will be harnessed
3. Schools, Colleges and Universities worldwide involvement
4. National & International clubs, Associations and Unions participation
5. Churches and Religious Orders and Lay Leaders involvement

### "Reconciliation as the Best Practise

finding one's way out of the labyrinth of life

and getting welfare and peace for all"



Photographer: Gerlinka Neumeyer, Grass-Labyrinth, Biel-Nidau, Switzerland

Theme

### "The Millennium Challenge - "Human Reconciliation"

#### A. Monthly Activities

There shall be programmes conducted in different forms portraying "reconciliation" as bridge in all levels of human differences with the Motto "Unity in Diversity" either seminars, congresses or forums which may be organized publicly or privately.

#### B. Debates or Essay Writing Contests

It shall be conducted in all Colleges and Universities worldwide with the winners to be awarded with prizes or Trophies. Topic: "Resolve that Reconciliation is necessary for Peace and Order".

#### C. Creative Work

Music Composition Contest or Song Festival for Choir, Duet, Quartet, or other mix voices contests with the winners receiving money awards or gift certificates which will be awarded by award-winning personalities.

#### D. Documentary Films Award

Film-making contest depicting historical events or human experiences with reconciliation message which will be handed by award-winning personalities.

#### E. Musical Presentation

**KIMUKU** musical presentation and the awarding of Plaque of Appreciation to be handed out by High Government personality/ties.

#### F. Award Ceremonies

Awards will be handed over either in New York (or elsewhere) with UN Secretary General Ban Ki Moon and the President, UN General Assembly, to culminate the Reconciliation Year 2009.

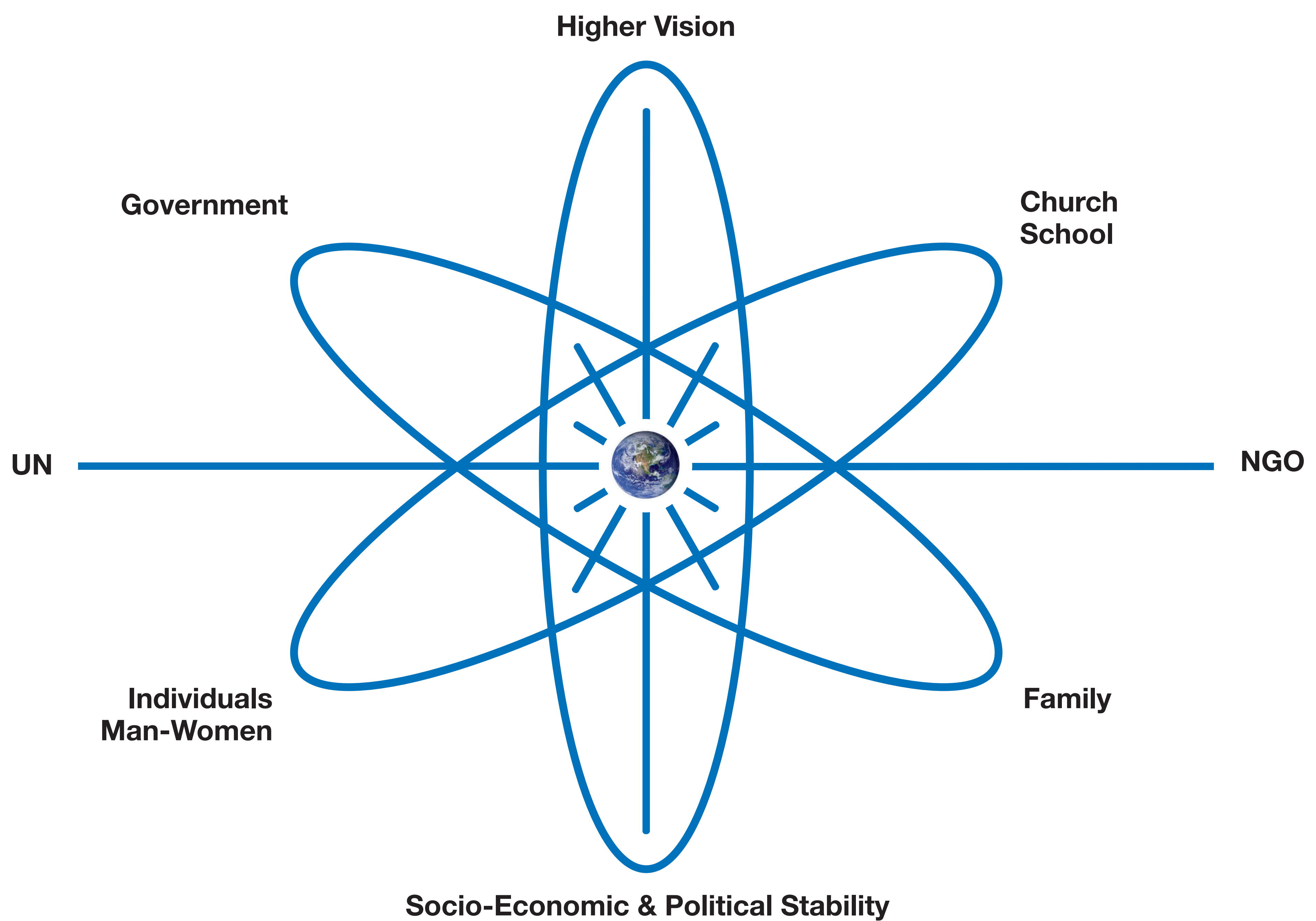
#### For further information please contact:

