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**REPORT ON THE ACTION
OF THE CULTURE OF PEACE PROGRAMME**

SUMMARY

This document reports on the actions carried out to promote the development of a culture of peace as requested by resolution 5.1, paragraph B(a) and (b) of the twenty-seventh session of the General Conference.

Decision required: paragraph 70.

I. BACKGROUND

1. At the twenty-seventh session of UNESCO's General Conference in November 1993 Member States strongly supported in their debate an Action Programme to Promote a Culture of Peace. They stressed the linkage between a culture of peace and a culture of democracy and human rights and emphasized the need for concrete action as well as theory. As a result, provisions for culture of peace activities were included in UNESCO's Programme and Budget for 1994-1995 (27 C/Resolution 5.1, para.B.(a) and (b)).
2. The origins of the culture of peace may be traced back to the UNESCO mandate when it was founded in the aftermath of the Second World War to construct the defences of peace in the minds of men and women.
3. The concept of a culture of peace was first elaborated in 1989 at UNESCO's International Congress on Peace in the Minds of Men in Yamoussoukro, Côte d'Ivoire which called for UNESCO to "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".
4. In 1992, with the end of the Cold War, recognizing that new approaches were needed, the 140th session of UNESCO's Executive Board received from the President of its Programme and External Relations Commission a proposal for an operational programme for promotion of a culture of peace. Placed in the framework of the Agenda for Peace which had recently been issued by United Nations Secretary-General Boutros Ghali, it proposed activities of reconciliation and cooperation in countries where peace-keeping operations had been decided upon or might be anticipated.
5. From the beginning and in its frequent debates on the topic, the UNESCO Executive Board has recognized the promotion of a culture of peace as the expression of the fundamental mandate of UNESCO 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 the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations."* and that UNESCO's role is an integral part of the overall responsibility of the United Nations family contributing to the construction of peace.
6. The concept for a culture of peace has been refined in a series of roundtables, consultative meetings and forums, beginning with the UNESCO's round table for a culture of peace held in July 1993. The First Consultative Meeting of the Culture of Peace Programme brought 20 experts from around the world to Paris in September 1994. The First International Forum on the Culture of Peace, held in February 1994 in El Salvador proposed basic principles to define the framework for national programmes. Experiences were presented not only from El Salvador and other Latin American countries, but also from Cambodia, Mozambique, India, Egypt, Angola, Belarus, Israel, Palestine and the Philippines. A Second International Forum will be held in November 1995 in the Philippines.

7. At the 44th Session of the International Conference on Education in 1994, the concept of a culture of peace was elaborated and refined as "a set of convictions, a moral code and an individual and collective frame of mind, a way of being, of action and reaction". It was pointed out that the culture of peace goes well beyond the traditional concept of international peace. It is "a vast concept, multidimensional and global" which includes "efforts to maintain peace and prevent armed conflicts and violence and efforts to build peace, not only between States but also between ethnic, cultural and religious groups." It is closely linked to democracy and development which are the pre-conditions for a transition from a culture of war to a culture of peace.

8. A comprehensive set of strategies contributing to peace-building and a culture of peace has been proposed in the Medium- Term Strategy for 1996-2001. These strategies are proposed to be implemented in the 1996-1997 biennium in the framework of a Transdisciplinary Project "Towards a Culture of Peace". This project, extensively discussed by the Member States, the National Commissions and the Executive Board, emphasizes education for peace, human rights and democracy, the promotion of human rights and the struggle against discrimination, the consolidation of a democratic process, the fostering of intercultural dialogue and free access to information through support for non-partisan, independent and pluralistic media, and contribution to conflict prevention and post-conflict peace-building.

9. In the present report an account is given of the innovative activities undertaken for a culture of peace during the biennium by UNESCO, and by some of its member states. The account is necessarily limited to illustrative examples, and it is hoped that member states will inform the Culture of Peace Programme Unit of relevant activities which have not been mentioned.

