



UNESCO-mainstreaming

the culture
of peace

Today, more than ever, a culture of peace



The United Nations and UNESCO were founded to bring about a world at peace. Peace is more than an absence of war. It means justice and equity for all as the basis for living together in harmony and free from violence, now, but even more so for our children and succeeding generations. The General Assembly has designated 2001–2010 as the International Decade for a Culture of Peace and Non-Violence for the Children of the World. This decade will provide a unique opportunity to translate solemn declarations and good intentions into reality. We always must renew our shared pledge to attain this goal: a world at peace with itself in a new century and a new millennium.

By focusing on our children, we implicitly pledge ourselves to education for all, a concept that combines formal and non-formal education and seeks to promote quality basic education that is grounded upon the universal values – and practice – of a culture of peace and non-violence. Such a task must engage every one of our fellow citizens in all dimensions of life: in schools, workplaces, the home; at the national and at the community levels; in the public, private and voluntary sectors. Above all, children themselves must be empowered to become actors, not mere spectators, in shaping their own visions and futures. . . .

A global movement in the finest sense is emerging: a marshalling of all existing forces for social improvement arising from the world's civil societies and a mobilization of their energies, ideas and commitments. Such a movement must enjoy full support from both the United Nations family and all Member States. It will be one avenue for harnessing the forces of globalization for the common good and for a better and more humane world.

Peace can be at hand; it is in our hands.

Koïchiro Matsuura

The purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion.

Constitution of UNESCO, 1945, Article 1

The evolution of a new concept: the culture of peace

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1989 ► The concept of a 'culture of peace' was formulated at the International Congress on Peace in the Minds of Men, held in Côte d'Ivoire. The congress recommended that UNESCO 'help construct a new vision of peace by developing a peace culture based on the universal values of respect for life, liberty, justice, solidarity, tolerance, human rights and equality between men and women'. This initiative took root in an international context influenced by the fall of the Berlin Wall and the disappearance of Cold War tensions.

1992 ► UNESCO's Executive Board requests a specific programme for a Culture of Peace as a contribution to United Nations peacekeeping efforts. UNESCO offers its services in post-conflict peace-building. National programmes are undertaken in a number of countries of Central America (El Salvador) and Africa (Mozambique, Burundi), and in the Philippines.

1994 ► The first International Forum on the Culture of Peace is held in San Salvador (El Salvador).

1995 ► The 28th General Conference of UNESCO introduces the concept of 'Culture of Peace' in the Medium-Term Strategy for 1996–2001 (28 C/4).

1996–2001

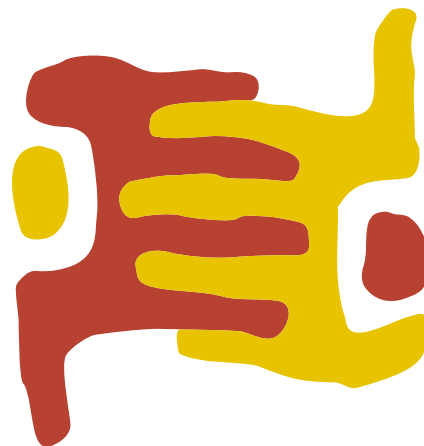
► The transdisciplinary project *Towards a Culture of Peace* is implemented in accordance with the 28 C/4 document. NGOs, associations, young people and adults, media networks, community radios and religious leaders working for peace, non-violence and tolerance become actively involved in fostering a culture of peace worldwide.

1997 ► Recognizing the importance of UNESCO's experience with a Culture of Peace, the United Nations General Assembly at its 52nd session establishes a separate agenda item entitled 'Towards a Culture of Peace'. The General Assembly also responds to the recommendation of the Economic and Social Council (ECOSOC), proclaiming 2000 as the International Year for the Culture of Peace.

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- 1998** ► At its 53rd session, the United Nations General Assembly (resolution A/53/25) decides to proclaim the decade of 2001–2010 'International Decade for a Culture of Peace and Non-Violence for the Children of the World', based on a proposal made by Nobel Peace Prize laureates. The UNESCO Executive Board, meeting in Tashkent, Uzbekistan, at its 155th session in November 1998, adopts the Tashkent Declaration on the culture of peace and UNESCO's action in Member States.
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- 1999** ► The United Nations General Assembly adopts the Declaration and Programme of Action on a Culture of Peace (resolution A/53/243) defining eight action areas (see p. 5) to be linked through the concept of a culture of peace and non-violence into a single coherent approach.
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- 2000** ► Observation of the International Year for the Culture of Peace as decided by the United Nations General Assembly, with UNESCO designated as Focal Point:
- A public awareness campaign was launched, based on *Manifesto 2000*, a personal commitment drafted by a group of Nobel Peace Prize laureates. This common pledge to observe and put into practice in daily life the universal principles of a culture of peace and non-violence was signed by over 75 million people (more than one per cent of world population) during the year.
 - Actions for a culture of peace in the eight action areas defined by the United Nations were promoted through a variety of events and long-term projects.
 - Communication and information tools were developed for better interaction, such as the establishment of the interactive culture of peace website, guidelines for Focal Points for the implementation of the International Year, along with a logo, communications tools and materials, and other products.

The result of the International Year for the Culture of Peace was the emergence of a global movement involving thousands of national and local organizations and more than 75 million individuals, along with the National Commissions for UNESCO, UNESCO's Field Offices and some 200 international NGOs.

This symbol, used for the International Year for Culture of Peace, created by Barbara Blicke and designed by Luis Sarda, graphically illustrates the culture of peace. Two interlaced hands, perhaps representing exchange and agreement, combine with two undefined points or spots to create four elements that overlap and intermingle, producing a rhythmic interplay and a mixture of colours. The observer is free to interpret the elements as continents, individuals, groups, cities, hemispheres . . .