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# Foundation for Subjective Experience and Research S.E.R.

## Reconciliation Code of Ethics



### Enactment of a Reconciliation Code of Ethics

**Reconciliation** is a higher vision and a sound state of mind that should go beyond personal subjective level and into daily life as the highest form of dialogue to activate complementary mental attitudes,

amongst individuals (man/woman),  
families,  
schools and churches,  
governments,  
non-governmental organisations and communities,  
regional and international, at large.

Its ethical value is an indispensable precondition of any sustainable development as perceived by the UN MDGs: freedom, equality, solidarity, tolerance, love of nature and sharing.



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## The Ethical Reconciliation Plan to Eradicate Extreme Poverty

### Best Practice

Reconciliation to eradicate extreme poverty demands new structures and a change of paradigm in economics to uplift human dignity.

### We propose:

**The One hundred (100) richest companies or private men in every country should invest a certain percentage of their fortune in educational and climate change program which promote:**

- **part-time jobs**
- **adequate salaries for all**
- **more education for girls in certain countries**
- **fair trade**
- **no child labour**
- **strengthen the Global-Compact Initiative**

In an exemplary way **CERBERUS Capital Management L.P.**, an international investment company with Head in New York, **has already started with Best Practice methods in Germany.**

**CERBERUS Germany**, Chief Operating Officer David Knowler, **has created 600 apprentices jobs** in six German cities. **Invested were six millions Euros** for rather disadvantaged young people, due to immigrant status and lack of academic training.

### St. Martin, a symbol of SHARING A WORLD VISION to eradicate extreme poverty

– bronze statue by Uwe Brecht –

**The developing path of mankind**, symbolized in the form of a spiral, reaching from the past, where there is the origin of the idea of sharing, to the present, that means **the children of the World**, taking this indispensable virtue of sharing the resources and sharing them in peace and justice, so that everyone has enough for living and with that, **building a new World of Peace**, symbolized by the Dove of Peace on **"Mother Earth"** in the middle.

**St. Martin** was a rich man who shared his wealth with the poor in humility and dignity, symbolized by a marvellous coat he shared. Born 316 in Sabaria, Hungaria, he became a Christian in France when he was baptised by Archbishop Hilarius de Poitiers, after he had shared his coat with a beggar. Sharing and caring for those in need he spent his life and founded the St. Martin Monastery in Tours, where he died in 397. November 11th is his remembrance day.

**The idea is that if everybody, who has enough, shares his wealth with those, who need help, there will be peace on earth, as extreme poverty will be eradicated then.**

Uwe Brecht shows the poor as **children of the world**, children of all continents, each with one element of nature, which is necessary for living, like water, bread/food, air, sun/climate and tree for nature in general, and in the other hand the shared value/wealth of St. Martin, connecting them all, as children are most vulnerable and ready to esteem nature and its treasures (clear water and air, food, a.s.o.) without possessiveness. **They are the future.**

The bronze statue, standing on a marble plinth, is a model for a life-size sculpture with a well/water running along the spiral and around the World of Peace. The model measures in height 0.35m, width 0.78m, depths 0.48m.

