

newSpecial

SERVING THE PEOPLE OF INTERNATIONAL ORGANIZATIONS IN GENEVA SINCE 1949

Shaping the Future



REOPEN
SCHOOLS
ASAP

814 - NOV 2021

Suivez-nous sur



[new.special](https://www.newspecial.org)

www.newspecial.org

PHILANTHROPY

From tennis court to the classrooms – P.5

MEET THE VOLUNTEERS

Our new editorial committee – P.14

WHO/OMS

Active bystander training – P.30

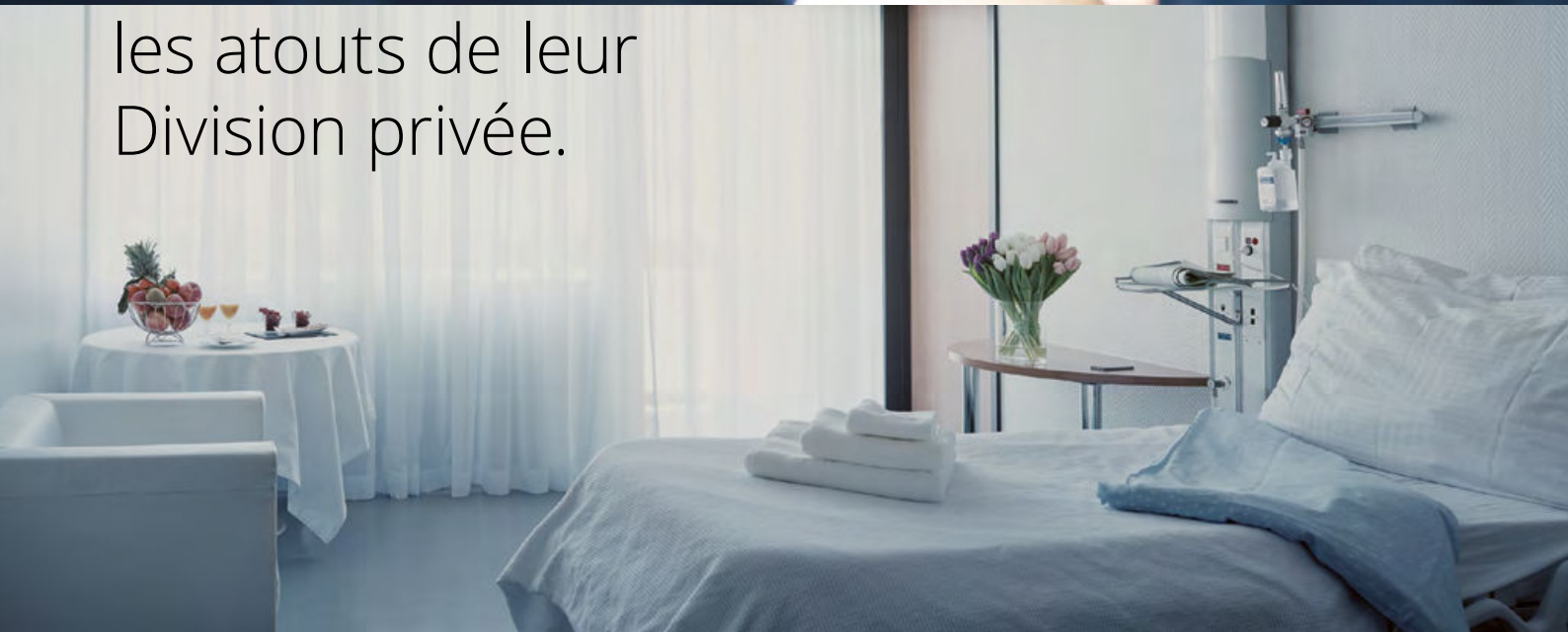
RUN MATE

À pied autour du lac Léman – P.24



L'excellence médicale
des HUG avec

les atouts de leur
Division privée.



HUG Hôpitaux
Universitaires
Genève

L'ESSENTIEL, C'EST VOUS.

[divisionprivee-hug.ch](https://www.divisionprivee-hug.ch)



GARRY ASLANYAN
Editor-in-chief /
Rédacteur en chef

EDITOR'S NOTE / ÉDITORIAL	3
FEATURED / À LA UNE	
The impact of the Roger Federer Foundation on children's futures	5
Education for peace and international solidarity: Global compact on education.	8
How can remote education and learning be made most effective?	10
Teaching during the COVID pandemic: A personal experience as a local teacher working in a foreign institution in Ghana	12
UNITED NATIONS AGENCIES / AGENCES DES NATIONS UNIES	
Active bystander training: background, importance, and intervention	30
WHO / OMS	
WHO Academy breaks ground on campus hub in Lyon, France	34
INTERNATIONAL GENEVA / GENÈVE INTERNATIONALE	
Meet the editorial committee of <i>newSpecial</i> !	14
En tant que <i>lingua franca</i> , l'anglais doit subvenir aux besoins de tout le monde	18
How can trade contribute to sustainable development?	20
Marija Musja	22
7 Tips for winning negotiations	32
ART & CULTURE	
Run Mate: Virginie et ses « Cop's du Léman »	24
Barrels of beer, wine and whiskey	36
Ayurveda break in Switzerland	38
Hike via Sassal Mason in Graubünden	40
<i>Sursum Corda</i> in Lauterbrunnen	42
Canton de Schwyz: Sattel	44
In doubt / <i>In dubiis</i>	46

Shaping the Future

There is no doubt that equitable access to education is key in shaping our future. In this issue, we have brought you an insight into the Roger Federer Foundation and its support to children who are influencing the future of the world through education. It is a fascinating read to find out the way the foundation approaches its work, and they sum it all up in three words: empowerment, modesty, and dedication. But education is also about a path to peace, its evolution in the digital era, and increasingly using and requiring a global outlook. All these aspects are discussed in other articles on the theme of this issue.

Talking of the future, we have reached another milestone at *newSpecial* by welcoming the members of the editorial committee. They work hard on a variety of global challenges that take shape in Geneva, but they also find time to volunteer and shape our magazine's vision. Don't miss an exposé of new member profiles!

Enjoy reading our magazine this month! ■

Façonner l'avenir

Il n'y a aucun doute qu'un accès équitable à l'éducation est essentiel pour façonner notre futur. Dans cette édition, nous vous présentons un aperçu de la Fondation Roger Federer et de son soutien aux enfants qui influencent l'avenir du monde grâce à l'éducation. C'est une lecture fascinante pour découvrir la façon dont la fondation aborde son travail, et ils résumant tout en trois mots: valorisation, modestie et dévouement. Mais l'éducation c'est aussi une voie vers la paix, son évolution suppose une vision globale directement liée à l'ère numérique. Tous ces aspects sont abordés dans d'autres articles sur le thème de ce numéro.

En parlant d'avenir, nous avons franchi une nouvelle étape chez *newSpecial* en accueillant les membres du comité éditorial. Ils travaillent dur sur une variété de défis mondiaux qui prennent forme à Genève, mais ils trouvent également le temps de faire du bénévolat et de façonner la vision de notre magazine. Ne manquez pas un exposé des nouveaux profils de membres!

Bonne lecture de notre magazine ce mois-ci! ■

Au service du personnel des organisations internationales de Genève depuis 1949

Serving the people of international organizations in Geneva since 1949

MAZDA CX-30

25% DISCOUNT FOR ALL
LEGITIMATION CARD HOLDERS*.



mazda



Unique diplomatic conditions also available for staff members.
Contact your Diplomatic Sales expert to customize your own Mazda.

*Maximum guarantee offered. Offer valid until 31.12.2021, see applicable conditions at your official dealer.

GROUPE CHEVALLEY VOTRE PARTENAIRE AUTOMOBILE

AUTOS CAROUGE - GROUPE CHEVALLEY

Route de Saint-Julien 46, 1227 Carouge - Genève | T. 022 309 38 38

COLARUSSO CENTRE - GROUPE CHEVALLEY

Chemin Delay 50, 1214 Vernier - Genève | T. 022 341 40 35

AGENTS

GARAGE RELAIS ONEX SA

Route de Chancy 100Bis, 1213 Onex - Genève | T. 022 792 66 20

GARAGE DU NOUVEAU SALON SA

Route de Ferney 185, 1218 Le Grand-Saconnex - Genève | T. 022 798 71 32

GARAGE BERGER CHAMP COLIN SA

Route de Champ-Colin 9-11, 1260 Nyon - Vaud | T. 022 994 01 11



© Roger Federer Foundation by Marcel Gutbenmann

Roger Federer takes a hands-on approach when it comes to his foundation.

The impact of the Roger Federer Foundation on children's futures

newSpecial had the opportunity to interview Dr Janine Händel, the CEO of the Roger Federer Foundation. The interview was conducted by Lisanne Hopkin.

Roger Federer is a tennis hero for so many of us – multiple Grand Slam winner, world number one for 310 weeks, which is almost six years, the ultimate gentleman on court, but not many of us are aware of the Roger Federer Foundation, why it was founded, its goals and progress.

A brief overview of the Roger Federer Foundation:

The foundation was created in 2003, and it focuses its work in Switzerland and six countries in Africa: Lesotho, Malawi, Namibia, South Africa, Zambia, and Zimbabwe. The aim of the programme is to improve the quality of early learning and basic education'.

What was the inspiration behind the foundation?

JANINE HÄNDEL: Roger Federer was 22 years old when he started the foundation. He'd just won his first Grand Slam at Wimbledon, but was not yet the world number one tennis player. He realised he could live his dream as a sports athlete and knew that his professional path was paved and established. But what about his personal development? Roger Federer grew up in a family with deep social values. Giving back to others was something that he was educated by his family, and it was a desire that he wanted to follow through. But from desires to become an impactful philanthropist, there is a considerable

difference and a longer journey. Roger Federer realised he needed to build something tangible and sustainable, and that's where the foundation came in. He could have also become an ambassador of non-profit organisations but, for him, it was important to have and take visible responsibility for his own actions. This way he has control over the quality and impact of his philanthropic work.

Are there any specific schools/cantons/organisations in Switzerland where people can access/benefit from the foundation or is it accessible all over Switzerland?

JH: There are no Roger Federer Foundation schools in Switzer-

land. We support NGOs which have nationwide initiatives, which may take place in various institutions or families. We advocate working with partners in order to increase the quality of education, which could be in day-cares, kindergartens, or primary schools. Furthermore, we provide home support visits to coach parents. It is important to us to have a good balance in terms of cantons and language regions too. So, all in all, it's a huge number of institutions and families across Switzerland.

How important do you think sustainability and education are in shaping children's lives?

JH: One of the most sustainable interventions is education. When



© Roger Federer Foundation by Jens Honore

Roger Federer with children outside.

you educate someone, that knowledge that you've given them can never be taken away. This is sustainability on an individual level. But the challenge with any kind of programme or intervention is that the Roger Federer Foundation wants to achieve systemic change. We want the quality of education to improve sustainably, not only on an individual level, but within the education system on different levels. There are different systems we aim to change. The smallest and first decisive system for a child is the family. Then you have the school system, then the community or municipality, and then the whole nation. The sustainability depends on how much the system is able to establish better quality education.

For example, in Africa, beside our interventions on a school level, we have memorandums of understanding with the concerned ministries, in order to work aligned with their own policies and empower them to improve the value of pre-school for the children's futures. In Switzerland, on the other hand, we help more on the school and municipality level, supporting programmes such as Primokiz. Primokiz helps municipalities and cantons to develop a strategy

for early childhood. Up to date, the programme was able to reach 80 municipalities, six cantons, and Liechtenstein.

Some information on the School Readiness Initiative:

The Roger Federer Foundation focuses on high-quality early childhood education and on the youngest learners, as they believe it is an area that is globally underfunded. The foundation's goal is to give more than one and a half million children a good start to their education, to avoid the possibility of their not being well-prepared for school, and then consequently leaving school too early.

How do you feel the School Readiness Initiative is going in Africa?

JH: We're almost at the midterm point. Depending on the countries, we do have very substantial results where we can see that we're on our way to achieving our goals while in others, we're struggling. For example, in some countries, like Lesotho, we're still at the beginning of the process, and in others, we're already working with the third cohort of schools.

It is very motivating to see what we're achieving in these schools

and to see how the whole initiative is being embraced by the schools, the kindergartens, the local and national governments. Everybody is really enthusiastic about our Early Learning Kiosk, a tablet with different tools, such as learning content, teaching materials, stories, which has been highly praised by the teachers. We're also seeing great results with 'natural playgrounds' which are bringing parents and communities into the education process too, so we're really looking forward to the second half of the programme. The results that we can see are much better than we could have dreamt of.

Are there any future projects that you can tell us about?

JH: We're a strategic grant-making foundation, so we plan long-term. Our current School Readiness Initiative runs for eight years and will take us to 2026 already. In Switzerland, part of this initiative, started at the end of last year, is the natural playgrounds. This is an idea we brought from our African programmes to the North. It's been a positive experience because, while it can take quite a long time to engage with schools, when we proposed this idea, we received many more applications than we'd planned

for. As a result, we have 31 schools currently in the participatory process to install natural playgrounds, instead of the 20 we originally had expected. It's great to see everybody helping and engaging with the project. It's not just the foundation's initiative, it's a whole team of stakeholders and partner organisations realizing a quality space for children. We're really looking forward to next spring, when we will inaugurate the first natural playgrounds.

How has Covid-19 impacted the foundation?

JH: It has heavily affected the foundation and our African partner organisations. When everybody went into lockdown, we first had to make sure that our partners were safe, that they could continue to work digitally and from home, and that everyone felt secure in terms of their health. Once we had addressed that, we immediately became active because while schools were closed, children were missing their daily school meals, which heavily affected their nutrition. With our African partners, we provided school meals to more than 110,000 vulnerable families during lockdown. In Switzerland, we launched an emergency fund for families in need to get food



Early education is vital for shaping children's futures.



Roger Federer visiting schools.

vouchers and other unbureaucratic financial support.

In Africa, schools have only started to open up again slowly. Some of the schools were shut for more than 12-14 months. There are children who have missed more than one academic year, and for young children and those at pre-school level, there has been no digital or online schooling

available. The problem with early childhood development is that they cannot catch up on that missing year. It's highly impactful and negative for reaching one's potential as a human being and furthering your education.

The foundation and its partners have caught up in our implementation of programmes because the teachers were able to start

working while schools were closed. Therefore, we are back on track on an outcome level. On the child's level, though, we've had no impact because the children haven't been at school. And that is a dramatic situation of concern to us.

What are the three words that you would use to describe the foundation and a quote which

you think suits it the best?

JH: The three words which describe the foundation are: empowerment, modesty, and dedication. And the quote that suits it the best comes from Nolonwabo Batini, a student at Ndzonelelo High School in Port Elizabeth, South Africa: 'I am tomorrow's future'. This message became our mission. ■

Vous avez le choix de voyager moins cher.

CHF 1,37 par jour

L'abo unireso, c'est la cerise sur le réseau !



le voyage aux multiples visages



Prix journalier pour l'achat d'un abonnement annuel adulte unireso.

Education for peace and international solidarity

Global compact on education



© Gary Ho/UNICEF, Getty Images

ALFRED DE ZAYAS,
UN SOCIETY OF WRITERS

Pax optima rerum (peace is the highest good) sums up the recognition of the peace makers at Münster and Osnabrück when they signed the Peace of Westphalia in 1648, ending the mass slaughter of the Thirty Years War. Yet, humanity did not learn the lesson and succeeding generations had to endure the slaughters of the Ottoman wars, the Napoleonic wars,

the African wars. Education for peace and international solidarity had never been tried.