The idea to use the term *culture of peace* was inspired by an educational initiative called *Cultura de paz* developed in Peru (1986), and by the Seville Statement on Violence (1986) adopted by scientists from around the world, which stated that war is not a fatality determined by genes, violent brains, human nature or instincts, but is rather a social invention. Therefore, 'the same species that invented war is capable of inventing peace'.
Download the Seville Statement: www.unesco.org/cpp/uk/declarations/seville.pdf

In many regions of the world, peace remains fragile and tenuous. To help preserve peace in all its dimensions thus remains an abiding challenge for the international community in general and UNESCO in particular. It is a vision embedded in the Organization's Constitution. This entails building trust and understanding among and between different cultures and civilizations, as well as nations, communities and individuals, especially in situations of acute conflict and in post-conflict conditions. The defence of peace starts in the minds of men and women who should be imbued with hope for the future, especially for succeeding generations. UNESCO's commitment to fostering a culture of peace in all its fields of competence is as relevant as ever in the face of ongoing and newly flaring conflicts among and within States and newly emerging types of societal risks, which are taking a heavy toll on civilian populations and aggravating the vulnerability of many societies.

UNESCO, *Medium-Term Strategy for 2002–2007* (31 C/4), paras. 1, 2

2001–2010

- ▶ Launch of the International Decade for a Culture of Peace and Non-Violence for the Children of the World, with UNESCO as lead agency, involving the United Nations system, Member States and civil society through partnerships and information exchange. Each of the ten years of the Decade will be marked with a different priority theme; the first five have already been defined in the context of a particular United Nations event:
 - 2001: understanding, tolerance and solidarity, in the context of the Year of Dialogue among Civilizations
 - 2002: sustainable economic and social development, in the context of the World Summit on Sustainable Development, the International Year of Ecotourism and the United Nations Year for Cultural Heritage
 - 2003: participatory communication and the free flow of information and knowledge, in the context of the World Summit on the Information Society
 - 2004: respect for human rights, in the context of the conclusion of the United Nations Decade for Human Rights Education
 - 2005: equality between women and men, in the context of the Fourth World Conference on Women (Beijing, 1995)



Culture of peace: eight action areas . . .

Following a proposal made by UNESCO, the United Nations General Assembly in 1998 (resolution A/52/13) defined the Culture of Peace as consisting of values, attitudes and behaviours that reject violence and endeavour to prevent conflicts by addressing their root causes with a view to solving problems through dialogue and negotiation among individuals, groups and nations. The 1999 United Nations Declaration and Programme of Action on a Culture of Peace (resolution A/53/243) called for everyone – governments, civil society, the media, parents, teachers, politicians, scientists, artists, NGOs and the entire United Nations system – to assume responsibility in this respect. It staked out eight action areas for actors at national, regional and international levels:

- 1 Fostering a culture of peace through education** by promoting education for all, focusing especially on girls; revising curricula to promote the qualitative values, attitudes and behaviour inherent in a culture of peace; training for conflict prevention and resolution, dialogue, consensus-building and active non-violence . . .
- 2 Promoting sustainable economic and social development** by targeting the eradication of poverty; focusing on the special needs of children and women; working towards environmental sustainability; fostering national and international co-operation to reduce economic and social inequalities . . .
- 3 Promoting respect for all human rights** by distributing the Universal Declaration of Human Rights at all levels and fully implementing international instruments on human rights . . .
- 4 Ensuring equality between women and men** by integrating a gender perspective and promoting equality in economic, social and political decision-making; eliminating all forms of discrimination and violence against women; supporting and aiding women in crisis situations resulting from war and all other forms of violence . . .
- 5 Fostering democratic participation** by educating responsible citizens; reinforcing actions to promote democratic principles and practices; establishing and strengthening national institutions and processes that promote and sustain democracy . . .
- 6 Advancing understanding, tolerance and solidarity** by promoting a dialogue among civilizations; actions in favour of vulnerable groups, migrants, refugees and displaced persons, indigenous people and traditional groups; respect for difference and cultural diversity . . .
- 7 Supporting participatory communication and the free flow of information and knowledge** by means of such actions as support for independent media in the promotion of a culture of peace; effective use of media and mass communications; measures to address the issue of violence in the media; knowledge and information sharing through new technologies . . .
- 8 Promoting international peace and security** through action such as the promotion of general and complete disarmament; greater involvement of women in prevention and resolution of conflicts and in promoting a culture of peace in post-conflict situations; initiatives in conflict situations; encouraging confidence-building measures and efforts for negotiating peaceful settlements . . .

. . . peace in our hands

The International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001–2010)

The United Nations Secretary-General in a report to the United Nations General Assembly in September 2001 (A/56/349) emphasized two main aspects to which Member States must commit themselves during the Decade, namely, education for a culture of peace with children at the centre, and an organizational strategy sustaining a global movement – begun during the International Year 2000 – emphasizing partnerships and new information technologies.

Education at the centre

The United Nations has stressed the need for Member States to support the International Decade for the benefit of *every child in the world*. Member States must ensure that the practice of peace and non-violence be taught at all levels in their respective societies, including in educational institutions. The specific actions undertaken during the Decade should include the aspects that most directly affect children, particularly in terms of education. Education needs to be understood in its broadest sense – not only formal education in schools, but also out-of-school and informal education, and what is learned in one's family and from various media sources. In terms of formal and non-formal education, action for promoting a culture of peace and non-violence includes:

- ▶ training decision-makers and educators (teacher trainers, facilitators and youth leaders) in the skills needed to promote peace and non-violence;
- ▶ revising curriculum materials, particularly history textbooks, to promote mutual understanding and remove bias or stereotypes;
- ▶ creating new curriculum materials addressing peace, non-violence and human rights;
- ▶ producing and disseminating educational materials and textbooks on education for a culture of peace and human rights;

- ▶ promoting linguistic pluralism and encouragement of multilingualism;
- ▶ promoting networking among national institutions, non-governmental organizations (NGOs) and civics education specialists; and
- ▶ developing new methods of non-violent conflict resolution that include traditional peaceful approaches.