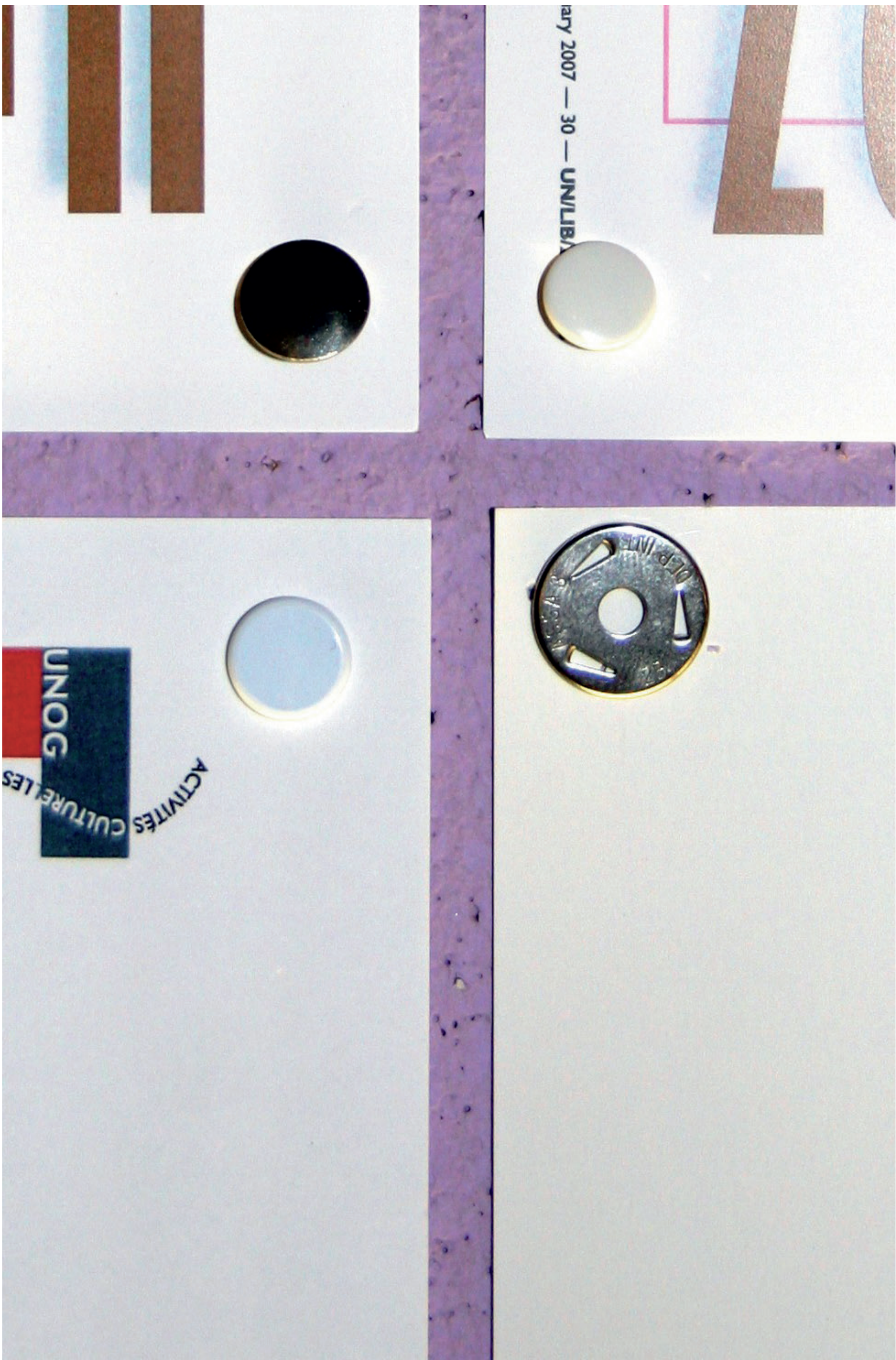
**Uwe Brecht**, born 1958 in Berlin, Germany, has been foundation member from the very beginning of the Foundation for Subjective Experience and Research S.E.R. in 1996, by that time called S.E.R. Joint Foundation Germany.