Again, one would have expected that after the cataclysm of the Second World War, the Holocaust and the nuclear destruction of Hiroshima and Nagasaki, the world would have learned. Full of hope and determination delegates at the 1945 San Francisco Conference devised a new world constitution, the UN Charter, followed by the adoption of an International Bill of Rights concretizing humanity's agreement to live together.

Hundreds of wars since 1945 have taught us that the lessons we thought we had learned were all too soon unlearned. Is it because of a lack of a concerted effort to educate younger generations for peace and empathy? Is it because we have the wrong role models and often associate honour and glory with military virtues? Is it because many still think that *dulce et decorum est pro patria mori* (Horace – it is sweet and proper to die for one's country). Should it not be obvious to everybody that what really counts is to live for our countries, to build rather than to destroy?

The purposes and principles of the United Nations place peace, development and human rights at the center of its activities – goals, however, that are not self-executing. Concrete measures must be adopted domestically and internationally to achieve them. Since the 1960s the United Nations has adopted the Convention on the Elimination of Racial Discrimination, the Convention on the Elimination of Discrimination against Women, the Covenant on Civil and Political Rights, the Covenant on Economic, Social and Cultural Rights – all of which emphasize the importance of education to live together. We must continue building on these treaties with patience and perseverance. In this spirit the United Nations adopted the millennium development goals in 2000, and the sustainable development goals in 2015. Goal Nr. 4 of the SDG's commits States to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”¹ Civil society has been following-up on these international commitments. For instance, in

January 2021 the World Social Forum held a panel on education for peace, sponsored by the International Peace Bureau².

UNESCO and the Office of the UN High Commissioner for Human Rights have done good work in fighting discrimination and the aggressive “animus” that plagues many societies. Although progress has been made, prejudices die hard. In this sense we know that education can be employed for good and bad purposes. In the Rodgers and Hammerstein musical *South Pacific*, Lieutenant Cable sings a bitter song about it:

You've got to be taught

to hate and fear

You've got to be taught

from year to year,

It's got to be drummed in your dear little ear

You've got to be carefully taught.

You've got to be taught to be afraid

Of peoples whose eyes are oddly made,

And people whose skin is a different shade,

You've got to be carefully taught.

You've got to be taught before it's too late

before you are six or seven or eight,

To hate all the people your relatives hate,

You've got to be carefully taught.

I saw the movie back in 1958, starring the late John Kerr (Cable) and the wonderful Mitzi Gaynor (still alive at 90!). No one who has heard the music or the lyrics ever forgets them.

World religions also teach us that we should strive for peace, and yet religious institutions get instrumentalized precisely to do the opposite, to fight the “infidel”, to demand conversion or death. A recent positive development is the launching of the Global Compact on Education³ in Rome, which goes back to a 2019 initiative by Pope Francis⁴. The idea is the tangible translation of a vision repeatedly spelled out in the apostolic exhortation *Evangelii Gaudium* and further articulated in the encyclical letter *Laudato Si*. As Pope Francis wrote “we sense the challenge of finding and sharing a ‘mystique’ of living together, of mingling and encounter, of embracing and supporting one another, of stepping into this flood tide which, while chaotic, can become a genuine experience of fraternity, a caravan of solidarity...” (EG 87).

We are invited to take care of the fragility of the most vulnerable, to understand the needs of our fellow men and women. The goal must be to establish a culture of peace based on mutual respect, historical truth and empathy. Achieving this goal, however, requires education from

an early age, and re-education of older generations, because we know that we have a long heritage of violence, and our aggressive habits, egoism and greed must be tamed.

In the encyclical letter *Laudato Si*, we are reminded that “education will be inadequate and ineffectual unless we strive to promote a new way of thinking about human beings, life, society and our relationship with nature” (n. 215).

Everyone — not only children — should be educated in compromise, cooperation, empathy, solidarity, compassion, restoration, mediation and reconciliation. Negotiation skills must be taught so as to prevent breaches

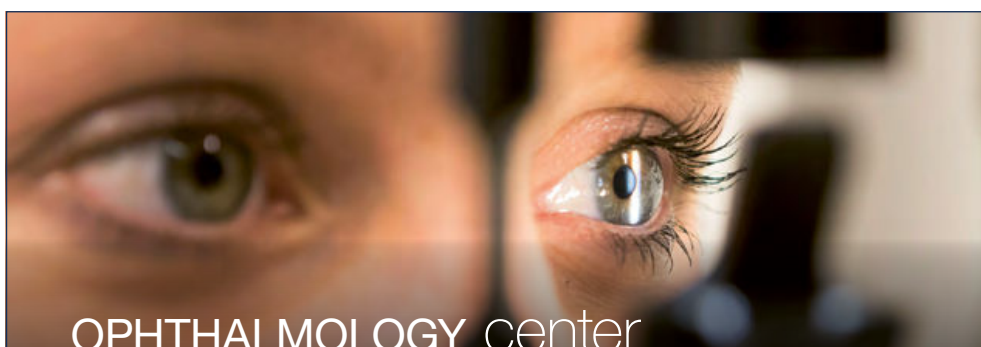
of the peace and other forms of violence as well as to ensure a peaceful continuation of life after conflict. A philosophical paradigm change is necessary to break out of the prevailing culture of violence, the logic of power, practices of economic exploitation, cultural imperialism and impunity. A road map to this culture of peace entails a strategy to identify and remove obstacles, among which are the arms race, unilateralism and the tendency to apply international law *à la carte*. ■

1 <https://sdgs.un.org/goals/goal4>

2 <https://www.ipb.org/activities/world-social-forum-2021-peace-day>

3 <https://www.vaticannews.va/en/vatican-city/news/2021-10/vatican-meeting-compact-education-religions-peace-fraternity.html>

4 <https://www.educationglobalcompact.org/resources/Risorse/instrumentum-laboris-en.pdf>



OPHTHALMOLOGY center swiss visio eaux-vives

Your ophthalmology center in the heart of Geneva

Located in the city center and open to all, Swiss Visio Eaux-Vives provides the following services:

- General and specialized ophthalmology consultations
- Refractive surgery: eligibility test with an optometrist
- Treatment of ocular pathologies: cataract, glaucoma, inflammatory and infectious diseases, retinal diseases
- Treatment of vision disorders
- Pediatric consultations
- Contact lens adaptation

Our highly qualified team welcomes you in a state-of-the-art medical environment.



SWISS MEDICAL NETWORK MEMBER

Swiss Visio Eaux-Vives · Rue du Nant 4-6 · CH-1207 Geneva
Phone +41 58 274 22 30 · eauxvives@swissvisio.net · www.swissvisio.net

How can remote education and learning be made most effective?

With some 185 countries having closed schools during the pandemic (partially or nationwide), some 1,5 billion schoolchildren¹ and over 63 million schoolteachers were affected by school or class closures at the height of the pandemic².

PHILLIPPA BIGGS, ITU

Although remote learning obviously existed before the pandemic, attention focused fast on remote education or remotely organized collective learning (learning can also describe individual learning journeys).

Many school children, teachers and families embarked on an experiment in remote learning, for a period of some weeks or months. Remote learning needs some minimum access to infrastructure and skills (such as prerequisites of a smartphone and/or computer with an adequate bandwidth connection, a quiet space and some degree of computer skills). It also needs perseverance, organization, patience and sheer determination. UNESCO saw the upside to this period of remote learning, calling it 'an opportunity for teachers and learners to become more empowered, creative and innovative'³.

Remote learning was already with us before COVID-19

Although the sudden onset and scale of remote learning since the COVID-19 outbreak was new, some schools already had some experience with:

– **School-based learning:** much of remote learning was based

on connectivity with/from the school at the centre⁴.

- **Teacher-student exchanges** for supplementary lessons outside of/in addition to the classroom, following traditional education models (e.g. the OneSchool organization sold remote lessons).
- In terms of **individual learning**, there were already many well-established platforms online⁵, language applications and online exchanges which many of us may be discovering for the first time;
- Many platforms already exist to promote digital skills for life and work⁶ (e.g. the International Computer Driving License helps with training in digital skills).
- Some of these platforms and applications generously announced free subscriptions or trial periods, in an effort to help keep children engaged (e.g. Reading Eggs and Mathseeds).
- UNESCO and other educational organizations have invested considerable effort in developing Open Educational Resources (OERs).

In many respects, the current crisis of the coronavirus pandemic has accelerated the arrival of online teaching and learning



© UNICEF/Frank Dejongh

methods, and introduced new urgency and opportunities for remote learning, that may well last long beyond the crisis. In future, the languages and time zone of a teacher might ultimately matter more than their location – for example, an important market exists for English, US and Canadian schoolteachers teaching English to Asian students. However, successful remote learning initiatives should aim to *complement and enhance teaching and learning capabilities, rather than replace teachers*.

How can remote learning function best?

As ever, technology is a vital first

step, but a learning programme structured and adapted to the age of the pupil, textbooks and quiet learning time are equally vital. At a bare minimum – assuming a smartphone and network coverage – some computer skills are needed to know how and where to log on, armed with the right usernames and passwords.

Many online educational platforms claim to offer a '**personalized approach**' for individual learning journeys by e.g. facilitating self-led learning, exploration and experimentation with new platforms, and personalized software and platforms that could suit (e.g. dyslexic children).

However, it is difficult to see where the teacher fits into personalized learning and how a teacher can possibly offer a 'personalized' learning experience to an online class of 25-30 children – already an issue face-to-face in a real-life classroom. There is still a huge need for a standardized approach, standardized pace (deadlines which apply to all students) and standardized learning outcomes (including assumed competencies and knowledge etc).

At school, teachers devote considerable time and effort trying to keep a class on-track together, or ensure any student does not get too far ahead or too far behind of a class. Concepts of class identity, teamwork or class cohesion can easily be lost in diffuse learning environments online. Students may also end up more proficient in the use of Google Classrooms than their teachers and set up chat functions without their teachers knowing!

Are there any downsides?

Critics of remote learning point out that it may reinforce socio-economic inequities, as children need some form of device to access remote learning sites, so children without access (their own, or a device within the family) may be barred from learning. Online learning encourages children with laptops and

smartphones to spend yet more time on screens, albeit with legitimate reasons. For many children, there may be an increased distraction factor – into social media, online games, chats rather than conversation. Young children are likely to need more **supervision with online learning**, but older kids still need some supervision, to ensure that the appeal of social media sites or online games does not distract them.

Many other factors are also important for successful remote learning, other than an Internet connection, device and basic computer skills. Individual motivation, enthusiasm, discipline, organization, perseverance and effort are even more necessary in a home learning environment than a classroom. **Trust, encouragement and relationships are vital for children of all ages** to preserve the human bond with their teacher, as well as bonds of friendship with their buddies (and also how to deal with bullies and adversaries).

Barriers to remote learning

Currently, most remote learning still takes the form of **two-way blended learning**, requiring students to write, draw or practise sums on paper. Many teachers agree that for effective learning (e.g. activation of vocabulary, rather than just passive vocabulary in language learning),


two-way interaction is needed. This means that upload options may still be needed (e.g. photos or a scanner), to ensure that students are properly assimilating concepts.

Educational content has to be 'contextualized' and adapted to local and cultural context. Although online learning platforms such as EdX (<https://www.edx.org/school/edx>) are now available worldwide, content still has to be useful, respectful and relevant to local audiences and the local setting. It is difficult asking communities in drought-ridden areas to explore the water cycle.

Teachers, parents and families may well need IT support and educational resources that can be delivered over an Internet connection, as well as support to face the pressure put on them to deliver learning in a time of crisis. Parents may find themselves in different roles (supervisor, motivation coach, IT problem-solver, timekeeper, consultant or some combination of all of the above).

Given ongoing school and class closures due to recurrent outbreaks in various countries, remote education is likely to be with us for some time, so it is worth taking time to learn efficient and effective methods to get the most of remote learning. ■

- 1 <https://en.unesco.org/themes/education-emergencies/coronavirus-school-closures>
- 2 <https://en.unesco.org/news/covid-19-webinar-new-world-teachers-educations-frontline-workers>
- 3 <https://en.unesco.org/news/covid-19-webinar-new-world-teachers-educations-frontline-workers>
- 4 See for example, the Broadband Commission report, "Broadband and Education: Advancing Education for All" (2013), available at: <https://www.broadbandcommission.org/publication/technology-broadband-and-education>
- 5 See for example, <https://en.unesco.org/themes/education-emergencies/coronavirus-school-closures/solutions>
- 6 See for example, the second report of the Broadband Commission Working Group on Education, "Digital Skills for Life and Work" (2017) at: <https://broadbandcommission.org/workinggroups/Pages/wgeducation.aspx>



SCÈNES
CULTURELLES
DE LA VILLE
DE GENÈVE

ALHAMBRA
VICTORIA HALL
CASINO THÉÂTRE
MAISON DES ARTS DU GRÜTLI
LE COMMAN
THÉÂTRE PITAGORE
THÉÂTRE DES GROTTES
SCÈNE ELIA FITZGERALD


Victoria Hall

Let the music in!

Genève,
ville de musique

www.geneve.ch

The Victoria Hall program is on victoriahall.geneve.ch



VILLE DE
GENÈVE

Teaching during the COVID pandemic

A personal experience as a local teacher working in a foreign institution in Ghana

This was the format during most of the covid period. During the third term, teachers were allowed to teach remotely or from the school campus. We were no longer given an allowance for data bundles therefore, if you stayed home then you would have to pay for the wifi connection.



© Inez Randolph

INEZ RANDOLPH, GHANA

During the pandemic, most local teachers went to school to use the school facilities to teach because you did not have to battle with the light off situation or wait till your child had finished using the computer so you could use it. You could also save on high electricity and phone bills. Going to school also provided us time to interact with one another and talk about our feelings experiences and ask for help if we needed it.

Discussions between us local teachers revealed that it was particularly difficult for teachers who had one computer and had to share it with their children. How do you manage that? Something had to give and it did. Pupils or students whose parents taught in the school were often absent from the virtual classes because their parents were using the computers to teach. In the end we obtained a dispensation for children in this category.

For local teachers the principal challenge was not to teach but to hope that there would be electricity so that you could connect to the wifi to enable you to do your work. Most of us did not have generators that were set up to come on automatically when the lights went out and that was quite frequent! This was the time when we all missed the good old days. Where was the chalk board

and a piece of white chalk? If the board were small enough, perhaps you could place it anywhere then have a camera placed somewhere where the children could see you carry on with what you love best. I say this because some local teachers found it difficult to be on their own besides juggling the classwork, it was not very easy to find yourself having to manipulate the laptop and the gadgets that came along with them especially, if you were not tech-savvy. Before covid this was not a problem because you could ask a colleague or the "IT guy" who would come to class during the break to explain things and sort you out. Talk about an awakening. It definitely was a rude one for most. Coupled with this was where you lived. If it was not in a semi-residential area then you had to deal with noise. Finding a spot in the not-so-big house when there were children who also

needed the space and the laptop you were using for that matter was another affair altogether.

Oral exams were done thanks to a virtual one-on-one together with mp4 recordings. I remember asking my niece what it was like for her. She was in lower secondary in a private Ghanaian school and I had hoped it was not too bad. She said that "it was very difficult and extremely stressful". They had to learn to use information technology as a means of learning and studying when they were only used to the traditional way. Imagine being thrown in the deep end - literally - without having learnt to swim properly!