II. ACTIVITIES IMPLEMENTED IN 1994-1995

A. Programme Unit

10. The Director-General established the Culture of Peace Programme Unit in his note DG/Note/94/10 of 11 February 1994, assigning it the following functions:

- * to provide an integrated approach to the activities in the various units and field offices of UNESCO which contribute to the promotion of a culture of peace;
- * to develop national and sub-regional programmes of a culture of peace;
- * to coordinate these activities with those of the United Nations system and of intergovernmental and non-governmental organizations.
- * to continue the refinement, through reflection, research and evaluation of the concept and methodology of a culture of peace

11. These functions give the Unit a catalytic role -to promote the development of a culture of peace by initiating and supporting ongoing, long-term "multiplier" processes in UNESCO's actions and in the framework of a broad social movement.

12. In order to provide an integrated approach to UNESCO's activities for a culture of peace there is an intersectoral committee chaired by the Director-General and composed of ADG's and other sectoral representatives. In addition, consultations concerning joint activities, including those initiated by the Culture of Peace Programme Unit, are held regularly between the staff of the Unit and other units at headquarters and in the field. The Unit works closely with the sectors and units, making recommendations to avoid obvious overlap between programmes, signalling gaps which could be covered, and helping to develop new initiatives which can play a catalytic role in the development of a culture of peace.

13. National programmes of culture of peace have been initiated in several countries as described in a later section and the base is being laid for sub-regional culture of peace programmes. Field Offices are fully implicated and implementation is invariably decentralized to them. In line with the increasing unity of the Central American region, discussions are under way concerning possible culture of peace programmes in Guatemala, Honduras, Belize and Nicaragua. If linked up with the pioneer programme in El Salvador, they could constitute the first sub-regional programme. Similarly, there is the possibility of other programmes in Southern Africa which could join with that of Mozambique to form a sub-regional programme.

14. In order to coordinate activities for a culture of peace with other institutions, the Unit is developing an information and networking system. This system, which links up the many institutions promoting a culture of peace throughout the world, will be discussed in the final part of this report - towards a global vision for a culture of peace.

15. The continuing development and popularization of the concept of a culture of peace is one of the key tasks of UNESCO's Culture of Peace Programme Unit. This development evolves as a result of practice and consultation, including a continuous dialogue within UNESCO and with its various partners, especially in the UN system. In addition to the roundtables, consultative meetings and forums described earlier in this report, the Unit engages in a dialogue with development agencies for a concept of development which includes the full participation of people - including across the lines of conflict - in the planning and execution of activities. Because this requires conflict resolution as an integral part of the development process, it can be a lengthy process. In the long term, however, this can produce results which are sustainable, because all parties have a feeling of "ownership" in the process.

B. Innovative Intersectoral Activities

16. UNESCO, since its inception, has engaged in activities implemented under its various educational, scientific cultural and communication programmes which provide a significant direct or indirect contribution to a culture of peace. In addition, a number of new initiatives have been undertaken in the preceding biennium which have expanded the Organization's capacities to promote a culture of peace within its domains of competence.

17. At the 44th session of the International Conference on Education held in Geneva in October 1994, participants considered new approaches to promote the culture of peace in educational systems. "Including those who are excluded and reaching those who today remain

outside the scope of our actions are the two essential targets for attaining a culture of peace," UNESCO's Director-General said during the closing session of the Conference.

18. A number of innovative projects for a culture of peace have been initiated through the UNESCO Associated Schools Project (ASP) which has a powerful multiplier effect through its links in over 120 countries with some 3,200 schools, at pre-school, primary and secondary level, as well as teacher training institutions. The ASP has launched an interregional ASP pilot project *No to violence!*, with a view to preparing a brochure in each of five participating countries and a synthesis in the form of a booklet for international diffusion. The participating countries are Brazil, Estonia, Haiti, Sri Lanka and Zaire.

19. In observance of the 50th Anniversary of the United Nations and of UNESCO, as well as the United Nations Year for Tolerance, UNESCO has organized in 1995 a series of sub-regional children's culture of peace festivals, sponsored jointly by the Culture of Peace Programme Unit and the ASP. At the festivals, children between the ages of 11 and 13 from different countries, undertook creative activities, discussion and drafting of an appeal to world leaders. It is expected that the festivals will launch an educational process which will allow the children to better assume their roles and undertake specific actions to promote a culture of peace in their environment. As a follow up to the festivals, multi-media teaching materials will be prepared and shared between countries/regions.