In addition, educating children for a culture of peace often takes place outside of the classroom and other educative environments. When children participate actively in sports, dance, theatre and artistic activities, they learn the rules of fair play and the values of sharing – and these are some of the attitudes and behaviours that constitute a culture of peace. In addition, they also learn as they read, use, or observe the wide range of communication and artistic products that surround them daily: books, films, paintings, sporting events, music, games and so on. 'Informal education' action includes:

- ▶ developing public-awareness campaigns targeting children in the family and the local community;
- ▶ promoting multicultural and multi-ethnic events in arts and sports to promote mutual understanding (festivals, artistic exchanges, competitions);
- ▶ creating support for parents, teachers and local associations with an aim to protect children from violence in the media (television, press, cinema, video games and the Internet);



www.unesco.org/cp

This central website provides information on:

- 253 ► Focal points in 196 countries
- 1,976 ► Actors within the global movement:
 - 233 international organizations
 - 1,743 national/local organizations
- 3,837 ► Messengers for *Manifesto 2000* (individuals)
- 75,222,315 ► Signatures collected for *Manifesto 2000*
- 811 ► Actions for a culture of peace

From www.unesco.org/cp, 5 May 2002

- working with local authorities, governments and international organizations to adopt specific measures to monitor and regulate violence in the media; and
- organizing advocacy for a culture of peace that reaches the designers, producers and enterprises that are creating and selling media.

Furthering a culture of peace through a global movement

During the International Year for the Culture of Peace, a global movement emerged that represents an alliance of various actors working together for a culture of peace. A further strengthening of this global movement has been called for by the United Nations General Assembly, based on partnerships between and among actors, including Member States, civil society, the United Nations system and individuals. An interactive website, maintained by UNESCO as lead agency for the International Decade, which has been operational since 2000, serves as a public rallying point for Decade activities and allows all actors and partners to network and interact by exchanging and sharing information and resources; it also serves as a tool for advocacy (see www.unesco.org/cp).

The core data available (information about events, long-term projects, articles, signatures for *Manifesto 2000*) are being updated by the Culture of Peace actors themselves, worldwide, on a private website

(www.unesco.org/cptec) that is accessed by means of a code (personal Internet Account Number, or IAN) available from a network of Focal Points (National Commissions for UNESCO and Field Offices for local and national organizations), and International Focal Points (for international NGOs).

The role of UNESCO

As lead agency for the Decade and in addition to its substantial contribution through its programmes and activities, UNESCO has the following responsibilities:

- Mobilizing efforts at national level (already active in more than 160 Member States) through National Commissions, National Committees and UNESCO Field Offices as focal points; this also entails capacity-building to facilitate use of the website;
- Mobilizing international NGOs including through co-operation with the NGO-UNESCO Liaison Committee. A Plan of Action for the Decade was adopted in 2001 by the international conference of NGOs maintaining official relations with UNESCO (visit www.unesco.org/cp/uk/uk_refdoc.htm);
- Maintaining interactive Culture of Peace Websites (www.unesco.org/cp);
- Soliciting contributions from United Nations agencies and programmes as regards their adherence to and implementation of the Programme of Action on a Culture of Peace and presenting them in a systematic and consolidated manner in official United Nations documents.

1 Fostering a culture of peace through education . . .

. . . by promoting education for all, focusing especially on girls; revising curricula to promote the qualitative values, attitudes and behaviour inherent in a culture of peace; training for conflict prevention and resolution, dialogue, consensus-building and active non-violence . . .

Framework for action on early childhood and values education

A framework for action on early childhood and values education was developed at an international workshop on Integrating Values in Early Childhood in November 2000 in Paris. It aimed at enabling policy makers, community leaders, trainers, caregivers, parents and children to build a 'flexible, creative, communicative and supportive' learning environment for young children, and to implement values-based early childhood approaches for better social, emotional, academic and spiritual development of young children. The framework, organized by UNESCO and the Living Values Educational Programme, serves as an international reference document with a view to adapt learning materials, information campaigns and advocacy tools.

Education Sector, Section for Early Childhood and Family Education (ED/BAS/ECF)

www.unesco.org/education/educprog/ecf/html/eng.htm

Non-violence education activities



UNESCO's Non-Violence Education

programme is a follow-up to the Interregional Project for a Culture of Peace and Non-Violence in Educational Institutions

launched by the Sintra Plan of Action in 1996, and it is a vital component of the

International Decade.

Activities include a series of training courses in mediation and non-violent conflict



resolution in and out of school and preparatory meetings and contacts with national authorities in various regions (Central Europe, Middle East, Africa), as well as numerous activities aimed at children and youth and posted on our website, including games and building a 'peace kite'. *Best Practices on Conflict Resolution In and Out of School* has been published with contributions from UNESCO's partners (associations, peace educators, teachers) along with other reference books, and is being included in a non-violence education kit for teachers and trainers.

Education Sector, Division for the Promotion of Quality Education (ED/PEQ/VAL)

www.unesco.org/education/nved/index.html

UNESCO's programmes

UNESCO Prize for Peace Education

This annual prize rewards a particularly outstanding individual, organization or group promoting an exceptional and internationally recognized action extending over several years in favour of the promotion of peace, and especially peace education. It was established in 1981 with a grant from the Japan Shipbuilding Industry Foundation, now the Nippon Foundation. Candidates are proposed by UNESCO's Member States or by NGOs or organizations maintaining official relations with UNESCO. Prize winners have included Mother Teresa in 1992; the Association of the Mothers of the Plaza de Mayo (Argentina) in 1999; the Jewish-Arab Centre for Peace at Givat Haviva (Israel) and Ugandan Bishop Nelson Onono Onweg in 2001; and in 2002, the City Montessori School in India.

Social and Human Sciences Sector, Division of
Foresight, Philosophy and Human Sciences (SHS/FPH)
www.unesco.org/human_rights/peaceint.html

UNESCO ASPnet Peace Pillar Award Initiative (PPAI)

During the International Year for the Culture of Peace (2000), the Associated Schools Project Network (ASPnet) was invited to participate in the special activity entitled 'Peace Pillar Award Initiative (PPAI)'. The objective was to encourage Associated Schools worldwide to conduct

innovative and effective projects on a theme closely related to culture of peace: non-violent conflict resolution; human rights and democracy; intercultural learning; solidarity; or eventually a topic corresponding to local needs. The schools were also to take into account the 'four pillars' advocated by the International Commission on Education for the Twenty-first Century: learning to know, learning to do, learning to be and learning to live together.