I know it is very cliché to use the expression 'the haves' and the 'have nots' but for want of a better expression, this is exactly how to describe the divide that the covid situation contributed

DISCOVER OUR NEW COLLECTION

Give your furs a new look
Your specialist for alterations

GENEVE • 1, place Claparède • 022 346 28 55 • www.noelfourrures.ch

to. This divide existed already but covid made it more obvious.

My school, a private foreign school, offered personalised learning opportunities for its pupils and students. We were using chrome books way before covid in a country where the majority of local teachers did not have even have a computer. The children in the school had more access to remote-learning resources and support from their caregivers. Most of the them were pupils and students from very privileged backgrounds including expat children who had all the gadgets and apps and extra help if they needed to succeed. Most of them were far more tech-savvy than the teachers themselves! How could they not have good marks?

What was normal for them was not normal for us local staff or our children. I was lucky my

children were no longer in school and did not need supervision or assistance to do their work. It was painful to accept that I could not do more for the lives of local children. All I could do was to be attentive to their needs especially their mental health and be available to coach and mentor. The rest, unfortunately, was out of my hands. Sometimes I felt embarrassed when accounts on the news revealed what the situation was like for the children attending public schools in the country. The impact on food security for under-privileged children was drastic. A survey revealed that 30 percent of students claimed they had experienced hunger (c.F. Ipa report cited below.) Learning for them was turned into occasional government programmes on radio and television. Learning outcomes were at their lowest and it was even more difficult to reach children in remote areas. The pandemic also had terrible

social and behavioural effects which was more prevalent in children from poor backgrounds.

I had an immense respect for teachers who taught in public schools because their job was profoundly much more difficult than mine. They had very little resources and no IT equipment to deliver their “messages”. The courage they needed was more than I could fathom. Local teachers where I worked came together during this period to help each other as best as we could because we realised that it was in helping each other that we could better help the children.

In the words of Geoffrey Chaucer, *'time and tide wait for no man'* covid has taught me that it is what you can do in the moment, a second at a time that will make all the difference. The point is not to wait to do what you have to do. just do it!¹ ■

¹ Source: Innovations for Poverty Action (IPA) report from the webinar held on 11 March 2021 entitled Learning in COVID Times: Effects of COVID-19 on Students' Learning Inequalities



EQA

THE NEW EQA.

Unique diplomatic conditions also available for staff members. Contact your Diplomatic Sales expert to customize your own EQA 250.

For CHF 46'000.-*

The New EQA 250, equipped & immediate availability.
3 Year Warranty & 10 Year Free Servicing.



* Mercedes-Benz EQA 250, (140 kW/ 190 hp), 20,4 kWh/100 km. Fuel-equivalence: 2.2 l/100 km. CO2 emissions combined 0 g/km, energetic category: A. Net price CHF 46'628.60 (listed price 56'573, minus CHF 10'946.63, included 16% diplomatic discount, VAT excl., customs fees excl). See applicable conditions at your official Groupe Chevalley - Mercedes-Benz dealer. Actual car equipments may differ from photograph. Offer ends 31.12.21, only within the limits of available stock. Approval of a loan is forbidden by law if it would lead to over-indebtedness on the part of the customer.

GROUPE CHEVALLEY | *Your Diplomatic Centers in Geneva & Nyon.*

ATHÉNÉE COINTRIN

ÉTOILE GENÈVE

MARBRERIE CAROUGE

A&S CHEVALLEY NYON



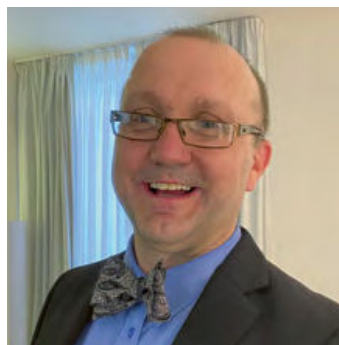
Meet the editorial committee of *newSpecial*!

newSpecial magazine is successful only due to its people – people who volunteer their time, energy and bring passion to its success.

LISANNE HOPKIN

Our Editor-in-Chief, Garry Aslanyan, is pleased to announce the start of a new term of editorial committee members. They have been carefully selected to represent you, our reader! The editorial committee is made up of new and returning members, all full of ideas, and ready to have their say on what's happening in the world. In this article, the editorial assistant intern, Lisanne Hopkin, gets to know the people who will be shaping the future issues of the magazine.

Kevin Crampton, WHO



Meet Kevin. Kevin decided to join the committee because, as he very simply put it, of his love of writing. He'd been really impressed by the high production quality and great content of

the magazine, and he wanted to be a part of that. His passion is historical and cultural curiosities – obscure personalities from the 18th century, tsunamis of beer, bloodless wars started by a pig. For any of these, he's your man to bring unusual and offbeat articles to the magazine. Kevin works in WHO's IT department and is based at headquarters. He's a "business analyst", which means he spends a lot of time writing technical specifications for new health software. It's a great job, but he needs to balance all that formal writing with something more creative and enjoyable. A Londoner by birth, Kevin claims he was a souvenir

brought home by his French wife, and that is how he ended up in Geneva. He has rattled around most continents pretending to work/travel, and he writes and self-publishes bad novels as a hobby. Kevin is happy to take suggestions on article subjects. ●

Ivaylo Petrov, OHCHR

Next up is Ivaylo. Ivaylo is joining the committee as he is convinced that we need to have a better representation of all UN agencies present in Geneva. He thinks it's good that there is a rotation of staff in the Editorial Committee. The *newSpecial* magazine,

although historically initiated in the framework of the WHO, is considered today as “the” UN magazine, and he has decided to give a little bit of his time to try to contribute to the UN diversity of the magazine. He’s hoping to bring at least new blood and a new look to the magazine, which is already a lot, in his opinion. Through the articles he would prepare, he intends to contribute to the better understanding and linkages between the UN community and Geneva. Ivaylo believes that the UN lives in its own world, is a little bit isolated, and he thinks that’s regrettable. He has a legal background, working at the Petition section of OHCHR, but he likes writing a lot. Short stories and novels, but also some poetry. For the past twenty years, Ivaylo has regularly contributed to several issues of the Ex-tempore magazine which is the publication of the UN society of writers and is issued here in Geneva. Recently, a Parisian editor issued his first book of novels, entitled “Impressions” and he intends to issue this book in Bulgarian too. ●

Phillippa Biggs, ITU

Phillippa is our next committee member. She says she was co-opted/initially volunteered to join the magazine. She believes that many of us may feel as if we are struggling to cope right now, and she’s not sure how many of us are out looking for more to add to our already-full plates. But Phillipa has always enjoyed reading *newSpecial* and found the articles very interesting and relevant. So, once she found out it was possible to contribute, she was genuinely enthusiastic about joining the committee to help shape the magazine going forward. Phillipa believes that many of us may be struggling with uncertainty, isolation, boredom, different priorities, and the merging of our personal and professional lives. She hopes to bring something of

a fresh perspective to the magazine, and write about some of the issues she’s seeing crop up, as we all navigate these choppy waters. Phillipa is a working mother, an international civil servant, an international civil servant, and a frustrated economist. In her opinion, the rule books in economics and development economics have all been ripped up and thrown away! She finds herself juggling lots of different priorities on a daily basis, which is challenging, but like many other people and employees, we are all trying to do our best. She would like to write about some of the new trends and issues she sees arising. ●

Christian David, ONUG



Notre prochain membre est Christian. La démarche de ce comité s’inscrit dans la continuité du magazine *UNSpecial* créé en 1949 par des collègues de l’ONU, lesquels ont été rejoints ensuite par le BIT puis par l’OMS. Il a été rédacteur en chef du magazine entre 2007 et 2013 et il a pu constater un intérêt certain, tout public confondu, pour lancer des passerelles entre les communautés. La rédaction d’articles permet aussi d’effectuer de belles rencontres. Christian espère apporter sa connaissance, sa curiosité et ses contacts au sein du paysage international de Genève qui lui permettent de pouvoir informer les lecteurs. Il espère adopter une démarche en cohérence avec les grands principes journalistiques de déontologie, d’indépendance et de liberté d’expression. Il croit que

CHRISTMAS THROUGH THE OCEANS

DIVE IN THE MAGNIFICENT WORLD OF CHRISTMAS

SPECIAL OPENINGS IN GLAND

EVERY SUNDAY

until 12th December

Cultivons l’inspiration

Garden Centre Schilliger
Route Suisse 40, 1196 Gland
www.schilliger.com

ce magazine est un outil d'information qui doit respecter des règles qui se situent aux antipodes d'une recherche de pouvoir ou de propagande. Christian est père et grand-père, agent de sécurité à l'ONU Genève, ancien militaire et gendarme français et il est aussi journaliste depuis l'âge de 16 ans. Titulaire d'une carte de presse francophone, il souhaite continuer à participer à l'écriture d'articles en français, qui est la langue principale parlée à Genève. Il participe à des projets humanitaires mis en place par des ami(e)s et est impliqué dans des associations. Sa contribution, est guidée par les mots de M. Stéphane Hessel: «Indignez-vous et engagez-vous». ●

Deborah Randolph Talon,
WHO



Following on from this is Deborah. Deborah saw joining the editorial team as an excellent opportunity to reach people across the UN on subjects that were of interest to her. In this period of lock-down/stay-at-home, she also felt it would bring her closer to the UN community, which she now misses seeing physically. Lastly, she thinks this will help her grow both personally and professionally. Deborah hopes to bring her general positive nature to the magazine, which she wants to show both through her writing and through her interactions with the committee. Her love for life, which takes her hiking, travelling, and trying new experiences. She's trained as a nutritionist and is currently

training as a life coach; would like to share her learnings with our readers. She's also been in the UN system for 20 years and would like to give her network the possibility to provide information that would be relevant to our readers. Deborah is a mother of three, and has been with the UN since 2021, working in resource mobilization, finance, budget, and human resources. She currently works in WHO in the Assistant Director's office as an Administrative Officer. She loves dancing and was part of a semi-professional dance troupe performing in Switzerland and Spain. She enjoys most sports. Loves good food and cooking: exploring recipes is one of her favorite pastimes. In 2015, she took her love for food to a new level and trained as a nutritionist. In short, she is a bubbly, friendly person. She is happy to be part of this experience. ●

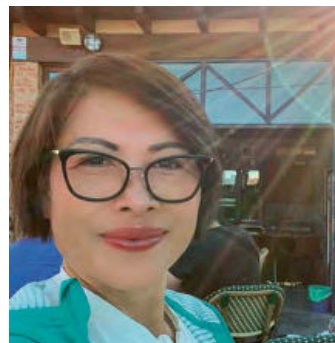
Marko Stanovic,
UNCTAD



Our penultimate committee member is Marko. Marko likes reading and writing. He believes it's very important to preserve these skills, especially today, given the increasing trend of digitalization. Creative writing is an excellent way to develop imagination, and he hopes that more young people will find it fulfilling. He also likes to read, collect, and restore old books. So, being a member of the committee allows him to work on and contribute interesting ideas and articles. Marko hopes to contribute fascinating interviews and

articles related to the work of United Nations staff and Geneva local life. He likes to write about people and their experiences, so this is what he'll be bringing to the magazine. Marko was born in Dubrovnik, Croatia, and has lived in New York and Geneva. He's been working as an economist at the United Nations Conference on Trade and Development (UNCTAD) for the past 23 years. He's married and has three daughters aged 27, 21 and 17. In his free time, Marko likes riding a bike and can even repair one! He currently has a 1970s French Libéria bicycle which he is restoring using vintage parts. He also likes working in the garden and listening to jazz. Marko is looking forward to working together with the new committee. ●

Gemma Vestal, WHO



And finally, Gemma, is the last member of the editorial committee. Gemma wanted to join the committee because it gives her the opportunity to write about fun, non-technical matters, which she likes. Gemma is interested in writing on a diverse area of topics for the magazine, including but not limited to internal justice for staff working in international organizations; protection of conditions of service; promotion of staff health (including mental health), safety and well-being; diversity, equity and inclusion; and, active bystander intervention trainings. Gemma officially joined the WHO Tobacco Free Initiative (TFI) in Geneva, Switzerland in 2003 as

a Legal Officer and Scientist. In 2012, she became an elected officer of the Staff Association of WHO HQ. In 2016, she then served for three years as the General-Secretary for the Federation of International Civil Servants' Association (FICSA). Now back at WHO, she is a Technical Officer (Legal) in the Public Health Law and Policies Team of the Health Promotion Department. For several years now, she has been a member of the editorial board of *newSpecial*. ●

And that's that. Welcome to the new committee! Hope you've enjoyed getting to know them. ■



COMPTOIR IMMOBILIER

RÉGISSEURS DEPUIS 1825

CI | RÉSIDENTIEL



Rent: CHF 3'100.-

TOURELLE 10 Ref. 33791

Spacious and bright apartment with a balcony in the heart of international organizations

Beautiful apartment located in a quiet area / Close to transport and shops / Entrance hall with cupboard / Guest toilets / Large living-dining room with an access to the balcony / Fully equipped living kitchen / 2 bedrooms / 1 small room / 1 bathroom with washing machine connections / 1 cellar / Parking: CHF 200.- / Monthly charges: CHF 200.-



Rent: CHF 4'490.-

LAMARTINE 1 Ref. 33378

Architectural 6 rooms flat located in the attic of a listed building dating from 1903

Near the international organizations, shops, schools, nurseries and public transport / Large entrance hall with cupboards / Guest toilets / Living-dining room with modern double-sided fireplace / High-end fully equipped kitchen / Winter garden / 3 bedrooms, one with an Italian shower room and one with a mezzanine / 1 bathroom-WC / Wardrobes / 1 cellar / 1 private outdoor parking space / Monthly charges: CHF 250.-



Rent: CHF 6'600.-

PETIT-SACONNEX 28B Ref. 33786

Superb apartment in a luxury building with swimming pool on the roof

Spacious and bright apartment located in the heart of international organizations / Entrance hall / Guest WC / Large living-dining room / Modern fully equipped kitchen / Master bedroom with adjoining bathroom and dressing room / 2 additional bedrooms, one with en-suite bathroom and the other with en-suite shower room / 1 indoor parking space + 1 box: CHF 330.- / Monthly charges: CHF 220.-



GRUPE COMPTOIR IMMOBILIER | comptoir-immo.ch

residentiel@comptoir-immo.ch

+ 41 22 319 88 20



COMPTOIR IMMOBILIER

RÉGISSEURS DEPUIS 1825

CI | VENTES



CHF 1'200'000.-

MIES Ref. 34649

4 room apartment crossing

Large room: living-dining room-open kitchen with worktops and balcony of 8 sqm / 2 bedrooms with wardrobes / Bathroom / Shower room / Spacious cellar / Indoor parking / A narrow view on the Lake / In direct axis with the International Organizations and the airport.



CHF 1'250'000.-

GRAND-SACONNEX Ref. 34651

Large 3 rooms - Balcony with view

Spacious hall with cupboards / Guest toilet / Large living-dining room, balcony of 23.5 sqm with view of Mont Blanc / Open kitchen with plenty of storage space / Bedroom with balcony of 23.5 sqm / Large cellar / Indoor parking / Outdoor swimming pool / Bath cabin / Park with trees / Sale in SI / Close to the International Organizations and the airport.