# Foundation for Subjective Experience and Research S.E.R.

The cross as a symbol for all human beings coming from the North, South, East and West and bringing their cultures and experiences to the center/UN.  
It stands as well for balance and stability and shows how NGOs together with the UN - as important world wide organisation - can help to implement new structures towards peace.



Photographer, **Samuel Merz**, born 1984, in Switzerland, studies theology and german language. The cross fascinated him not only in his studies but also in photography, why he created an exhibition with 32 cross-photos of daily life.

## S.E.R. Proposed Resolution Creating UN NGO Department

DNGO - Department of Non-Governmental Organizations

**"A RESOLUTION PROPOSING TO THE UN GENERAL ASSEMBLY THE CREATION OF THE DEPARTMENT OF NON- GOVERNMENTAL ORGANIZATIONS (DNGO), WHO SHALL BE HEADED BY AN ASSISTANT UNDERSECRETARY, OUT OF EXISTING NGO OFFICES TO UP-GRADE, RESTRUCTURE AND/OR RATIONALIZE POLICY IMPLEMENTATIONS"**

**WHEREAS**, on the 21 Nov. 2006 in an interactive forum on General Assembly and non-governmental organization relations the following emerged:

1. The Partnership between the United Nations and NGOs is vital to the success of the UN in achieving its goals.
2. NGOs bring vision and information to UN meetings and contribute to UN-efforts operationally, financially, and in terms of public awareness and support.
3. NGO participation in UN meetings and processes is complimentary, not contradictory, to the UN's inter-governmental structure whereby Member States are the sole decision-makers.

**NOW, Therefore, it is hereby proposed the adoption of the above-quoted Resolution to strengthen the operational effectiveness of the United Nations and its executive arm in the grass-roots level.**

Submitted by:  
**Foundation for Subjective Experience and Research S.E.R**  
ROMULO V. TAJON  
Chairman & Head, UN Affairs  
Main Representative



# Foundation for Subjective Experience and Research S.E.R.

## S.E.R. Foundation Switzerland

Promoting:  
**Teatro La Luna,  
Cordoba/Argentina**

This project was founded by two women from a poor district in Cordoba in 1984. Here, art provides a way for people to connect with life and with each other. In addition, performing in art enables people to assimilate traumata caused by violence and poverty. **Teatro La Luna** mainly focuses on children and young adults. The aim is to teach them artistic skills that will enable them to develop a professional perspective on life.

**Education is the starting point and basis for reducing poverty.** The street becomes a school where various activities take place.



Staging the play *sopa, pan y arte*, „soup, bread and art“ is one of these activities: soup and other food donated by grocery stores is prepared with the help of the neighbours and distributed after the play.

## Helping each other helps to reduce poverty

**Theatre workshops**, e.g. topic  
“Respect towards life”

**Campaign to take care** of oneself and the environment, e.g. not to deposit one's garbage at the neighbour's place. The topic is reflected upon in written assignments,