The PPAI was designed to have a multiplier effect. Peace Pillar Awards, in the form of beautiful glass sculptures symbolizing 'Peace is in our hands' produced by Finnish design students, were granted to some seventy schools in recognition of their contributions towards educating for a culture of peace. At the national level, the Peace Pillar Award was presented to ASPnet schools in April 2002 by high officials, for example in France at a special ceremony by the President of the French National Commission for UNESCO, and in Cuba by the Minister of Education. Activities conducted in various regions of the world have been selected by UNESCO for publication and presentation in a special document to be distributed in 2002 as the 'best practices' of the Associated Schools around the world.

Education Sector, Division for the Promotion of Quality Education (ED/PEQ)

www.unesco.org/education/asp/index.shtml

Promoting sustainable economic and social development . . .

. . . by targeting the eradication of poverty; focusing on the special needs of children and women; working towards environmental sustainability; fostering national and international co-operation to reduce economic and social inequalities . . .

The biosphere reserves: a negotiation tool for diverging interests

The Boucle de Baoulé Management Plan serves as a model for resolving conflicts between pastoralists and farmers by setting up transhumance corridors and creating a system of common management of pasturelands. The basic premise was to define biosphere reserve zoning which would best meet the needs of all the local actors (sedentary populations, transhumant pastoralists) with a view to conserving and sustainably managing the natural resources, wildlife and the archaeological heritage. The Boucle de Baoulé Management Plan was officially approved by the Government of Mali in November 1999, which gave the *Opération Aménagement du Parc national de la Boucle de Baoulé et des Réserves adjacentes* (OPNPB) [Boucle de Baoulé National Park and Adjacent Reserves Unit] a negotiation tool in contacts with donors to secure the \$3 million required to implement the Plan for a period of five years.

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The first management plan for the Boucle de Baoulé Biosphere Reserve in Mali was published (in French) in 2000 with the support of UNESCO-MAB, UNDP and the MAB-National Committee of Mali, to indicate the potential for ecotourism and the main human pressures on the biosphere reserve. This plan is the result of a study that began over ten years ago under several UNDP/UNESCO projects which were implemented by OPNPB.

Natural Sciences Sector, Division of Ecological Sciences (SC/ECO)

www.unesco.org/mab/

Holistic and interdisciplinary environmental education

The goal of South East Mediterranean Sea Project (SEMEP) is to foster knowledge, awareness and understanding of the South East Mediterranean. To carry out this goal, it promotes a culture of peace between countries by developing holistic and interdisciplinary teaching/learning actions for teachers and students, and by reaching out to communities through science and environmental education. Currently twelve countries are active in SEMEP: Albania, Bulgaria, Croatia, Greece, Israel, Italy, Jordan, Malta, the Palestinian Autonomous Territories, Romania, Slovenia and Turkey. One specific activity of SEMEP directly related to the building of a culture of peace is a biennial summer school, a typical intercultural exchange activity through which tolerance, dialogue and mutual understanding between teachers and students from the different countries are promoted.

Education Sector, Division of Secondary, Technical and Vocational Education (ED/STV)

www.unesco.org/education/ste/projects/semep/semep.shtml



Crafts for sustainable development

Artisanal crafts, the expression of age-old tradition, are full-time sources of employment and thus vital sources of income. Indeed, they are excellent entry points for development and the empowerment of women. The importance of women's crafts in the fight to alleviate poverty led UNESCO to launch a series of creative workshops for craftswomen working in the same sphere of activity and geographical region (textiles in Central America, Western Africa and Central Asia; pottery and basketry in Southern Africa), in order to encourage the development of small craft businesses and develop more self-confidence and reliance on their talents. At these workshops, problems, concerns and solutions can be compared and common strategies elaborated in a spirit of exchange and solidarity.

International Craft Trade Fairs: A Practical Guide, was published in English, French and Spanish by UNESCO Publishing in 2001. Participation in international trade fairs is an efficient means of exposure to export markets, offering customer concentration, face-to-face communication, competition-watch and acquaintance with new business partners. Artisans in numerous fields of activity will be able to find support, general information and advice, methodology guidelines, checklists and directories in this essential guide.

Culture Sector, Crafts and Design Section (CLT/ACE/CDS)

www.unesco.org/culture/crafts

Promoting respect for all human rights . . .

. . . by distributing the Universal Declaration of Human Rights at all levels and fully implementing international instruments on human rights . . .

The International Clearinghouse on Children and Violence on the Screen

The International Clearinghouse on Children and Violence on the Screen aims to increase awareness and knowledge about children and media violence, particularly in the context of channels of communication like satellite television and Internet. Another goal is to point out initiatives aiming to enhance children's competence as users of the media. Finally, the work of the Clearinghouse seeks to stimulate further research on children and media.

The Clearinghouse, established in 1997 through the efforts of Nordicom (the Nordic Information Centre for Media and Communication Research) at Göteborg University (Sweden) and financed by the Swedish government and UNESCO, informs users – researchers, policy-makers, media professionals, teachers, voluntary organizations and interested individuals – about research on children, young people and media violence; children's access to mass media and their media use; media literacy and children's participation in the media; and regulatory and voluntary measures and activities in the area.

Fundamental to the work of the Clearinghouse is the creation of a global network. A yearbook, newsletter, several bibliographies and a worldwide register of organizations that work with issues relating to children and the media have been published.