CHF 2'290'000.-

RIVE-DROITE Ref. 34780

Penthouse with roof terrace

A MUST SEE / Roof terrace / Exceptional 360° view / 3 terraces / Crossing living room-dining room-kitchen, oak parquet and fireplace / Laundry room / 2 bedrooms / 2 shower rooms / 1 cellar / 2 parking lots for rent / Access to the terraces from all rooms / Nice neighborhood / Maximum sunshine / View on Mont-Blanc, the fountain, the Jura, the Salève and the Fort de l'Écluse.



GRUPE COMPTOIR IMMOBILIER | comptoir-immo.ch

ventes@comptoir-immo.ch

+ 41 22 319 88 03

En tant que *lingua franca*, l'anglais doit subvenir aux besoins de tout le monde.

Tout au long de l'histoire, l'humanité a toujours eu un besoin pour communiquer, que ce soit par l'utilisation de signes, des sons verbalisés, ou de peintures rupestres.



© Elin Nora Sayyid

GUILHERME SANCHES LIRA¹

Ce besoin de communiquer ses sentiments et idées a donné naissance à ce que nous reconnaissons comme la langue moderne, qui se compose de sons de base (que les linguistes appellent «morphèmes»). Ces sons de base peuvent être combinés pour former des mots importants, qui à leur tour, peuvent être organisés selon des séquences logiques (ou «syntaxe») et des configurations encore plus spécifiques. On appelle ceci 'la grammaire', et ça varie d'une langue à l'autre.

Malgré la sophistication de la communication humaine sous forme de langage, les humains ont finalement été confrontés à des barrières linguistiques. Une parabole historique interprète l'émergence de plusieurs langues – et les défis que leur multiplicité pose pour une communication efficace – comme une leçon sur l'orgueil humain: l'histoire de la Tour de Babel. Selon le dictionnaire Merriam-Webster, Babel était une ville ancienne où la construction d'une tour décrite dans le livre de la Genèse a été arrêtée par Dieu pour punir les constructeurs: la confusion de leurs langues, des sons et de leurs voix les rendait incapables de communiquer pour mener à bien cet ouvrage dont le but était

l'achèvement d'une tour suffisamment haute pour atteindre le ciel. Ce mythe illustre le besoin des êtres humains d'utiliser un langage commun; une *lingua franca*, une langue commune parlée par tous.

Tout d'abord, l'alphabet et la langue grecque ont émergé comme un des premiers moyens de communication dans le monde occidental pendant l'Antiquité. Puis, au Moyen Âge, les Européens instruits ont appris à lire, écrire et parler le latin, quelle que soit leur langue maternelle. L'utilisation du latin au cours de cette période historique reflète l'influence généralisée de l'Église catholique, qui utilisait cette langue pour ses communications officielles. L'avancement du latin en tant que *lingua franca* signifiait que de nombreuses personnes dans le monde occidental ont appris à communiquer dans une langue commune. Au fil du temps, la langue anglaise s'est répandue dans le monde entier et a remplacé le latin comme plate-forme linguistique commune dans laquelle les masses pouvaient communiquer. Indéniablement, l'anglais est devenu la *lingua franca* d'aujourd'hui.

Mais l'anglais convient-il à tous ceux qui le parlent comme

deuxième langue ou comme *lingua franca*? Il n'y a probablement pas une seule réponse, car ceux qui utilisent l'anglais comme *lingua franca* viennent de cultures différentes.

Pour répondre à cette question, j'ai réfléchi à ma propre expérience du langage. Je suis quelqu'un qui parle non seulement l'anglais comme deuxième langue, mais qui l'enseigne aussi comme langue étrangère. Cela surprend beaucoup de gens, car il existe un stéréotype, ou une idée fautive, selon lequel les enseignants non anglophones ne sont pas les mêmes que les enseignants anglophones. De plus, ce stéréotype conduit à une forme de préjugé appelé «locuteur natif», en anglais «native-speakerism». Ce préjugé contre les enseignants non natifs est fondé sur une présomption que ceux qui viennent des pays comme le Royaume-Uni, le Canada, l'Australie ou les États-Unis sont des représentants idéaux de la langue et, plus important encore, que les personnes de ces pays anglophones sont les représentants idéaux des institutions mondiales. Ce n'est probablement pas une surprise pour ceux d'entre vous qui travaillent dans diverses agences des Nations Unies qu'un anglophone natif ait tendance à être

celui vers qui les gens se tournent pour obtenir de l'aide dans la finalisation d'un rapport, ou pour obtenir de l'aide pour parvenir à un libellé consensuel pour les documents importants qui sont créés lors d'un processus de négociation ou pour faire une présentation importante. Mais l'anglais est aussi la langue maternelle ou une deuxième langue pour de nombreuses personnes dans des endroits comme l'Afrique et l'Asie. Pourtant, beaucoup de gens ne les considèrent pas comme des locuteurs natifs, peut-être parce qu'ils ne les perçoivent pas comme des représentants idéaux de la langue anglaise. Cependant, l'idée qu'être un locuteur natif anglais implique la possession de connaissances linguistiques approfondies ou d'une esthétique linguistique préférable est une idée fautive: le niveau d'alphabétisation et de compétence

varie parmi les locuteurs natifs d'une langue donnée, que ce soit l'anglais, l'arménien, le portugais ou le quechua.

L'anglais est l'outil de communication internationale de tous et devrait inclure un éventail large d'utilisateurs. J'admets qu'à un moment donné, j'ai failli adhérer au mythe de la supériorité du locuteur natif. Avec le recul, j'ai souffert de ce que la brillante écrivaine nigériane Chimamanda Ngozi Adichie appelle le danger d'une seule histoire. J'ai été convaincu par la nature même que les professeurs de langues devaient être des locuteurs natifs pour être de bons professeurs. Si je ne m'étais pas désabusé de cette notion erronée, j'aurais malheureusement négligé les riches cultures de plus de 60 pays dans le monde où l'anglais se trouve être une langue largement parlée.

Si vous avez entendu parler de l'espéranto, qui se traduit vaguement en anglais par «celui qui espère» ou «celui qui a de l'espoir», il a été artificiellement créé comme une langue neutre, n'appartenant donc pas à un certain groupe ou n'étant pas représentatif d'un peuple. Bien sûr, s'il est peut-être trop tard pour que l'espéranto devienne la *lingua franca* mondiale d'aujourd'hui, son essence transmet un message puissant: l'égalité et, surtout, l'unité et la tolérance. Bien que les solutions pour surmonter les préjugés linguistiques et la discrimination ne soient pas faciles, il est important de sensibiliser davantage à la nécessité pour la langue anglaise d'évoluer pour être plus accommodante. En tant que *lingua franca*, l'anglais devrait aider à unir le monde, pas à le diviser davantage. ■

1 Professeur Certifié Cambridge d'Anglais
comme langue étrangère, Genève, Suisse



Take over an executive function in an international environment!

A **unique learning** experience at the University of Geneva in cooperation with the United Nations Office at Geneva

A programme designed for **graduates** and **professionals** with different backgrounds

Interdisciplinary teaching team composed of **top academics** and **practitioners**

Provide a deep understanding of the **political, economic, social and legal aspects** of European and International Governance

Acquisition of skills indispensable for **future leaders**

Build an exceptional **network** in Geneva and beyond

Apply Now!

From September to July
10 modules over 6 months

Followed by 3 months for either
– An internship
– A professional project
– A master's thesis

Programme to be achieved in 1 or 2 years. Possibility to participate in individual modules

#MEIG_Programme



www.meig.ch

meig@unige.ch
+41 22 379 86 50





How can trade contribute to sustainable development?

Recent extreme weather events and the COVID-19 crisis remind us that sustainable development needs to be promoted in all relevant policies.



PROF. CHRISTINE KADDOUS,
UNIVERSITY OF GENEVA¹

As we are currently living the deepest global recession since World War II, we must acknowledge that economic growth cannot be achieved without finding the right balance between the development of economic growth and the promotion of sustainable development.

Trade is often assumed to be an obstacle to the achievement of

Sustainable Development Goals (SDGs). This assumption is wrong. Trade is undoubtedly necessary to achieve economic growth. It is more and more promoted in a manner to favor sustainable development. Agenda 2030 pursues this same objective and provides among the SDGs specific targets to this end. It is notably worth mentioning targets 17.10 and 17.12, which respectively seek to “promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organization (WTO). The conclusion of negotiations under the “Doha Development Agenda” aims at “realizing timely implementation of duty-free and quota-free market access on a lasting basis for all least developed countries, consistent with World Trade Organization decisions, including by ensuring that preferential

rules of origin applicable to imports from least developed countries are transparent and simple, and contribute to facilitating market access”.

This acknowledged, questions arise. To what extent trade and trade practices aim at promoting sustainable development? What are the current weaknesses in the trade-sustainable development linkage? What innovative proposals could be elaborated to ensure that trade is also conducted to the benefit of sustainable development?

Trade mechanisms implemented at the national, regional and global levels

The term sustainable development was first introduced in 1972 in the United Nations Conference on the Human Environment held

in Stockholm. Its most popular definition came to life 15 years later in the Brundtland Report, as any policy that “meets the needs of the present without compromising the ability of future generations to meet their own needs”. However, we have to wait for the adoption of Agenda 2030 to really see the popularization of the term.

The SDGs balance three dimensions of sustainable development, namely the economic, social and environmental ones, and add two additional components: partnerships and peace. Any development intervention that aims at being sustainable should take due account of those five components. Agenda 2030 thus considers a broad notion of sustainable development, including environmental protection, promotion of labour standards, public health

protection, democracy and the rule of law. Many trade mechanisms take due account of the above-mentioned concerns. For instance, in 2021, the European Union established the Carbon Border Adjustment Mechanism (CBAM), which ensures that the same carbon price is paid by domestic and imported products in the European Union. Across the Atlantic, the United States adopted trade mechanisms to fight against forced labour: “Withhold Release Orders” aim at banning the import of goods that are produced, in whole or in part, using forced labour. No later than January 2021, a Withhold Release Order was adopted to ban cotton and tomato products made by slave labour in China’s Xinjiang Uyghur Autonomous Region. It is worth noticing that the European Parliament has proposed a similar mechanism in the European Union, but the European Commission has not made a legislative proposal in this regard so far.

Environmental and labour provisions can also be strengthened through bilateral free trade agreements. Both the European Union and the United States systematically include labour rights in the free trade agreements they negotiate with their partners. Protection of public health could also be pursued through international rules. For instance, India and South Africa proposed in the World Trade Organization (WTO) a waiver on the Trade-Related Aspects of Intellectual Property Rights (TRIPS) Agreement to ensure access to COVID-19 protective equipment, treatments and vaccines. The proposal is still pending.

The above examples highlight the variety of mechanisms that can be put into place by States, regional and international organizations to promote sustainable development through trade. They range from unilateral State measures to provisions incorporated in

bilateral agreements concluded between partners, to negotiations in multilateral fora like in the WTO, just to mention a few.

Innovative measures needed at all levels of governance

Obstacles and weaknesses are still observed. WTO debates on a TRIPs waiver have not been successful so far, as it brings into discussion the tension between the protection of intellectual property rights on the one side, and the public health concerns on the other side. In addition, although sustainable development provisions are incorporated in the new generation of EU free trade agreements, their effectiveness is disputed and strengthened rules are often requested.

Current and future leaders must therefore look for innovative solutions that strengthen sustainable development in trade instruments. Although States, regional and international organizations have a major role to play in promoting sustainable development in all relevant policies, an increasing number of new actors are involved, such as civil society and private undertakings.

The recent establishment of the “tax on plastic” at the EU level is a good example of innovating solution strengthening sustainable development. The new tax, introduced on 1st January 2021, constitutes a new category of EU own resources based on national contributions calculated on the basis of non-recycled plastic packaging. This new measure is aiming at reducing the pollution from plastic packaging waste and is expected to facilitate Europe’s transition towards a circular economy.

The previous reflections reveal that it is increasingly necessary to better know the actors involved and the tools available to ensure that economic development goes hand in hand with

social justice, respect for human rights, high labour and environmental standards. It is important to reflect on the ways to ensure at best sustainable development in all governance fields and contribute thereby to the achieving of Agenda 2030 goals without compromising economic growth.

The Centre for European Legal Studies (CEJE) of the University of Geneva contributes to developing knowledge and skills in this area. Its one-year Master of Advanced Studies in European and International Governance (MEIG Programme) examines how the different actors at national, regional and global levels contribute to the attainment of the SDGs. A new e-learning module is specifically devoted to the topic “How can trade contribute to sustainable development?” ■



@Utkarsh020, Wikimedia Commons

For further information on the MEIG Programme (www.meig.ch) and on the e-learning module “How can trade contribute to sustainable development?” (www.ceje.ch/en/enseignements/e-learning/), please contact ceje@unige.ch (+41 22 379 85 35)

¹ Director of the Center for European Legal Studies Director of the MEIG Programme

Planifique
Pour une retraite magnifique!

VOUS AVEZ PLUS DE 50 ANS ?
VOUS ÊTES FRONTALIERS OU FONCTIONNAIRES INTERNATIONAUX ?
VOUS DÉSIREZ PRENDRE VOTRE RETRAITE EN FRANCE ?

contact@planifique.com
+41 (0)22785 80 55
www.planifique.com

Planifique
Chemin du Pavillon 2,
1218 Le-Grand-Saconnex,
Genève, Suisse

Pour être certains de vous assurer des bons choix
Contactez nous!
Rendez-vous informatif et sans honoraire



© Aurelien Bergot

ESTONIA

Marija Musja...

... a touch of madness serving computer education

- *Talin, 1989*
- *Innovation and Education - The Empowerment Lab*
- *"The Biotech Campus in Sécheron, where people from many countries rub shoulders with the desire to share their passions."*

newSpecial is delighted to include profiles presented by Zahi Haddad, in his recently-published book "126 Heartbeats for International Geneva".

We thank the author and his publisher, Slatkine, for this exclusivity.

It all starts with a big laugh. Generous. Communicative. "I am a little crazy!" Without any further introduction, Marija Musja shares the path she has traveled, starting with the description of her project, the Empowerment Lab. This amazing laboratory develops IT skills in young girls living in remote regions of the world. She has had selflessness in her blood since childhood. "At the age of twelve, I wanted to become a lawyer and fight for justice. Help the people around me."

Marija pursues her dreams of international exchanges and meetings, cosmopolitanism. At the age of seventeen, she departs Estonia for England and studies law and politics at the University of Bradford. An international environment that immediately suits her. "I felt good there, I did not need to be like the others. In a way, I felt freer." She joins the London Bar Association, where

she finds her first job. She then travels to Kazakhstan, and later works for Amnesty International. The doors to humanitarian work in Central Asia, Eastern Europe and Russia open up to her and she promotes them to the local partners with whom she works.

Her horizons broaden and Marija joins an animal protection foundation, managing their online training focused on educating school teachers about this cause. It is time for a realization. And independence. "I learned to raise funds, work in the interests of shareholders, manage a project. In short, I just had to get started alone." During a professional stay in Chamonix, Marija comes through Geneva and immediately falls in love at first sight and does not want to leave. Multiculturalism in Geneva is perfect for what she envisions for herself, so she listens to her instincts, resigns, leaves London. She settles on the

shores of Lake Geneva to quietly reflect on her contribution to society.