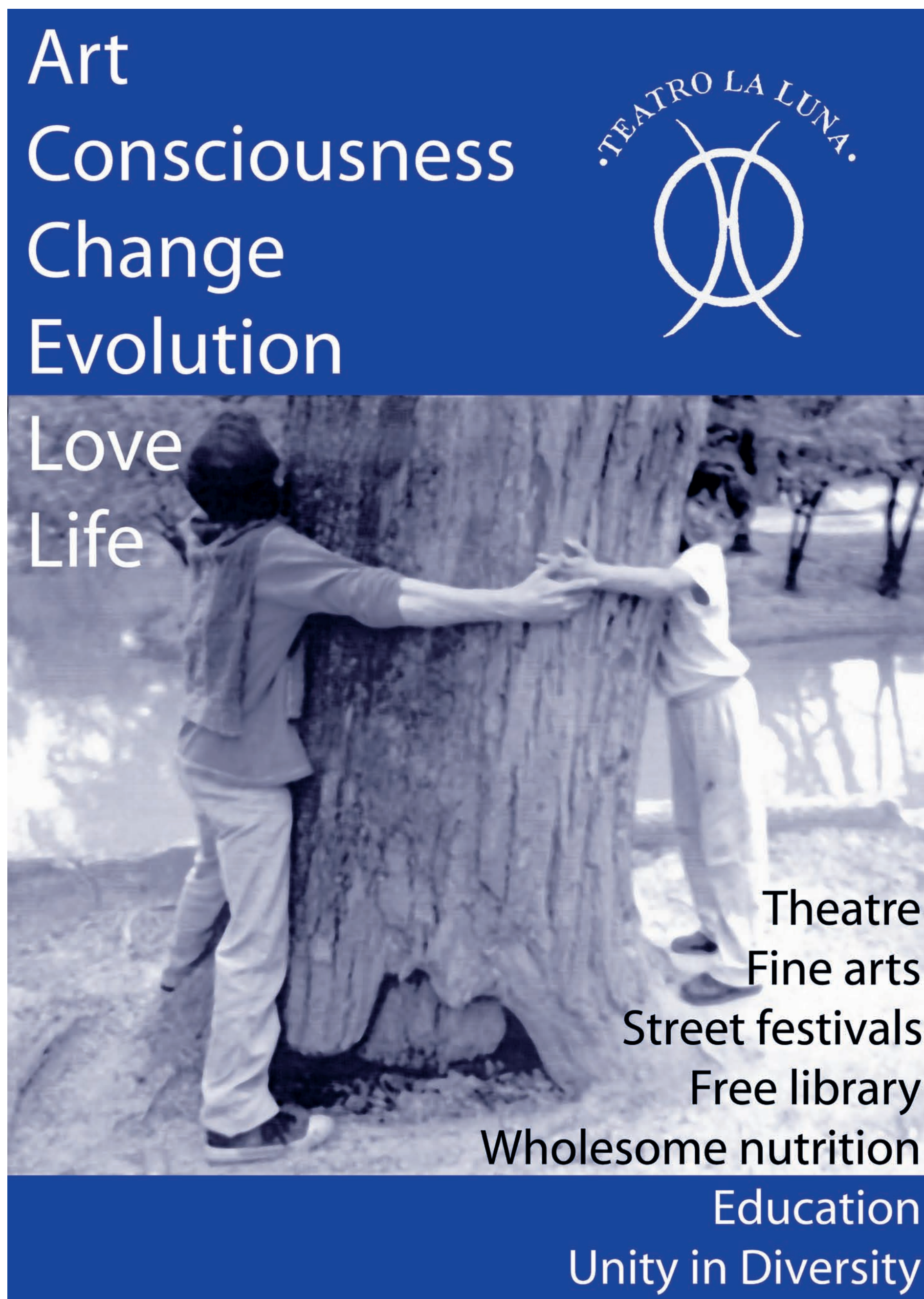


**Meetings of elderly people and children.**  
The elderly show the children how to sew and knit. Little puppets are made together.

**Learning to enjoy ethnic differences**, getting to know other customs and learning to respect them: e.g. people from Bolivia or Peru are exposed to discrimination in Argentina.

**Street games** on a shut off road, meetings of “disabled” and “non-disabled” children. Playing together and learning from each other.

Actors educated by the **Teatro La Luna** learn techniques with the goal to disconnect from their ego and to reach their deep inner potential. The students put themselves into action in the social projects.



## The street becomes a school

Putting on an amateur show to **express feelings**, experiences and questions.

Regular **meetings of the children** on the plaza for painting, producing sculptures, plasticize and telling stories.

**Walking on stilts**, juggling, yoga.

Music on the pavement: guitar- and percussion course for children and adolescents of the streets.

**Public library.** The neighbours can lend books for free. The books are handed back after a week.

**Non- violent** video films: reflection on the movies showed.

**Family theatre** in the street. Topics and texts are used that relate to the participant's own life and suggest a constructive future.

The **conscious dealing** with consumption is stimulated with the aid of the theatre.

**Street sewing:** a group of women of all ages meets in the street. They mend the clothes of the children or of families who are most in need.

**Exchanging of recipes** among the women, reflecting on healthy food. Finding possibilities to cook with little money.

## The children's school for arts and crafts

Was established with the aid of the S.E.R. Foundation in the countryside near Cosquin. It mainly enables local children who spend the majority of their lives in the street the contact with nature.

The school promotes artistic activities and crafts as an opportunity for a source of income for the future.

Lessons will be offered in: Forging, producing furniture from recycled material, weaving, literary writing, painting and theatre.

Furthermore, the children learn: to develop self esteem, to offer respect towards others and nature, to value their indigenous origin and to profit from their ancestors' abilities.