Communication and Information Sector, Communication Development Division (CI/COM)

www.nordicom.gu.se/unesco.html



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Education for human rights, peace and democracy in Southern Africa (Mozambique, Namibia and Zimbabwe)

Schools are the focal point for this project given the significant role that education, and human rights education in particular, play in the long-term development and transformation of societies. The project, financed by DANIDA and executed by UNESCO, was launched in September 1997 with the aim of mainstreaming human rights, democracy and related issues into the formal curriculum. The long-term objective of the project was to contribute to the development of a culture of peace, characterized by respect for human rights, diversity and tolerance in the sub-region, especially among youth. The main focus was on developing instructional materials for integrating human rights and democracy into the school curriculum,

on integrating the new materials and teaching practices into existing curricula and on the training of key personnel both at national and at sub-regional levels. The project has contributed to building national capacities, and training sessions are now conducted by local staff.

Education Sector, Division for the Promotion of Quality Education (ED/PEQ/VAL)

www.unesco.org/education/ecp/index.htm

Regional conference on human rights education

A series of regional conferences was convened within the framework of the Plan of Action for the United Nations Decade for Human Rights Education (1995–2004) with the aim of sensitizing decision-makers and the general public on the need to promote human rights education and contribute to the elaboration and implementation of national plans for human rights education. The last edition was the Regional Conference on Human Rights Education in Latin America and the Caribbean (Mexico City, Mexico, 28 November–1 December 2001), organized by UNESCO in co-operation with the Office of the United Nations High Commissioner for Human Rights (OHCHR). The regional conference resulted in the *Mexico Declaration*.

Social and Human Sciences Sector, Human Rights and Development (SHS/HRS/HRD)

www.unesco.org/human_rights/index.htm



4 Ensuring equality between women and men . . .

. . . by integrating a gender perspective and promoting equality in economic, social and political decision-making; eliminating all forms of discrimination and violence against women; supporting and aiding women in crisis situations resulting from war and all other forms of violence . . .

Passport to Equality

The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) was adopted by the General Assembly of the United Nations in 1979. As of March 2002, 168 States had ratified or acceded to it. An Optional Protocol to the Convention, adopted in 1999 by the General Assembly, gives women the right to submit individual complaints concerning violations of the Convention by their governments to the United Nations Committee responsible for CEDAW. UNESCO is particularly committed to implementing Article 10 on women's right to equal education and the

elimination of stereotyped concepts of the roles of men and women at all levels and in all forms of education. The *Passport to Equality*, a pocket-sized document that contains the full text of

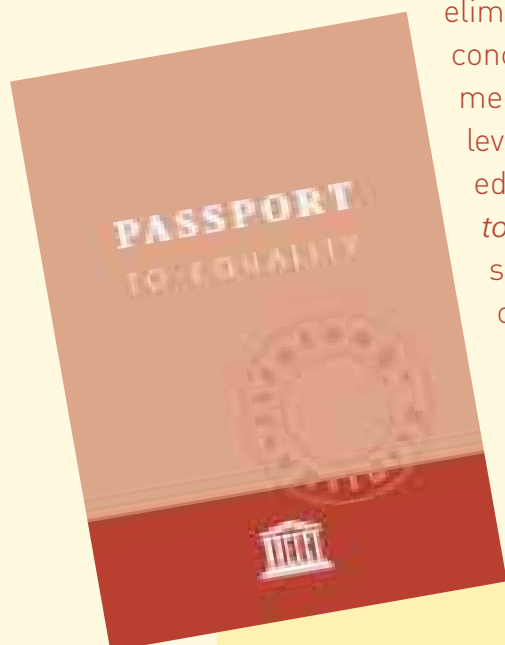
the CEDAW and Optional Protocol, an explanation of these texts and the list of States Parties to the Convention, was created by UNESCO to help promote the Convention. In order to disseminate it throughout the world, the Passport is available free of charge in several languages, such as Arabic, Chinese, English, French, Hindi, Portuguese, Russian, Spanish, Swahili, Urdu, in nine languages of Guinea, etc. It can be downloaded from

www.unesco.org/women/index_en.htm

Women and a culture of peace

Supporting women's peace initiatives

The Asian Women for a Culture of Peace Conference (2000) produced the Hanoi Declaration and the Asian Women's Plan of Action for a Culture of Peace and Sustainable Development. A case study on Vietnamese women's best practices in conflict resolution and peace building is being undertaken. In the Mediterranean region, activities include promoting peace and democracy through networking of women in the Balkan region; an advocacy campaign on human rights in Bosnia/Herzegovina; and support to a Forum of Women Artists from the Mediterranean for a Culture of Peace.



Socialization for egalitarian partnerships – notably of boys and young men

Violence among men, political and practical strategies for reducing men's violence, and the possibilities for raising boys in ways that emphasize qualities such as emotional response, caring, and the communication skills vital to a culture of peace were topics discussed at a UNESCO expert group meeting held in Norway in 1997, whose outcomes were disseminated in several languages, along with the book *Male Roles and Masculinities and Violence* (see below). University programmes and courses, discussion groups and other activities and programmes have been developed for reducing men's violence and strengthening groups of gender-sensitive young men working against violence, including violence against women. A research project called *Gender, Peace and Development in the Caribbean* was undertaken in 2001.

Training manuals and reference books

To provide gender-sensitive education and training, a manual entitled *Promoting Women's Participation in Conflict Resolution to Build a Culture of Peace* has been developed, tested and finalized in collaboration with the Forum for African Women's Educationalists (FAWE). Translation into several languages and training of women trainers to strengthen their roles as peace promoters has begun. A second training manual, *Education for a Culture of Peace in a Gender Perspective* (prototype study unit for teacher education), was published by UNESCO in 2001. This



UNESCO poster image created in 1989 by Mélois for the adoption of the United Nations Convention on the Rights of the Child (www.unesco.org/education/educprog/ecf/html/rights.htm)

manual is conceived as a teacher's guide for use at different levels within the school system, primarily at the secondary level. *Women Say 'No' to War* (1999), *Towards a Women's Agenda for a Culture of Peace* (1999) and *Male Roles, Masculinities and Violence: A Culture of Peace Perspective* (2000), are being used as reference texts and in university courses. An inter-agency document, *Best Practices in Peace Building and Non-violent Conflict Resolution: Some Documented African Women's Peace Initiatives* is also available.