Utilizing online education, Marija then delves into her Ukrainian roots. She does not hesitate and flies to Odessa and meets 400 young adolescents to understand their educational needs. "Those of the girls were particularly glaring when it came to their ability to access and use new technologies, whether to develop a website or blog, or to set up an e-zine." After the success of a pilot project in Odessa, Marija measures the utility of her approach. Convinced that she is going in the right direction, she returns to Geneva to prepare dissemination of her training in Belarus, Estonia, Moldova and Ukraine.

The "Empowerment Lab" is established as the organizational hub for this work as it multiplies

across eastern Europe. "We encourage these young girls to be creative and connect with the world and the job market. It is essential. The training methodology utilizes partnerships with different universities and courses specific to the Lab. In addition, everything runs through online workshops, with facilitation by female role models from one of the "incredible Geneva organizations involved in digital technology - whether it be CERN or a UN agency like the WHO." Adolescent girls thus see their skills increase and their confidence strengthen. "In the end, it is really all of international Geneva that becomes their model." ■

V O L V O

DIPLOMATIC SALES FOR ALL LEGITIMATION CARD HOLDERS

CONTACT :

Delio CIRAUDO
+41 22 919 05 03
delio.ciraudo@autobritt.ch

AUTOBRITT GRAND-PRE SA :

Rue du Grand-Pré 2
1202 Genève
UN Area

Choose your VOLVO

XC40

From CHF 36'850

Diplomatic Prices

From CHF 24'200

Excluding VAT



V60

From CHF 49'950

Diplomatic Prices

From CHF 32'900

Excluding VAT



S60

From CHF 54'150

Diplomatic Prices

From CHF 35'700

Excluding VAT



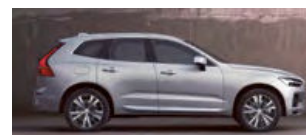
XC60

From CHF 58'000

Diplomatic Prices

From CHF 38'200

Excluding VAT



V90

From CHF 67'150

Diplomatic Prices

From CHF 44'200

Excluding VAT



C40

From CHF 61'900

Diplomatic Prices

From CHF 53'400

Excluding VAT



S90

From CHF 83'850

Diplomatic Prices

From CHF 55'200

Excluding VAT



XC90

From CHF 84'050

Diplomatic Prices

From CHF 55'400

Excluding VAT



Volvo Swiss Premium Pack*

Free service up to 150 000 km or 10 years *

Volvo Swiss Premium® covers the costs of Volvo's interval maintenance as specified in the Volvo Service Manual, including original Volvo service parts.

Warranty up to 150 000 km or 5 years *

The exclusive, comprehensive service and warranty package for Volvo new car buyers includes:
All other repairs caused by the proper use of the Volvo including original Volvo parts in accordance with the Volvo Service Manual
Original Volvo accessories (excluding gift items) installed by a Volvo representative within one month or 1500 km

Wear repairs up to 150,000 km or 3 years *

Volvo Swiss Premium® covers the costs for all wear repairs up to 3 years or 150,000 kilometers *.

VOLVO ASSISTANCE - SAFE ON THE ROAD

Volvo offers Europe-wide free mobility protection for the first 5 years (no mileage restrictions). Your Volvo representative will be pleased to inform you in detail about all Volvo service packages.

* The first achievements apply.

Excluded from the Volvo Swiss Premium® services are any kind of equipment and liquids, tires, courtesy cars, repair due to accident, vandalism, third or third party influence, repair of glass parts and interior (wear of upholstery and interior fittings), repair of consequential damage caused by improper use or excessive use of the vehicle (eg, motor sport competitions), parts required for exhaust gas service, and damage and events due to non-compliance with operating instructions.

A separate contract provides information about the details of the service and warranty services. Contact us for more information.

July 21 - Pictures shown are not contractual



UNE COURSE À PIED EN RELAIS AUTOUR DU LAC LÉMAN

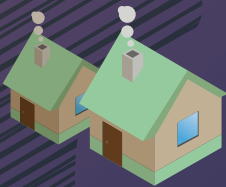
Sur 2 jours
et 1 nuit



Chaque coureur
peut effectuer un
ou plusieurs relais



3 cantons
1 département
traversés



210 km de paysages
à couper le souffle



LAC LÉ

Le tour du Lac Léman en 29 relais de 3 à 13 km était au programme des coureurs de la troisième édition de Run Mate

À l'arrivée, les équipes
célèbrent la fin
de leur aventure

25-26
SEPT. 2021

Chaque équipe
de 2 à 9 coureurs
prend le départ



PULLY

Le premier
relayer s'élance

ÉMAMAN
Son équipe l'attend au
prochain point relais et
le relayeur suivant s'élance

29 relais de
3 à 13km

De jour comme de nuit, traversant les cantons suisses de Vaud, du Valais et de Genève, ainsi que le département français de Haute-Savoie, 200 équipes de coureurs à pied se sont lancés le défi incroyable de parcourir 215 km autour du lac Léman; parmi celles-ci, l'équipe féminine des «Cop's du Léman» emmenée par l'onusienne Virginie Noblat-Pianta.

Allez lire l'aventure de Virginie
et ses «Cop's du Léman» à la
page suivante!



Solidaires, les «Cop's du Léman» encouragent Maryline au départ de Run Mate à Pully-Plage.

Run Mate

Virginie et ses «Cop's du Léman»

Après une deuxième édition couronnée de succès, Run Mate s'est déroulée le dernier week-end de septembre. Les participants ont eu à nouveau la chance de courir en relais autour du majestueux lac Léman.

CLAUDE MAILLARD

Ils ont pu vivre une expérience sportive incroyable et découvrir le vaste patrimoine historique et culturel qui borde les rives du plus grand lac alpin d'Europe.

Plus qu'une simple course, une aventure humaine.

Cette année encore, la ville de Pully a accueilli le départ et l'arrivée de l'événement dans le cadre idyllique de Pully-Plage. Les pieds dans l'eau et la tête à l'ombre des forêts du Jorat, Pully bénéficie d'une localisation privilégiée entre Lausanne et les vignobles de Lavaux, offrant ainsi un cadre spectaculaire aux participants de Run Mate. En 2020, Run Mate a su faire face à la crise sanitaire grâce à

un concept «Covid-compatible» et à un dispositif adapté. Cette année encore un protocole sanitaire strict a été mis en place afin d'en protéger tous ses acteurs. Benjamin Chandelier, directeur de l'événement, s'est réjoui d'avoir pu lancer la troisième édition de Run Mate depuis Pully qui lui a accordé une seconde fois sa confiance et son soutien: «Run Mate est un événement atypique, une réelle aventure humaine qui permet aux concurrents de se confronter dans un univers sensationnel tout en partageant une expérience unique autour de la course à pied. L'année 2020 a été difficile, mais nous sommes parvenus à organiser un événement qui a réuni, dans le respect des règles sanitaires, de nombreux groupes d'amis, de collègues, des clubs

sportifs ainsi que des familles. L'édition 2021 a été encore plus belle et je me réjouis d'avoir pu offrir, une fois de plus, une expérience hors du commun à nos participants. Nous avons vu des sourires, des larmes et tant d'émotions qui nous comblent de bonheur. Run Mate restera à jamais gravée dans les mémoires et nous nous réjouissons déjà d'organiser la prochaine édition».

Pully-Plage, samedi 25 septembre
Par formation de 2 à 9 coureurs, les 200 équipes prennent le départ entre 10h et 17h depuis Pully-Plage avec un seul but: faire le tour du lac Léman en courant. Sous un soleil estival, les coureurs appelés «Mates» s'élancent sur le parcours dans une ambiance



Étape de Vevey, Maryline, Virginie et Corinne consultent les dernières infos de course transmises en direct par l'organisation de l'épreuve.



Passation de témoin entre Bénédicte et Virginie qui s'élance pour courir les 7,6 km qui séparent Montreux de Villeneuve.

festive et conviviale. Sur deux jours et une nuit, soudés, ils vont s'encourager, se surpasser pour vivre une aventure humaine hors du commun qui restera dans leur mémoire.

12h 56', top départ pour les «Cop's du Léman». Maryline est la première de l'équipe à s'élancer pour la première étape longue de 7,4 km qui va la conduire

jusqu'à Bourg-en-Lavaux. Au total, 29 étapes composent Run Mate qui se dispute donc autour du lac Léman dans le sens des aiguilles d'une montre. L'heure de départ de chaque équipe a été fixée en fonction des estimations des temps de chacune à boucler les 215 km de l'épreuve. Sept coureuses composent l'équipe emmenée par Virginie Noblat-Pianta, toutes licenciées des

«Foulées Chablaisiennes», club sportif affilié à la Fédération Française d'Athlétisme et dont le siège est à Thonon-les-Bains. Durant des semaines, en parallèle des entraînements réguliers effectués sur route, en montagne ou sur la piste du stade local, «les filles» ont dû établir leur stratégie pour affronter au mieux l'épreuve suivant la longueur, le dénivelé et le revêtement des

étapes. C'est ainsi que Patricia, amatrice de trail, prendra le départ du deuxième relais tracé au milieu des vignes de Lavaux classées au Patrimoine mondial de l'UNESCO. Au dénivelé positif de 200 m et pratiquement autant de négatif, cette magnifique étape la mènera jusqu'à Vevey où elle passera le témoin à Bénédicte avant que Virginie entre en scène à son tour à Montreux.

BLACK FRIDAY

Save up to **-900CHF** per person

From 16th to 30th november

Book now on [clubmed.ch](https://www.clubmed.ch)

Club Med 
amazing you

*all information on clubmed.ch



Malgré la nuit qui s'annonce difficile avec la pluie qui fait son apparition à Évian-les-Bains, le moral reste au beau fixe.



Exténuée, Virginie vient d'en terminer avec l'étape de 12,5 km qui l'a conduite jusqu'à Thonon-les-Bains.

Montreux, Virginie fait son festival

Longue de 7,6 km, cette étape qui s'élançait de Montreux pour s'achever à Villeneuve, à l'extrémité du lac, est quasiment plate. Sans doute stimulée par le tube planétaire «*We are the champions*» du regretté Freddie Mercury si attaché à ce lieu paradisiaque de la Riviera vaudoise, Virginie s'est senti pousser des ailes. Après 4 étapes, les «Cop's du Léman» sont 137^e au classement général et seconde des équipes 100% féminines. Guère de temps pour admirer le château de Chillon, le monument historique le plus visité de Suisse, que déjà Corinne s'empare du témoin. La course fait alors une courte escapade dans le canton du Valais avant de pénétrer en France à Saint-Gingolph, village qui a la particularité d'être coupé en deux par la frontière. Il est temps de se ravitailler; alors que Sylvie est en train d'en découdre sur la piste forestière dominant le lac, ses copines en profitent pour savourer une salade de pâtes. Riches en sucres lents, elles vont

leur permettre d'éviter le coup de pompe et d'être ainsi plus performantes pour la suite de la course.

Évian-les-Bains et Thonon-les-Bains: les deux villes thermales haut-savoyardes sont distantes de 12,5 km. C'est l'une des plus longues étapes de cette troisième édition de Run Mate et Virginie s'apprête à la disputer. Le soleil qui s'est caché depuis un moment derrière les crêtes du Jura de l'autre côté du lac a fait place à une petite pluie. C'est à la lumière de sa lampe frontale qu'elle foule le parcours mais elle court pratiquement à domicile et connaît bien l'endroit qui lui est familier, notamment les abords du château de Ripaille, pour en être l'un de ses terrains d'entraînement. Cependant, déshydratée et prise de nausées, elle arrivera exténuée. Mais à grand renfort de riz blanc et de boisson énergisante, elle reprendra bien vite vigueur du côté de Veigy.

Il est 5 heures, Genève s'éveille

Nous sommes à la mi-course,

Run Mate qui a fait escale dans le village médiéval d'Yvoire fait son retour en territoire helvétique. La fatigue se fait sérieusement sentir et même si «les filles» savaient que la course ne serait pas facile, elles ne s'attendaient pas à une telle difficulté. Luciana est aux commandes jusqu'à Meinier avant de laisser Maryline prendre la relève en direction de Baby-Plage, quai Gustave-Ador à Genève. Il fait nuit noire et au loin apparaît la Cité de Calvin illuminée de mille feux. Rive gauche, rive droite, Patricia franchira par la suite le pont du Mont-Blanc désertique à cette heure avancée de la nuit pour rejoindre le quai Wilson, la Perle du Lac et le quartier des organisations internationales. Pendant ce temps, Virginie patiente sur la plage du Vengeron à Pregny-Chambésy et se prépare à récupérer le témoin. Il est bientôt 5 heures et la Haut-Savoyarde va pouvoir se défouler sur les 7,4 km qui la séparent de Versoix où l'attend Corinne. La pluie qui avait cessé fait sa réapparition et redouble de violence. À partir de Coppet, les étapes qui vont

emmener les coureurs à Nyon et Rolle, avec un détour sur les hauteurs d'Aubonne, seront particulièrement arrosées. L'orage gronde, les éclairs déchirent le ciel et, trempées, transies de froid, Virginie et ses «Cop's du Léman» rejoignent Morges en retard sur leur estimation. Mais comme le disait si bien Pierre de Coubertin, dont le stade qui porte son nom à Lausanne sera le théâtre de la dernière passation de témoin, «*L'important, c'est de participer*».

Arrivée triomphale

Pully-Plage, dimanche 26 septembre, 13h 16' 10". Après plus de 24 heures de course, les «Cop's du Léman» en ont terminé avec Run Mate et s'adjugent la 185^e place au classement général. Certes, côté performance, elles n'ont pas été les meilleures, sachant bien avant le départ qu'elles ne visaient pas la victoire. Mais côté popularité, elles montent sur la première marche du podium. Au retour à Pully-Plage, toute l'équipe se joindra à Patricia pour franchir la ligne d'arrivée



© Claude Mollard

215 km parcours en un peu plus de 24 heures autour du lac Léman... les «Cop's du Léman» peuvent savourer leur exploit.

sous les acclamations d'une haie d'honneur inédite mise en place au dernier moment par les organisateurs. Et le lendemain, la photo «des filles», sourire aux lèvres et étoiles dans les yeux, fera la une sur la page d'ouverture du site officiel Run Mate.

Elles ne sont pas quatre comme les mousquetaires, mais leur devise est la même: «Une pour toutes, toutes pour une». L'union fait la force et les sept filles des «Cop's du Léman», de vraies copines au

quotidien, n'auraient pu à aucun moment laisser l'une des leurs dans la galère lors de cette compétition assez exigeante. À plusieurs reprises, notamment lors de la nuit qui a été éprouvante, à tour de rôle, elles ont accompagné celle qui courait, ce qui fait qu'au final, certaines, comme Virginie, ont parcouru plus de 60 km.

Trois autres équipes composées de licenciés des «Foulées Chablaisiennes» étaient également engagées à Run Mate. Celle

des «Kings du carnotzet» emmenée par Benoît Picard réalise une belle performance en bouclant le tour du lac en un peu plus de 18 heures et s'octroie la 25^e place au classement général. En 127^e position, on retrouve celle des «Funkies du Léman» managée par Sandra Ginestet et, enfin, celle des «Filles des Foulées», avec à leur tête Estelle Harrang, qui termine 187^e.

Lundi 27 septembre, Palais des Nations, Virginie Noblat-Pianta a

rejoint son bureau, la tête remplie de souvenirs de ce fabuleux week-end sportif qu'elle vient de partager avec ses Cop's du Léman. Elle va en avoir des choses à raconter autour de la machine à café... ■

Active bystander training: background, importance, and intervention

Have you ever witnessed violence, harassment, or abusive behavior and felt the need to step up yet felt helpless about it? You are not alone as many victims of harassment and assault chose to stay silent as shown in the Criminal Justice System statistics.¹

GEMMA VESTAL, WHO

According to a survey² by a group of scholars headed by professor Elisa Brown from Johns Hopkins University, one of the reasons why victims stay silent is the *minimization of experience* or dismissing the traumatic experience. While this is greatly unfortunate, other people who witness such incidents (also known as bystanders) must step up on behalf of the victims. Hence, it is indeed timely and necessary for institutions and organizations to support bystanders' training to turn witnesses from passive bystanders to active ones.

What is active bystander training?

The active bystander training focuses on teaching people how to immediately recognize uncomfortable situations in which others may need some help. The desired result of such training is to transform individuals into active bystanders who recognize and challenge this threatening behavior effectively.³ In a nutshell, bystander training is an intervention program that aims to increase protective behaviors among witnesses to lessen the violence and harassment incidents.

What are the goals of bystander training?

Depending on the institution or organization, the core goals of a bystander training could be to

1. help people identify and recognize harassment, abusive conduct, sexual exploitation and abuse (to name a few undesirable behaviors) as a continuous sequence of attitude that needs immediate intervention,
2. replace misconceptions about these behaviors with facts,

3. teach individuals various approaches on how to respond when they see acts that promote or tolerate violence and harassment,
4. train people on how to act and give guidance to victims.

Furthermore, the Ministry of Advanced Education and Skills Training in British Columbia emphasized the importance of linked training programs among different institutions within the community. In their training and facilitation guide⁴, they mentioned adaptability of training in the institution where it is used. In addition, diversity, equity, and inclusion considerations should also be included as part of the program. Active bystander training is a transformative program that doesn't only promote immediate help but also cultivates attitude and promotes the normalization of violence intervention in the society.

Why is active bystander training necessary?

It is unquestionable that training and workshops are now necessary to prevent sexual violence, sexual exploitation, harassment, and abusive conduct in institutions and organizations. The main reason being caused by what is known as the *'bystander effect'*.

The bystander effect refers to the assumption that someone else (most likely another witness) will take action. However, everyone thinks the same thing and in the end, no one takes the responsibility. In a study⁵ focusing on bystander intervention, it was found out that approximately 75 percent of bystanders (when alone) immediately helped a person in

trouble. However, it's a different case when several bystanders are present in the vicinity with only 31 percent actually helped.

The study's findings also emphasized two key variables of whether bystanders chose to intervene or not to act at all, namely social relation and group size. As per the researchers' expectation, they found out that the intervention is 20 times more likely to happen when the bystander has a social relation with the victim. In the other variable, it was revealed that the fewer bystanders are present, the higher the chances of intervention.

This statistic is sort of worrisome as sexual violence, harassment, and abusive conduct can happen no matter the number of witnesses in the surrounding area. The mentality of "non-involvement" may work in other sectors but not when somebody else's life can be put in danger or when safety is compromised. For this reason, a bystander intervention program is indeed necessary. This is to train people on how to effectively and respectfully intervene no matter the group size and social relation.

Five steps before taking action

To be an effective active bystander, one must understand and follow the five steps before actually deciding to intervene. There are basically five steps that happen before people can decide to intervene, according to Schneider, Gruman & Coutts (2012) as mentioned in Penn State's official website.⁶

1. Noticing the event as a continuous action rather than a random act



Plato once famously said: “Your silence gives consent.” Active bystander training gives you the tools to know when and how to intervene safely and effectively in situations where remaining silent gives consent to abuse, unfairness, and injustice. Speak up!

2. Assessing whether the situation demands you to take action
3. Deciding quickly if it is your responsibility to act
4. Choosing what form of help to use
5. Knowing how to apply the choice of help safely and effectively

How to intervene effectively?

After the #MeToo movement has paved the way to stories concerning the impact of sexual violence globally, the scope of the problem has become clearer and intervention strategies have started to surface as reported by the National Sexual Violence Resource Center in 2018.⁷

One popular bystander intervention strategy that is used by the NJCASA⁸ is the 4 D's (Direct, Distract, Delegate, and Delay).

– Direct

This is the initial act of stepping in the interaction of the targeted person and the harasser to let the former escape the situation. A simple question of “Hi, is everything alright?” can go a long way.

– Distract

For example, if you see a customer verbally harassing a shop attendant, you can pretend to be needing the staff's help in finding something in the shop.

– Delegate

When you feel like the situation is too much for you to handle alone, it is best to call others (preferably one in authority) for help. You can ask for the store manager's presence so that the matter can be resolved privately and appropriately.

– Delay

This is when you go back and check in with the targeted person and see if you could offer any help or support. If by chance, you know the harasser, you can also check in on them to calmly tell them that their behavior is unacceptable. In some cases, the harasser might also need some help.

Conclusion

Active bystander training is rapidly happening in communities all over the world. The opportunity to provide active bystander training to staff of the UN and its agencies, funds, and programs are at our doorsteps. This type of training will empower staff to speak up and intervene in situations where they see harassment, abusive conduct, sexual exploitation and abuse, *inter alia*. It's time that we speak up against these types of conduct. But we need to be taught the tools, through a training program, in order to safely and effectively do so. ■

Sources

- The Criminal Justice System: Statistics
- Why Women Are Not Talking About It: Reasons for Nondisclosure of Sexual Victimization and Associated Symptoms of Posttraumatic Stress Disorder and Depression
- Active Bystander Intervention: Training and Facilitation Guide BC Campus
- Social relations and presence of others predict bystander intervention: Evidence from violent incidents captured on CCTV
- The Bystander Effect
- NSVRC Tip Sheet: Bystander Intervention and Strategies
- Research-to-practice: Engaging Individuals in Active Bystanders Behaviors
- 1 The Criminal Justice System: Statistics
- 2 Why Women Are Not Talking About It: Reasons for Nondisclosure of Sexual Victimization and Associated Symptoms of Posttraumatic Stress Disorder and Depression
- 3 Research-to-practice: Engaging Individuals in Active Bystanders Behaviors
- 4 Active Bystander Intervention: Training and Facilitation Guide BC Campus
- 5 Social relations and presence of others predict bystander intervention: Evidence from violent incidents captured on CCTV
- 6 The Bystander Effect
- 7 NSVRC Tip Sheet: Bystander Intervention and Strategies
- 8 Research-to-practice: Engaging Individuals in Active Bystanders Behaviors

7 Tips for winning negotiations

Negotiation is a lifelong activity whether it is with our family, our next-door neighbour, our colleagues in the workplace, negotiating a promotion/salary or when purchasing products or services for ourselves or on behalf of our employer.



© International University in Geneva

CLAUDE CELLICH¹

Too often, negotiators fail to reach their objectives due to insufficient preparation, lack of time or not knowing how to prepare. Fortunately, these shortcomings can be eliminated or greatly reduced by considering the following 7 tips:

Be well prepared

When preparing for any upcoming negotiation, the initial step is to determine what you want to achieve and knowing your strengths and weaknesses vis-à-vis the other party. If you do not have a clear understanding of what your goal is, you are not likely to reach it. Being well prepared requires access to relevant information on the other party as well as the environment in which the negotiations are taking place, competition, developing strategies and tactics. Experienced negotiators know that one can be overprepared but not underprepared and by failing to prepare, you are preparing to fail.

Adopt a positive attitude and cooperative behaviour from the outset
Most negotiators tend to rely

on competitive tactics. Once both sides adopt competitive behaviour, it becomes difficult to share information and trade concessions. Often a negotiator will use competitive tactics to place the other side in an inferior position to obtain substantial concessions. In such instances, it may be wise to end the negotiations as no one wants to accept an agreement that is not beneficial. Experience shows that negotiators relying on aggressive tactics tend to result in deadlock and are used mostly in one-time deal. Negotiating in a relationship-oriented culture (mostly in Africa, Asia, the Middle East and Latin America), starting with cooperative moves have a better chance to reach agreement.

Make sure you tell the other party what they want to know instead of telling what you know
Communication is the core of negotiation. If both parties fail to communicate, they are unlikely to identify common interests and trade concessions to reach agreement. To ensure that communication flows between them, negotiators should ask questions, listen attentively and make sure that non-verbal communication matches what is being said. Effective communication requires each side to emphasize what the other party wants to know rather than talking about what they know. In other words, “people don’t care how much you know until they know how much you care” (Theodore Roosevelt).

How to handle price negotiations

Price is often the most sensitive issue in any negotiations. Decisions involving price should be postponed until all the other aspects of the transaction have been discussed and agreed upon. For example, the negotiator should emphasize his or her product’s feature and differentiate it from competition as well as the firm’s reputation, reliability and financial stability before discussing pricing. For instance, an exporter of cutlery sets consisting of individual boxes was told by the buyer that his price was too high although the quality was acceptable. After having discussed the manufacturing and quality assurance procedures in his company, the seller made a counterproposal consisting of bulk purchases thereby lowering the price due to savings in packaging and lower import duties. When handling prices, it is better to offer a price package consisting of quantity discounts, discounts for repeat orders, credit and payment terms, and faster delivery thereby increasing the number of non-price items to be discussed by both parties.

Prepare in advance the concessions you are willing to trade and the ones you want in return
Trading concessions are an essential element of the negotiation process. Too often, unprepared negotiators enter into concessions as soon as the other party raises an objection. An objection

should be considered as an opportunity to identify what part of your offer the other party has a problem with. Generally, an offer is made up of several elements such as payment terms, delivery, guarantee, replacement parts and trade-ins. By asking “what part of my offer you have a problem with” the negotiator is able to find out what the problem is enabling him or her to reformulate the offer in the form of conditional questions such as “If I expedite delivery by one week, will your firm absorb the extra costs? This is what prepared negotiators do, concessions only take place when the objection is clarified.

Consider integrating intangibles in addition to tangibles in the negotiations

To improve one’s negotiation outcome, it is wise to consider intangibles in the discussions. For example, intangibles can include goodwill, status, trustworthiness, reputation, testimonials, business models, adhering to corporate social responsibility principles and many others. These intangibles are highly appreciated particularly in relationship-oriented cultures. For example, the owner of a small firm wanted to sell his business as he was retiring. A buyer made several offers, the last one being above the value of the business, yet the owner could not agree. The buyer then switched tactic by asking what the owner will do after retiring. It turned out that the business was a lifetime



achievement and the owner could not separate himself from the business. In light of this information, the buyer made an offer that kept the owner in a consultant role with an office and kept his company's name which was accepted.

Know how and when to close

Surprisingly, many negotiators do not know when and how to close the discussions. For instance, some negotiators continue the discussions to extract the maximum of concessions from the other party even if they

have achieved their goals. Such behaviour may backfire as soon as the other negotiator realizes what is taking place and decides to walk out of the negotiations. Other negotiators are reluctant to close the deal in fear that the other side will reject it. The best time to close is when both parties consider that they have met their objectives and that most of the concessions have been made. Negotiators reaching satisfying agreements spend as much as 80% of their time determining the needs of the other side and jointly create problem-solving solutions.

In conclusion, by applying the 7 tips, negotiators can look forward to reaching superior outcomes by avoiding the typical mistakes unprepared negotiators tend to make. In the end, you don't obtain what you want but what you negotiate by being well prepared. ■

¹ Claude Cellich, former Chief of Training at ITC, teaches negotiation at the International University in Geneva and authored Creative Solutions to Global Business Negotiations.

THE GLOBAL HEALTH PODCAST FROM TDR

EPISODE 7: COMMUNICATING SCIENCE, NOT FICTION

HOSTED BY

GARRY ASLANYAN
TDR Partnerships & Governance Manager

FEATURING

IMOGEN FOULKES
Geneva Correspondent, BBC News

SONIA LOWMAN
Filmmaker and Senior Communications Specialist,
International Medical Corps

NATALIA PASTERNAK
Founder, Instituto Questão de Ciência in Brazil

FOLLOW @TDRNEWS ON TWITTER, TDR ON LINKEDIN AND @GHM_PODCAST ON INSTAGRAM FOR UPDATES.



WHO Director-General, Dr Tedros Adhanom Ghebreyesus and H.E. Mr Emmanuel Macron, President of France present an architectural model of the WHO Academy campus in Lyon, due to open in 2024.

WHO Academy breaks ground on campus hub in Lyon, France

MARGOT SCHEIN, WHO¹

The quickening pace of scientific discovery and advancement of technology is making it more difficult, not less, for health workers, policy makers and other public health practitioners to keep up with evidence-based health practice and policy. In fact, it often takes more than a decade for health and care workers to get and put many important life-saving guidelines into practice.

This is a key reason why no country is currently on track to achieve all of the health targets of the Sustainable Development Goals (SDGs). Most recently, the COVID-19 pandemic has disrupted existing lifelong learning

systems, generating further demand for digital learning.

Amid these challenges, Dr. Tedros Adhanom Ghebreyesus, WHO Director-General, and Emmanuel Macron, President of the French Republic, met in Lyon on 27 September to break ground for the WHO Academy's campus, which will use the latest learning innovations and technologies to expand lifelong learning access to millions of health workers and others around the world.

The event marked a milestone in fulfilling a commitment by the two leaders to establish a WHO Academy in Lyon's bio-medical district to meet the needs of WHO

Member States and the growing global health workforce for lifelong learning, health guidance and competency-building.

"The ambitions of the WHO Academy are not modest: to transform lifelong learning in health globally," said Dr. Tedros. "The COVID-19 pandemic is a powerful demonstration of the value of health workers, and why they need the most up-to-date information, competencies and tools to keep their communities healthy and safe."

From its campus in Lyon, the Academy will offer multilingual, personalized learning programmes in digital, in-person



A digitally rendered mock-up of the WHO Academy's campus building, set for completion in 2024 in the heart of Lyon's bio-medical district.



WHO Director-General, Dr Tedros Adhanom Ghebreyesus and H.E. Mr Emmanuel Macron, President of France greet each other at the groundbreaking ceremony for the WHO Academy in Lyon, 27th September 2021.

and blended formats, deploying the latest evidence-based health guidance, state-of-the-art learning technologies and advancements in the science of adult learning.

“The quality of the health workforce is the key to resilience during a health crisis,” said President Macron. “Investing in health systems is the best way to prepare for future pandemics. Success requires unprecedented coordination of all actors. WHO is, of course, a key player and its Academy will be an essential platform for disseminating learning.”

The Academy aims to expand access to critical learning to health workers, managers, public health officials, educators, researchers, policy makers and people who provide care in their own homes and communities, as well as to WHO's own workforce throughout the world. The vast majority will use online means to access the Academy's programmes, which will be made available via desktop and mobile devices and in low-bandwidth settings, thereby ensuring an equitable, global and diverse cohort of learners.

But the WHO Academy isn't just another online school. It will harness the capabilities of new, high-impact technologies such as virtual reality, augmented reality, artificial intelligence and serious educational games to deliver health learning for maximum impact. It will also formally recognize the competencies gained by learners through “digital credentials” that they can show to employers and regulatory agencies to help advance in their careers.

The Academy plans to offer more than 100 major learning programmes by 2023, with flagship credentialed programmes for COVID-19 Vaccine Equity, Universal Health Coverage, Health Emergencies and Healthier Lives. The Academy will also offer its learners streamlined access to WHO's full breadth of hundreds of e-learning programmes currently spread over 20 digital learning platforms as well as access to high quality learning programmes developed by others.