Social and Human Sciences Sector, Division of Human Rights, Gender equality and development (SHS/HRS/GED)

www.unesco.org/cpp/wcp

For publications at UNESCO Publishing Office:

<http://upo.unesco.org>

5 Fostering democratic participation . . .

. . . by educating responsible citizens; reinforcing actions to promote democratic principles and practices; establishing and strengthening national institutions and processes that promote and sustain democracy . . .

Educational kit

The Practice of Citizenship, published in 1998 in English, French and Spanish, contains basic learning materials and promotes a broad concept of civics education to include the dimension of peace, human rights, democracy, tolerance and international understanding. Some materials can be used by teachers, others provide impetus to the development of specific teaching aids and programmes at the national and local levels. The kit has been distributed to all

Member States, and it has been requested by numerous NGOs, institutes and individuals. A number of publications in

the kit have been translated into various other languages (Finish, Lithuanian, Turkish, Albanian, Bosnian, Bengali, Hindi, Bahasa Indonesian) and/or adapted for

national and local environments.

Education Sector, Division for the Promotion of Quality Education (ED/PEQ/VAL)

www.unesco.org/education



UNESCO Cities for Peace Prize

This prize pays tribute to the initiatives of cities that have succeeded in strengthening social cohesion, improving living conditions in disadvantaged neighbourhoods and developing a constructive intercultural dialogue, all indispensable elements in developing a peaceful and harmonious urban environment. The candidate cities for the prize may also participate in the 'UNESCO Cities for Peace Network' consisting of municipalities and other local actors and relevant partners. This Network serves to identify, validate and disseminate information on best practices, funding institutions, training courses, research and so on. The UNESCO Cities for Peace prizes for 2000–2001 were presented in Marrakech on 18 March 2002 to

- Bukhara (Uzbekistan),
- Sharm el Sheikh (Egypt),
- Cotacachi (Ecuador),
- Lubumbashi (Democratic Republic of the Congo) and
- Vilnius (Lithuania).

UNESCO gives international visibility to innovative practices submitted by the candidate cities by including them in the database of best practices: 'The city: network of cultures', available at

<http://citiesforpeace.unesco.org/>

Culture Sector, Division of Cultural Policies (CLT/CP)

www.unesco.org/culture/citiesforpeace/html_eng/winners.shtml

Community radio

UNESCO supports the development of local-level, community media particularly to give isolated or disadvantaged social groups a chance to participate in the development of strategies and projects that promote dialogue and pooling experiences at local levels. A handbook on principles, policies and materials relevant to the development of community media is currently being prepared and will be made available to Member States.

The UNESCO Community Media Programme seeks to strengthen the role of civil society in promoting, building and maintaining democratic processes within countries. UNESCO is now experimenting the use of community radio as an effective informational interface at the local level by combining it with community Internet access, developing community databases and community libraries, thus extending the reach of new technologies to rural populations. The main functions of community radio include:

- ▶ enhancing democratic processes at a local level by giving a real voice to the marginalized and the poor;
- ▶ increasing diversity of content and pluralism of information at the local level in order to promote and reflect local identity, character and culture;
- ▶ assisting in creating a diversity of voices and opinions and encouraging individual expression;



- ▶ encouraging participation, information sharing and innovation.

Community Radio focuses on the use of appropriate communication and information tools to support decision-making and encourage dialogue between citizens and public authorities to enhance democratic governance.

Concerning small-island States, support is being provided for pilot projects combining traditional and new technologies (including access to Internet) to help local populations gain access to international programmes and services. Special attention goes to initiatives being developed and carried out by women. Assistance has also been provided for setting up low-cost equipment production units and appropriate maintenance services.

Communication and Information Sector, Communication Development Division (CI/COM/MSD)

www.unesco.org/webworld/com/broadcasting/broad03.shtml

6 Advancing understanding, tolerance and solidarity . . .

. . . by promoting a dialogue among civilizations; actions in favour of vulnerable groups, migrants, refugees and displaced persons, indigenous people and traditional groups; respect for difference and cultural diversity . . .

Intercultural dialogue projects

Intercultural projects promote the concept of a common cultural heritage and a plural identity. They include the campaign *Breaking the Silence* jointly launched by the Slave Route Project and the Associated Schools; the revision of school textbooks in order to reduce stereotyping and discrimination (Slave Route Project and the Mediterranean Programme); producing pedagogical tools in order to promote

reciprocal knowledge among different religious communities (Interreligious Dialogue Programme); and stimulating intercultural understanding through

the UNESCO Chairs of Interreligious and Intercultural Dialogue and the International Institutes in Central Asia and Mongolia.

Culture Sector, Division of Cultural Policies and Pluralism (CLT/CP)

www.unesco.org/culture/dialogue/html_eng/index_en.shtml and
www.unesco.org/dialogue2001

Tolerance, an active approach to dialogue and peace

Tolerance is a key dimension in the prevention of violence, the emergence of a spirit of peace and the strengthening of cultural pluralism. It is an active principle of peace and democracy and is indissociable from the enjoyment of human rights. To put the new concept of tolerance into practice, in line with the Declaration of Principles on Tolerance (1995) and the Follow-up to the United Nations Year for Tolerance (1995), actions are being undertaken, such as the annual commemoration of International Tolerance Day, 16 November, which seeks to raise awareness through events organized each year in schools and in the media; and the 'UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence', which will be awarded for the fourth time in 2002. The laureates who have already received the prize are Pope Shenouda III, leader of the Coptic Church of Egypt, Pope of Alexandria and Patriarch of Saint Mark's See in 2000; the anti-nuclear activists Joint Action Committee for Peoples' Rights of Pakistan and Narayan Desai of India in 1998, and Pro Femmes Twese Hamwe of Rwanda, presided by Veneranda Nzambazamariya, in 1997.