At the groundbreaking event in Lyon, President Macron and Dr. Tedros recalled their

strategic commitment to invest in the world's health workers so that they are prepared for the health challenges of tomorrow. In a video-link discussion with learners from the Academy's Mass Casualty Management programme – which is already operating in several countries including France, Greece, Afghanistan, Ethiopia and Somalia – the two leaders highlighted how such programmes will support competency-building among health workers and others at the national and community levels.

WHO also used the occasion to announce the appointment, which became effective on 16 August 2021, of Pr Agnès Buzyn, as the Academy's Executive Director. She served since January as the WHO Director-General's Envoy for Multilateral Affairs, during which time she has also supervised the Academy project.

As a WHO Member State and a key actor in global health, France continues to be the lead investor in the Academy's development, having committed more than 120 million euros to support its establishment and infrastructure. This achievement is possible thanks

to the collective actions, commitment and financial support of the City of Lyon and the Lyon Metropole, as well as from the Auvergne-Rhône-Alpes region, which contributed 25 million euros of the total investment.

When the WHO Academy campus in Lyon opens in 2024, it will have high-tech and people-centred spaces designed for collaborative learning, educational research and innovation. It will also host a world-class health emergencies simulation centre that will use high-fidelity technologies to enable health workers to sharpen their competencies amid realistic scenarios including mass casualties and disease outbreaks. ■

¹ Margot Schein is a communications specialist for the WHO Academy. She can be reached at scheinm@who.int

Barrels of beer, wine and whiskey

Wooden barrels date back to antiquity and even if their use for transportation and bulk storage has been surpassed by newer techniques and technologies, they remain an essential component in the aging and flavouring of everything from whiskey to Tabasco sauce to balsamic vinegar. A short history of the barrel is a colourful tour through our love of fine, subtle flavours and the precise art of aging vintage spirits.



© Kevin Crampton

Sake Barrels, Tokyo

KEVIN CRAMPTON, WHO

On the 17th October 1814, an enormous, 6.7-metre-tall wooden vat containing porter beer at The Horse Shoe Brewery, London burst. One of the iron rings used to reinforce the colossal barrel had slipped and an estimated one and a half million litres of dark beer were instantly released in a catastrophic, alcoholic tidal wave that smashed other barrels, destroyed the back wall of the building and flowed into a slum area (known as the St Giles Rookery) killing eight people, five of them mourners at a wake.

The event came to be known as the London Beer Flood and marked the beginning of the end for using large wooden containers for storage in the

brewing industry, which passed to stronger concrete-lined vessels. The disaster almost bankrupted the unfortunate brewer, and according to the popular press led to drunken revelry and several deaths from alcohol poisoning.

Barrels, casks, kegs, tuns (the exact term depends on the size) probably date back to around 350BC and are most likely of Celtic origin. Herodotus mentions palm-wood casks used in shipping Armenian wine to Babylon in Mesopotamia in his histories, as an early literary reference, and they became a standard unit of commerce – indispensable for reliable trade.

The need for a strong, watertight container for transportation which could be stacked, but also easily handled, gave rise to the familiar curved barrel profile, in which the bulge allows the handler to easily change the direction when rolling. Their manufacture fell to a specialist cooper, as the vertical wooden *staves* of which the barrel is made needed to be precisely shaped and held together with circular *hoops*, originally of flexible wood and later of iron.

Although we associate them today primarily with liquids, barrels were used to safely convey

all manner of goods from nails, spices, gold coins and gunpowder, to reportedly transporting the corpse of St Mark which was smuggled out of Egypt to Venice in a barrel of pork fat to lend power and prestige to the up-coming city state by establishing it as a pilgrimage shrine. A mosaic of the barrel can be seen in a portico of the Basilica of St Mark at the heart of Venice, as a proud record of their body snatching.

Despite being practical and efficient for transport by ship and wagon, barrels were superseded as technology advanced and proposed better alternatives, and the nature of bulk transport itself changed with the arrival of railways and aircraft.

Today, the barrel is associated mainly with the aging and maturing of all manner of beverages and condiments with the distinctive woody taste of “barrel aging” being an essential component of fine wines and spirits. When a liquid is stored within a barrel, water and alcohol evaporate (called the “angels’ share”) and vanillin and wood tannins seep in to react and alter the final taste.

This reaction is a subtle process, depending on the type of wood, the treatment of the wood at manufacture, and even the



© Kevin Crampton

Wine Bottle Sizes, France

atmospheric conditions prevailing during aging. Specific types of woods are used for particular purposes – French and American oak are the most common for wines and spirits, while Japanese Cedar is used for sake. Cheap wines are soaked in wood chip or add commercial “oak flavouring” to try to imitate the process.

The evaporation will also depend on the relative humidity – in high humidity, very little water is lost, so the angels’ share is mostly alcohol, making this a useful method to reduce the alcoholic proof of a beverage. Conversely, encouraging the loss of water will strengthen the contents. The liquid lost to greedy angels must be replaced and a barrel topped up to avoid oxidization of the remaining fluid. Sherry is an exception however, in which the space of two fists is left at the top of the barrel to encourage fungus to develop.

Industry standards are set for barrel aging. Scotch whiskey can only be so called if it has been distilled and matured in Scotland, in oak casks for a minimum of three years and one day! US law requires the use of new barrels for certain types of whiskey, but elsewhere the trade in “used” barrels is keen to have, for example, a barrel that previously contained port

being sold to a whiskey distiller to flavor his product – both the wood and the previous contents of the barrel lead to even more complex tastes. Tabasco sauce is matured in barrels formerly used for whiskey.

Balsamic vinegar is perhaps the most involved process in which the syrupy, fermented mix passes through at least five barrels of decreasing size (to account for evaporation) often of different woods to create its unique taste.

Interestingly, oil is no longer shipped in barrels since the advent of the container age, but the unit remains as a standard for pricing and regulation, and a legacy of the “barrel era”.

The largest barrels in existence today are generally relics historically used for wine storage. In the cellars of the castle of Heidelberg in Germany, for example, once the seat of the Counts Palatine, is the Great Tun. Looking more like the rear end of a 17th century ship, this enormous barrel is elliptical in cross-section, the size of a house, and big enough to accommodate a dance floor on top. The castle museum boasts that the tun is the largest barrel ever to have been filled to capacity, and unlike its poor relation in London, to have survived the process.



© Kevin Crampton

Heidelberg’s Monster Barrel, Germany

The Great Heidelberg Tun, designed no doubt to awe visitors and impress upon them the power and prestige of its owner, left two visitors unmoved. When Mark Twain visited Heidelberg in 1880, he wrote...

“An empty cask the size of a cathedral could excite but little emotion in me.”

And 11 years later, when the English writer Jerome K. Jerome visited, he was equally unmoved...

“What there is of interest in the sight of a big beer-barrel it is difficult, in one’s calmer moments, to understand; but the guidebooks says that it is a thing to be seen, and so all we tourists go and stand in a row and gape at it.”

So, whether they are conveying suicidal stuntmen over Niagara Falls, aging sake, smuggling dead Saints, or unleashing a tsunami of lethal porter, barrels have been around as long as we’ve been trading long distances and seem set to remain with us for as long as we retain our passion for a finely aged tippie. ■



© Deborah Randolph Talon

Ayurveda break in Switzerland

Like most people, COVID-19 has implied teleworking from home and the inability to switch off.

DEBORAH RANDOLPH TALON, WHO

Finding time to take care of yourself whilst juggling work and home commitments has become even more challenging. For those who enjoyed travelling, current health restrictions have made this difficult and it has become worthwhile to take into consideration the advice from most governments to holiday in your country of residence

Although this may lack the exotic touch a faraway holiday provides, the reduction of your carbon imprint and the opportunity to discover areas you would never had considered can be compensated.

A short get-away with a health and wellbeing focus can do a world of good: and it is for this reason I tried an Ayurvedic break in Switzerland.

With its origin supposedly over more than five thousand years

ago in the Indus valley, many have heard of the Ayurveda (pronounced aye-your-vay-duh), which focuses on achieving health through a mind-body balance.

Ayurveda is considered a traditional medical science and consultations with an Ayurveda practitioner are reimbursed by some complementary Swiss Insurances including the UNIQA complementary insurance of the “Groupement de Prévoyance et d’Assurance des Fonctionnaires Internationaux”

Ayurveda’s focus on the preservation of health, uses amongst others medicines, diet, meditation, herbs, specific practices such as tongue scraping, or steam baths, nose rinses and massages to promote good health.

One of the main objectives of an ayurvedic practitioner will be to correct the imbalance of your *Dosha*. Consider your *Dosha* as

a source of circulating energy that defines your state of health. The *Dosha* draws its source from the five natural elements around us: fire, water, earth, air and space. An imbalance in one’s *Dosha* can make one prone to certain physical and mental disorders.

In Ayurveda there are three *Dosha*’s: *Vatta* (air and space), *Pitta* (fire and water); and *Kapha* (earth and water).

Ayurveda therapists normally suggest a detoxication and rejuvenation method called the “*panchakarma*” in one of their follow up sessions with their patients. A *panchakarma* normally lasts between 9-13 days and involves a cleansing diet, toxin and purifying practices, various massages and steam practices.

Many a person has travelled from Switzerland to the very root of Ayurveda in India. However once back home it may be difficult to

put in place the well learned practices and continue benefitting fully from their Ayurveda break.

A full description of the studies and benefits of Ayurveda would require a lengthier article which is not the purpose here. In addition finding time (and in some cases the discipline) to dedicate to a full *panchakarma* may be difficult.

However benefiting from an Ayurvedic week-end break which focuses on achieving that mind and body balance complemented with nutritious meals can be found in the Switzerland. A quick search on the Internet of Ayurveda centres in Switzerland on the Internet proved that they are not as rare as I thought: there were a few in Lugano and even as close as Nyon: but I wanted one which I could combine with hiking and found this specifically in the canton of Graubünden (Les Grisons).



© Deborah Randolph Talon

The canton of Graubünden, with a population of almost two hundred thousand inhabitants² as per 2019 statistics is situated in the eastern part of Switzerland. It is predominantly Swiss German and famous for its ski resorts such as Saint Moritz.

However skiing is not its only strong point: a quick search provided me with eleven beautiful lakes³ to visit and a plethora of hiking trails⁴: a bit much but perfect for an Ayurveda and hiking break.

Thus nestled in the commune of Flims, in Graubünden is an Ayurvedic centre⁵ where I took advantage of the long week-end of the Jeune Genevois to let myself go and return replenished to work and family and friends.

How to get there
Switzerland boasts of a dense transport system and it is easy to get almost anywhere by bus or train. In addition the Swiss railway system (SBB CFF) provides reduced fares⁶ for certain connections if you book in advance, whilst the *PostBus*⁷ allows you to reach many a mountainous village. To reach Flims, one must go through Zurich to Chur and then from Chur you will need to take the *PostBus* to Flims.

What to expect

With respect to visiting the region. It is easy to structure one's week-end as they wish. A must is the Lake Caumasse; with

its waters naturally heated from deep underground springs.

Lake Caumasse also known as "Lag la Cauma" in Romansh and is colloquially referred to as the "jewel of Flims".

Its turquoise water flagged by the beautiful green trees reminded me of the film *Legends of the Fall*. The savage beauty of Lake Caumasse is complemented by an intimate visit to the Lake of Crestasse which is just as beautiful and less touristic.

Do not forget your swimsuits as swimming in a mountain lake is a must: although preferably in summer.

Both lakes can be reached through hiking and biking trails complemented with a short walk. With regards to Lake Caumasse it was also possible to take the bus and then there was a short walk to reach it. It was also pleasing to see some facilities for people with disabilities thus enabling them to enjoy the breathtaking view of the lake.

After a hike or biking in the mountains a pleasing way to end the day is to complete it with your Ayurvedic treatments. This could be chosen with respect to balancing your Dosha, or a standard package deal.

My first treatment was a head, neck and ear massage known as the "Mukabhyanga" during which



© Deborah Randolph Talon



© Deborah Randolph Talon

I discovered my ear had relaxing sensory points and my sinuses could be massaged. This was followed by a meditative heated oil massage, the "Shirodhara", where oil was poured onto my forehead and specifically my third eye. By concentrating on the movement of the therapist this sent me into a state of deep relaxation.

A foot massage the "Padabhyanga" completed the full process.

A continuous shower treatment which alternated between hot and cold water to stimulate my circulation; a dry massage with silk gloves ("Garshan"); a herbal steam bath ("Svedana") as well as two oil massages ("Abhyanga"), were my new discoveries in the next two days. Each led me to a point of calmness and relaxation that on the last night I woke up to someone snoring heavily in my hotel room only to realize it was me.

Time had a different meaning and I savored each sumptuous

vegetarian meal (sumptuous with a big "S") that was prepared mindfully and woke up at day-break to breathe in the mountain air on the balcony.

The return home was in the same spirit with the realization that the only thing more beautiful than my stay itself were the inhabitants of Graubünden, who had run with me to catch the *PostBus*, pushed me up the hill in my electric bike and laughed with me as we braved the coldness of the mountain lakes. ■

1 <http://www.gpafi.org/fr>
 2 <https://www.bfs.admin.ch/bfs/fr/home/statistiques/statistique-regions/portraits-regionaux-chiffres-cles/cantons/grisons.html>
 3 <https://www.myswitzerland.com/fr-ch/destinations/nature/l-eau/lacs-et-cours-deau-rechercher/-/les-grisons/>
 4 <https://www.myswitzerland.com/fr-ch/decouvrir/ete-automne/randonnees/randonnees-rechercher/-/les-grisons/>
 5 <https://www.fidazerhof.ch>
 6 <https://www.sbb.ch/fr/abonnements-et-billets/possibilites-achat/economiser.html>
 7 <https://www.postauto.ch/fr>



© Olga Fontanellaz

Hike via Sassal Mason in Graubünden

Standing on top of the mountain, I feel like a golden Madonna atop Monte Moro Pass, her hands reaching gracefully forward into Italy and her back turned to Switzerland. We are in the Swiss canton of Graubünden, and Italy looks meters away.

OLGA FONTANELLAZ¹

Graubünden is the “hiking canton”. This sparsely populated region of eastern Switzerland is renowned for its wild, dramatic nature and quaint alpine villages. Sharing borders with Italy, Austria and Liechtenstein, the locals speak Swiss-German, Italian and about one-sixth of them speak Romansh. Pontresina, a picturesque mountain town, is a place to hear the language in action. We hear all around “Grüezi!” which means “Hello”, and we immediately realise we are in the Swiss-German speaking part of Switzerland. “Allegra!”, or “Welcome!” reminds us we are in Graubünden where we do our hike.

The trail goes through forests and meadows before climbing and becoming a succession of turns. The verdant valley is now less green and rockier. Its austerity is softened by little pink alpine flowers and the splendid view of the mountains and the glaciers. The peacefulness and quietude of the place are only interrupted by occasional mountain bikers who descend at full speed.

The land becomes barren and treeless. The trail leads first to Lago Nero, the lake which received its name because of the black colour of its water, and then to Lago Bianco. With its milky blue colour and the snow-capped



© Olga Fontanellaz

mountains reflecting in its water, the lake is stunning. It's motionless and silent.