Social and Human Sciences Sector, Discrimination and Racism (SHS/HRS/RAC)

www.unesco.org/tolerance/index.htm



Reconciliation through cultural heritage projects

Bosnia and Herzegovina:

The Old Bridge of Mostar (Stari Most)

The Old Bridge of Mostar, dating from the Ottoman period in Bosnia and Herzegovina, was destroyed during the Balkan War in 1993. UNESCO plans to rebuild the bridge in a joint effort of all communities – namely, the former belligerents themselves. A funding agreement was signed with the World Bank, in which UNESCO provides scientific and technical expertise in the project, to be financed from a loan and from voluntary contributions for a total amount of US\$5 million granted by the Netherlands, Italy, Turkey, France, Slovenia and the European Union, among others. UNESCO has set up an International Committee of Experts from Bosnia and Herzegovina, Croatia, Serbia and Turkey, and from other countries. The ceremony for launching the reconstruction, in 1999, was the first occasion in many years at which the two Mayors of Mostar – East and West – met and shook hands.

Angkor: a symbol of national unity

Cambodian monuments and archaeological sites suffered from neglect and pillage and faced destruction. After 1991, national authorities recognized the importance of cultural heritage for shaping Cambodians' identity, strengthening social cohesion and contributing to economic development. UNESCO manages the Secretariat of the International Co-ordinating Committee for the Safeguarding and Development of Angkor, a mechanism to monitor

international assistance for safeguarding the site and guarantee the relevance of projects as well as their conformity with international standards in conservation. One of the main

objectives of UNESCO's projects in Angkor is the training of a new generation of archaeologists and architects.

www.unesco.org/culture/japan-fit/html_eng/angkor.shtml

A peacebuilding process in Korea

UNESCO has been able to establish co-operation between the Democratic People's Republic of Korea (DPRK) and the Republic of Korea through the ROK/UNESCO Funds-in-Trust for the preservation of cultural heritage, notably of the Kokuryo Tombs in the DPRK. Technical assistance including provision of urgently needed equipment has been provided for the Yaksuri Tomb, damaged by water infiltration and undergoing further deterioration due to the construction of a canal. Additional co-operation in capacity-building for the conservation of Kokuryo Mural Painting Tomb is being established. It is hoped that this co-operation will contribute to the building of mutual understanding and trust between the two countries.

Culture Sector, Division of Cultural Heritage (CLT/CH)

www.unesco.org/culture/heritage/



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Supporting participatory communication and the free flow of information and knowledge . . .

. . . by means of such actions as support for independent media in the promotion of a culture of peace; effective use of media and mass communications; measures to address the issue of violence in the media; knowledge and information sharing through new technologies . . .

Freedom of expression and media for peace projects

Afghan Independent Media Project

Begun in December 2001, this project aims to create a media centre in Kabul to support local independent media initiatives and the emergence of free and democratic expression, create a pole of activity (being eventually one among many such poles in Afghanistan) and develop local professional skills to facilitate media development. The Afghan Independent Media Project has been divided into five sections to create media facilities and a community of ideas in the centre of Kabul and includes the following:

- ▶ **Afghan Media & Culture Centre:** core team and common facilities for journalists
- ▶ **Media Incubator:** support for a selection of independent media projects
- ▶ **Training Centre:** training in computers, languages, journalism, and photography with several international partners (IFJ, IWPR, Media Action International, IMPACS, Internews, etc.)
- ▶ **TV Production unit:** facilities for individual projects
- ▶ **Printing facilities:** printers and photocopiers



UNESCO SOS MEDIA

in countries of the former Yugoslavia

This programme provided three years of emergency aid during the war in Bosnia-Herzegovina, and it continues to aid independent media in all the countries of the former Yugoslavia, each of which is a Member State of UNESCO. Projects include printing news in Yugoslavia; maintaining a bank of TV programmes in Sarajevo and Belgrade; supporting a regional network for local TV and radio production; producing and distributing documentaries in Croatia; and developing and expanding the independent newspaper distribution network in Yugoslavia.

The Organization contributes to creating the conditions for press freedom in these countries in transition. UNESCO has sent international experts to help the governments draft laws about media and about public TV/radio broadcasting.

The Great Lakes Region in Africa: Countering rumours and propaganda

This project aims to create the right conditions for providing the public with impartial news in an area where rumours have too often replaced accurate information, and where biased media have had a dramatic effect on the inhabitants. UNESCO's strategy is to promote diversity by training a new generation of journalists; encouraging the exchange of news among media and among independent journalists in the region through appropriate structures; and providing material help to see that existing independent media survive. UNESCO helps independent media that provide impartial news. The SOS MEDIA programme also offers expertise to governments so they strengthen, whenever possible, the existence of independent media. In addition, it intervenes when press freedom is threatened. Since 1994, aid to independent media has been classified by the United Nations Inter-Agency Appeal as one of the urgent needs of the Great Lakes region.

Communication and Information Sector, Division for Freedom of Expression, Democracy and Peace (CI/FED)

www.unesco.org/webworld/com_media/peace.html

Tackling the digital divide

The Community Multimedia Centre (CMC) programme offers a global strategy for tackling the digital divide in the poorest communities of the developing world and also in countries in transition. It provides a gateway to participation in the global knowledge society, seeking to ensure that information, communication and knowledge become tools of the poor for improving their own lives.

A CMC combines community radio by local people in local languages with community telecentre facilities such as computers with Internet and e-mail access, phone, fax and photocopying services. Radio is low-cost and easy to operate, and not only informs, educates and entertains, but also empowers the community by giving a strong public voice to the voiceless. With training, communities can locally access, manage, produce and communicate information for development. The first pilot CMC project was developed in the Kothmale region in Sri Lanka. The success of the CMC strategy in the Kothmale Internet Project has inspired a series of projects now underway in Asia, Africa and Latin America and the Caribbean.

Communication and Information Sector, Communication Development Division (CI/COM/MSD)

www.unesco.org/webworld/com/broadcasting/broad04.shtml



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Promoting international peace and security . . .

. . . through action such as the promotion of general and complete disarmament; greater involvement of women in prevention and resolution of conflicts and in promoting a culture of peace in post-conflict situations; initiatives in conflict situations; encouraging confidence-building measures and efforts for negotiating peaceful settlements . . .