Now it's a pleasant stroll along the shore of Lago Bianco with ever-changing views. In this

high mountain landscape, modern bright red trains of Bernina Express passing by look surreal. A short climb brings us to Sassal Mason refuge from where we have the most impressive views of the mountains and the valleys, both



© Olga Fontanellez



© Olga Fontanellez



© Olga Fontanellez



© Olga Fontanellez

Swiss and Italian. Built at 2,355m, its views stretch over Piz Palü glaciers, the heart-shaped Palü Lake, and Val Poschiavo.

This is the place, where Switzerland ends and Italy begins. The sound of cowbells drifts lazily across from the other side of the valley. It's pastoral and peaceful.

Unfortunately, the refuge is now closed. For the return, we decide to take Bernina Express to see for ourselves if a ride on one of the most iconic railroads of the world lives up to the hype.

Switzerland has a tradition of running trains up vertiginous slopes as if it's the most natural thing in the world. But Bernina Express, a masterpiece of engineering and UNESCO heritage site, is in a league of its own. The 122km journey on this

100-year-old railway brings the passengers over 196 bridges, 55 tunnels, and the spectacular scenery of green valleys, snow-capped Alps, quaint churches and postcard-looking houses. The station names and even the passengers' accents change along the way, and all of a sudden, the Swiss-German becomes Romansh and then Italian.

At the Bernina Pass, the train skirts the edges of the milky blue Lago Bianco and the dark coloured Lago Nero. Here, the train reaches an altitude of 2'253 m, the highest point of the line and Europe's highest train crossing. Our carriage has large windows, which look like projection screens. As the train zigzags its way down, I watch the lakes, the glacial plains with a rocky, tree-free land and verdant valleys as if I was watching a film. It looks surreal.

An old Japanese couple seems very excited. They took a cable car up the Diavolezza viewing platform in search of the snow-capped peaks and fondue at 3,000 m. We skip Diavolezza and get off at Morteratsch to see the glacier, which looks like a frozen river of ice with the fabulous views of the jagged Bernina Range.

We arrive at the empty parking lot when the late afternoon light started to fade. It was a beautiful and easy hike but what struck me more is that the cliché "Switzerland is a paradise for hikers" translates the essence of the country at its best. The Swiss Alps being what they are, in one day, we experienced the mountains, the plains and the lakes, walking and riding a train, three languages, the grandeur and the splendour and no falls. ■

Practical Information

Access: The hike is in Switzerland in the canton of Graubünden. The hike is very easy and it takes about 4 hours.

1 Olga together with her husband Errol created a project to showcase the world's cultural diversity with a special focus on customs and traditions www.anywayinaway.com. When she is not travelling to some remote corners of the world, she enjoys hiking in the Swiss mountains.



© Alfred de Zayas

Sursum Corda in Lauterbrunnen

ALFRED DE ZAYAS, UN SOCIETY OF WRITERS

*Whoever has lost faith, that vital sense of awe,
regains it here with sights and sounds of nature raw,
the rugged truths of Lauterbrunnen's healing law,
its fauna, flora, landscapes, primal elements
of water, wind, vertiginous escarpments,
glaciers giving us a wistful wink... What wonderments
of dozens of cascades, eternal waters tossing, rushing, falling,
thundering in torrents, spraying, splashing, calling
on the cosmos, re-enacting Gaia's furious labour pains...
Here stalwart rocks surrender to diluvial rains,
great gorges dug in olden times by glacial waters
stirred by Oceanids, the stormy Titan daughters,
dazzle us as wild, tempestuous metaphors
of God's Creation, promising propitious shores.*



© Alfred de Zayas



© Alfred de Zayas



© Alfred de Zayas



© Alfred de Zayas



© Alfred de Zayas

*Once Goethe paused in Lauterbrunnen, tempted by
the Staubbach's mystic falls. He meditated on the why
of things – ephemeral and lasting – here he wrote a song¹
to human destinies and reveries far flung.
The soul, like water, ever changing, ever striving,
driven forth by winds and hymns, inspiring
us to heaven, to the heights from whence we all
have come, to new baptisms in the water's free fall.
Here, in pantheistic play cascades the Staubbach fall,
three hundred meters tall it drops the vertical rock wall.*

*In Lauterbrunnen we forget obsessions,
urban phobias, reap sustainable impressions.
Here we quit the habits of the misanthrope
and raise our eyes and hearts in buoyant
sursum corda, rediscover that flamboyant
trust in beauty, rescue joie de vivre, reclaim hope!*

¹ Gesang der Geister über den Wassern, http://www.mylauterbrunnen.ch/documents/Goethe_Fewo.pdf



© Carla Edelembos

La Suisse inconnue, à la découverte des 26 cantons

Canton de Schwyz: Sattel

Une série de 26 impressions de lieux
plutôt inconnus – loin du tourisme.

CARLA EDELEMBOS,
UN SOCIETY OF WRITERS

Vous avez probablement entendu parler de la bataille de Morgarten, une des victoires mythiques et fondatrices de la Suisse. Ce fait d'histoire s'est déroulé le 15 novembre 1315. Des Schwyzois, avec l'aide des confédérés ou Eidgenossen d'Uri et d'Unterwald menèrent une attaque surprise contre 4000 soldats du duc Léopold 1^{er} d'Autriche, Seigneur de Habsbourg. Quelques 1500 montagnards confédérés avaient occupé les collines entourant la route et firent rouler des grosses pierres et des troncs d'arbres sur l'armée qui décampa tout de suite. Suite à cette victoire, les confédérés signèrent le Pacte de Brunnen du 9 décembre 1315 qui renforça

encore l'alliance des confédérés. Ce qui est remarquable est que ce pacte est le premier à être écrit en allemand (le pacte fédéral de 1291 était en latin). La réussite insolite de Morgarten a été célébrée pendant des siècles comme une victoire pour la liberté. Un monument fut érigé en 1908 et commémore les héros de l'indépendance.

Sauf que – la bataille se déroulait plutôt sur le territoire de la commune de Sattel, à Schornen juste au sud de Morgarten. Récemment, un centre d'information interactive fut ouvert près de l'endroit où la bataille a eu lieu. Et là on apprend que ce n'était peut-être pas vraiment un désir de liberté mais plutôt un conflit de dominance sur les territoires

schwyzois entre Léopold de Habsbourg et le bailli impérial Werner von Homberg qui organisait ses troupes pour dérouter Léopold. Le centre d'information montre très bien l'utilisation du mythe de la bataille de Morgarten encore pendant les première et deuxième guerres mondiales afin de renforcer la détermination des Suisses et Suissesses à rester libres et indépendants.

En face du centre d'information se trouve la plus ancienne maison en bois d'Europe dont les origines datent de 1176. Cette maison schwyzoise fut sauvée et déplacée à son endroit actuel en 2015 et une séparation en verre permet maintenant de regarder à l'intérieur, en profitant des explications

audio-visuelles qui racontent l'histoire de sa construction. Pas loin de là, la tour de garde de Letzi datant de 1322 complète notre immersion dans le passé – dont nous sommes rapidement sortis quand une file de voitures Lamborghini et Ferrari est passée bruyamment sur la route vers le col de Sattel!

Ensuite nous nous dirigeons vers le centre du village. À peine partis, nous découvrons la chapelle érigée en mémoire de la bataille de Morgarten, datant de 1501. Malheureusement, elle est fermée, mais l'extérieur montre des belles fresques peintes en 1953 par l'artiste schwyzois Hans Schilter. À côté de la chapelle se trouve la maison «Morgarten» du 1819 qui est utilisée pour des



© Carla Edelenbos



© Carla Edelenbos



© Carla Edelenbos



© Carla Edelenbos



© Carla Edelenbos

excursions scolaires. Un peu éloignée de la route, nous apercevons une ancienne charronnerie, dont nous admirons de loin l'ancienne roue à aubes.

Dans le centre du village trône l'église St. Pierre et Paul où le style baroque domine. Ses origines remontent au Moyen Age, et plusieurs démolitions partielles et rénovations en ont fait un bâtiment important, avec sa tour caractéristique dont la dernière rénovation date du 1956. À côté se trouve le presbytère, bel édifice datant des années 1830s. À l'extérieur du village, sur la route vers Arth, nous admirons la charmante chapelle Ecce Homo, qui date de 1665, où les pèlerins en chemin vers la grande abbaye

d'Einsiedeln avaient l'habitude de s'arrêter pour prier en contemplant le tableau montrant le Christ devant Ponce Pilate. Avant la construction de la chapelle, le tableau original se trouvait de l'autre côté de la route à l'endroit maintenant marqué par un crucifix entouré de deux beaux cyprès.

C'est le moment de prendre un peu de hauteur! Nous montons confortablement avec la télécabine tournante du Hochstuckli à Mostelberg, à 1200 mètres d'altitude. Là, nous découvrons un paradis pour enfants, pas seulement un terrain de jeu, mais aussi une piste de luge d'été, une location de trottinettes, et le *Skywalk*, un pont suspendu. Nous nous avançons sur le pont

d'une longueur de 374 mètres, à 58 mètres au-dessus de la ravine boisée. Le trajet est très sûr et pas trop vertigineux et nous permet de faire une petite balade pour apprécier la région. À mi-chemin de notre promenade, nous découvrons un cercle de pierres, une reconstruction à un endroit où des traces indiquaient l'existence ancienne d'un tel cercle. Son but n'est pas clair, mais des chercheurs pensent que l'emplacement indique un lieu d'énergie naturelle élevée. Si on est sensible, on peut percevoir cette énergie qui donne de la force intérieure. Ces lieux d'énergie puissante ont souvent été utilisés comme lieux de culte, même avant l'époque chrétienne. Bien des églises actuelles se trouvent à

ces endroits, comme par exemple l'église magnifique du couvent St. Pierre à Müstair aux Grisons, un des plus anciens édifices religieux en Suisse et classée au patrimoine mondial par l'UNESCO.

Avant de descendre vers le village nous contemplons la vue sur les Mythen, les montagnes emblématiques du canton de Schwyz. Si on suit le sentier pédestre vers Hagenegg, on arrive à leur pied en deux heures et demie. Mais la journée touche à sa fin, donc nous préférons remettre cette randonnée à une prochaine fois! ■

Depuis Genève, prenez le train en direction de Zürich et changez à Olten pour le train en direction de Locarno. Changez de train à Arth-Goldau pour le train régional en direction de Biberbrugg qui s'arrête à Sattel-Aegeri. Durée du trajet 3h50.

Rainer Maria Rilke, aus "Larenopfer" 1895




In doubt

I

*No sound nor sense I hear
of the nations' angry strife.
No side I favour, only life,
for justice is not there nor here.*


*I never can forget Horace,
and show good will to every class,
observing wise old maxims as
aurea mediocritas¹.*



II

*I hold a person in esteem
who will not swear to flags unfurled,
remaining free from every scheme,
belonging to the open world.*

*And be the globe a home for all,
one misses still the native earth,
that homespace, intimate and small,
for such is patriotism worth.*




In dubiis*

I


*Es dringt kein Laut bis her zu mir
von der Nationen wildem Streite,
ich stehe ja auf keiner Seite;
denn Recht ist weder dort noch hier.*

*Und weil ich nie Horaz vergaß,
bleib gut ich aller Welt und halte
mich unverbrüchlich an die alte
aurea mediocritas.*

II

*Der erscheint mir als der Größte,
der zu keiner Fahne schwört,
und, weil er vom Teil sich löste,
nun der ganzen Welt gehört.*

*Ist sein Heim die Welt; es misst ihm
doch nicht klein der Heimat Hort;
denn das Vaterland, es ist ihm
dann sein Haus im Heimatsort.*



¹ Horace's reference to aurea mediocritas is equivalent to "the golden mean" and has nothing to do with mediocrity, but with proportion, nothing in excess

* Translated by Alfred de Zayas, UN Society of Writers

Message du comité de rédaction

Aimeriez-vous partager votre opinion avec nous au sujet de newSpecial et de son contenu?

Suivez-nous, envoyez nous vos messages!

Sur Instagram et Facebook@new.special

Écrivez-nous!

Nous serons toujours ravis de lire vos réactions. Les réponses intéressantes, parfois mêmes ingénieuses et constructives seront publiées dans le magazine. Souhaitez-vous soumettre un article, un sujet? Vous pouvez nous contacter quand vous le souhaitez.

Adressez vos commentaires à:

Garry Aslanyan – newSpecial
OMS, 20 av. Appia, CH-1202 Genève, Suisse
Par courrier électronique: info@newspecial.org

Message from the Editorial Committee

Would you like to share your opinion about newSpecial and its contents?

Follow us and send us direct messages!

On Instagram and Facebook@new.special

Write to us!

We will be glad to hear from you. The most interesting, relevant, or even ingenious responses will be published in the magazine. Should you wish to submit an article or a subject, please do not hesitate to contact us at any time.

Send your thoughts to:

Garry Aslanyan – newSpecial
WHO, 20, av Appia CH-1202 Geneva, Switzerland
By email: info@newspecial.org



newSpecial
WHO, office 4139
20 av. Appia
1202 Genève
info@newspecial.org

Suivez-nous sur:



www.newspecial.org

**CE MAGAZINE EST
DISTRIBUÉ DANS LA GENÈVE
INTERNATIONALE ET LOCALE**

Tirage combiné total (impression et numérique): **>10500 exemplaires**

Imprimé sur du papier certifié FSC.



**Au service du personnel des organisations internationales de Genève depuis 1949.
Serving the people of international organizations in Geneva since 1949.**

Les opinions exprimées dans newSpecial sont celles des auteurs, et non forcément celles de l'ONU, de l'OMS ou de ses agences spécialisées. La parution de ce magazine dépend uniquement du support financier de la publicité prise en charge par une régie.

The opinions in newSpecial are those of the authors, not necessarily those of the United Nations, the WHO or its specialized agencies. The publication of this magazine relies solely on the financial support of its advertisers.

**Composition du comité de rédaction
Composition of the Editorial Committee**



Garry Aslanyan
WHO, Editor-in-Chief

**Présidente de l'association du personnel
Staff association president**



Catherine Kirorei-Corsini
WHO



Gemma Vestal
WHO



Marko Stanovic
UNCTAD



Yulia Andreeva
UNDP



Christian David
UNOG



Deborah Randolph Talon
WHO



Ivaylo Petrov
OHCHR



Phillippa Biggs
ITU



Kevin Crampton
WHO

Éditeur / Publisher
Publicité / Advertising
C·E·P S.A.
Quai Gustave-Ador 42
1207 Genève
T. +41 22 700 98 00
cepinfo@bluewin.ch

Graphisme / Design
Atelier Schnegg+
Michel Schnegg
Rue du Simplon 5
1207 Genève
T. +41 22 344 72 90
www.atelier-schnegg.ch

Impression / Printer
Courvoisier-Gassmann SA
135, chemin du Long-Champ
2504 Bienne
T. +41 32 344 83 84
www.courvoisier.ch

Appelez le **022 700 98 00** pour toute
réservation publicitaire dans **newSpecial**

C.E.P. SA
42, quai Gustave-Ador
1207 Genève
Tél.: 022 700 98 00
Fax: 022 700 90 55
e-mail: cepinfo@bluewin.ch



Régie publicitaire exclusive de newSpecial

Editeur & Régie Publicitaire de Revues
Institutionnelles et Corporate



Le plaisir
de conduire

THE X3 M

THE X4 M



Emil Frey SA
1211 Genève 26
bmw-efsa-geneve.ch