Reinforcing human security

The programme *Violence, War and Peace* focuses on the need to prevent conflicts at the source and to strengthen human security through a global network of peace research and training institutions. It provides a framework for discussing human security from ethical, normative and educational perspectives through expert meetings, broad reflection on the subject and awareness raising at the political decision-making level. In November 2000, the First International Meeting of Directors of Peace Research and Training Institutions was held in Paris on the theme: 'What Agenda for Human Security in the Twenty-first Century?' One result

was to create the International SecuriPax Network for the Promotion of Human Security and Peace. Another was the organization in 2001 of regional expert meetings on Peace, Human Security and Conflict Prevention in Africa and in Latin America and the Caribbean.



Two follow-up meetings for the same regions are foreseen for the biennium 2002–2003 that will involve all actors and partners dealing with human security.

Social and Human Sciences Sector, Division of Foresight, Philosophy and Human Sciences (SHS/FPH)

www.unesco.org/securipax

Intercultural mediation

Mediation can repair the social fabric by teaching how to manage and overcome conflict. In this way, diverse forms of mediation follow the lines of education for a culture of peace, by encouraging a positive attitude towards cultural difference. Art, used as a formal and informal pedagogical tool, makes exchanges possible and serves as an instrument for intercultural mediation. This approach is currently being applied in two projects in the Balkans, *Towards a Plural Cultural Identity in a Region of Inter-Communitarian Tension*, and the establishment of the ARS AEVI Museum/Centre for Contemporary Art and Associated Programmes.

Culture Sector, Division of Cultural Policies (CLT/CP)

www.unesco.org/culture/pluralism/balkan/html_fr/index_fr.shtml

Regional programme for education in emergencies

The UNESCO Regional Programme for Education in Emergencies (PEER) organized peace education workshops for Somali teachers in Somalia in 2000. Training trainer programmes in the Djibouti refugee camps involved over eighty Ethiopian and Somali refugee teachers, along with Somali teachers in camps in Aden and Yemen. These workshops, using the Peace Education Package (PEP) and in co-operation with other stakeholders, are contributing to establishing a culture of peace education at three levels: school, community and nation. The refugee school in Aden run by Radda Barnen (Sweden's Save the Children programme), a model for best practice, has been instrumental in raising awareness in both schools and the communities.

Other related initiatives since 2000 have been launched in the Horn of Africa and the Great Lakes region, in Cambodia in the former Khmer Rouge population of Koh Sla in Kampot Province, and in Algeria, among which a sports for peace project, a culture of peace and childhood protection awareness campaign, basic education, community development and other conflict prevention and peace-building approaches. Education Sector, Emergency Educational Assistance, Support to Countries in Situations of Conflict and Reconstruction (ED/EPS/CCR)

www.unesco.org/education/emergency/unesco/projects.shtml

www.unesco.org/education/emergency/unesco/case_studies.shtml

Sharing water wisely

UNESCO's contribution to the United Nations' World Water Assessment Programme is entitled *From Potential Conflict to Co-operation Potential (PC→CP)*. In collaboration with Green Cross International, the project addresses the obstacles, identifies the incentives and promotes the means to achieving the integrated, equitable and sustainable sharing of water resources worldwide. Although shared water resources can be a source of conflict, their joint management should be strengthened and facilitated as a means of co-operation between various water users.

The primary objective of PC→CP is to foster co-operation between stakeholders in the management of shared water resources and to mitigate the risk of potential conflicts. It analyses historical experiences and reviews legal, negotiation and systems analysis tools and their ability to contribute towards solving water-related conflicts. Case studies of successful co-operation will provide stakeholders with educational material. The priority target groups of PC→CP are institutions and individuals that manage shared water resources, including governments, donor and funding agencies, educators at all levels and professionals of water management institutions and decision-makers.

Natural Sciences Sector, Division of Water Sciences (SC/HYD)

www.unesco.org/water/wwap/pccp

Key United Nations resolutions and other reference documents

United Nations Resolutions and Reports

Document code	Title
A/56/5, 13 November 2001	International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001–2010
A/55/282, 28 September 2001	International Day of Peace
A/56/349, 13 September 2001	Report of the Secretary-General: International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001–2010
A/55/47, 29 November 2000	International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001–2010
A/55/377, 12 September 2000	Report of the Secretary-General: International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001–2010
A/53/243, 6 October 1999	Declaration and Programme of Action on a Culture of Peace
A/52/13, 15 January 1998	Culture of Peace
A/53/25, 19 November 1998	International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001–2010

Other reference documents

- Message by the United Nations Secretary-General: Message on the opening of the International Decade for the Culture of Peace and Non-Violence for the Children of the World, 2001
- Message by the UNESCO Director-General: Message marking the beginning of the International Decade for the Culture of Peace and Non-Violence for the Children of the World, 2001
- Action Plan for the International Decade adopted by the International Conference of NGOs maintaining official relations with UNESCO, 12–15 December 2001
- Report on the International NGO Symposium, 24–25 November 2001: 'The Culture of Peace: An Idea in Action'
- Report on the progress made by UNESCO in the implementation of the programme of action on a culture of peace and on co-operation with the United Nations system in this field (161 EX/17, item 3.1.1, document presented at the 161st session of UNESCO's Executive Board, April 2001)

All documents are available on http://www3.unesco.org/iycp/uk/uk_sum_refdoc.htm

For the list of titles on Culture of Peace available from UNESCO Publishing, go to <http://upo.unesco.org> and enter 'Culture of Peace' in the 'Search' box.

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p. 8, Barefoot College, Tilonia, Rajasthan (India).
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Since wars begin
in the minds of men,
it is in the minds of men
that the defences of peace
must be constructed.

Constitution of UNESCO, 1945, Preamble

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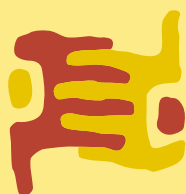
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2001-2010 INTERNATIONAL DECADE
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FOR THE CHILDREN OF THE WORLD



IS IN OUR HANDS