20. The Culture of Peace Programme Unit is working with the Associated Schools Project on a new approach to the problem of violence in major urban centres. The "Interregional Project of Schools to Promote Community Conflict Management in Violence-Prone Urban Areas" is being developed to link up a network of schools located in cities plagued by violence where programmes are developed to train students, teachers and other staff, parents and the surrounding community in methods of mediation and non-violent conflict resolution. In these schools training in mediation and conflict-management will be an integral part of the curriculum and the activities of schools and surrounding communities.

21. UNESCO Chairs are now being established at universities linked to the Organization's UNITWIN network with programmes specifically devoted to the teaching of human rights and a culture of peace. For example, in South Africa, a UNESCO Chair for the Culture of Peace has been established at the University of Durban-Westville. Related chairs have also been set up recently at Sao Paulo University, Brazil and the University of Oran, Algeria.

22. Specific communication projects have been established in some countries to contribute directly to a culture of peace. In ex-Yugoslavia the Organization contributes to UN peace-building efforts by supporting independent media and helping rebuild structures on the principles of press freedom and pluralism. In Burundi, following a seminar organized by UNESCO and the International Programme for the Development of Communication, the Ministry of Communication has made available premises for a new Press Club. UNESCO will provide equipment for training and newspaper operations so that journalists can meet and discuss issues freely. Similar work is being undertaken in Rwanda.

23. During the 27th Session of the General Conference, many Member States raised the issue of violence and television and expressed their concern that UNESCO "*must not keep silent about this problem*". With the 125th anniversary of the birth of Mahatma Gandhi as

a fitting backdrop, in April 1994 the Government of India hosted an international roundtable in New Delhi on non-violence, tolerance and television. The round table was organized jointly by UNESCO, the International Programme for the Development of Communication and the Indian Government. One of the outcomes of the Delhi meeting was an emphasis on self-regulation for the media. This approach is being pursued with in partnership with organizations of parliamentarians.

24. Following the decisions of the 27th Session of the General Conference, the development of a culture of peace was specifically promoted in the framework of the Programme for "Peace, human rights, democracy and elimination of all forms of discrimination". Among the many recent meetings undertaken in this framework, one should mention the innovations achieved by the 1993 and 1994 meetings on "the contribution of religions to the culture of peace", organized with the UNESCO Catalunya Centre in Barcelona. At the second meeting the participants, representing all major religious groups, issued the "Declaration on the Role of Religion in the Promotion of a Culture of Peace," calling upon all religious and cultural traditions to unite their efforts to spread the message of peace.

25. Social scientists from around the world are increasingly engaged in research, exchange and publication for a culture of peace with support from the Social and Human Sciences of UNESCO. For example, the culture of peace was featured in the plenary discussions of the International Peace Research Association at its biennial meeting in 1994. Similarly, the Peace Committee of the International Union of Psychological Sciences is devoting its priority to psychological aspects of a culture of peace. Along the same lines, a volume of UNESCO Peace and Conflict Issues is under preparation on the theme "from a culture of violence towards a culture of peace".

26. UNESCO field offices participate actively in the promotion of a culture of peace at national and local levels in every corner of the globe. The UNESCO office in Costa Rica, with the help of other offices in the region, has played a key role in the initiation of national culture of peace programmes in Central America. The management of national programmes is being handled by new field offices in El Salvador and Mozambique. However, the field offices have wider inputs than the management of national programmes. To cite a few examples, the liaison office of UNESCO in New York provides a constant source of dialogue between the Programme and the various institutions of the United Nations system. In Asia, the Beijing office has organized meetings on the Culture of Peace to which they invited diplomats posted in that city, and which addressed issues such as "How the culture of peace programme can be implemented in a multi-racial, multi-cultural, multi-language country." In Africa, the regional office for education (BREDA) has organized in conjunction with the National Commission for UNESCO of Côte d'Ivoire an inter-regional colloquium on "Present-day Conflicts and the Culture of Peace". In the Caribbean the UNESCO office in Kingston, Jamaica, has undertaken a series of symposia in the framework of a culture of peace to address the rising problems of alienation, crime and violence.

27. Although the UNESCO Clubs, Centres and Associations are independent of the Organization itself, they are among the most effective multipliers of UNESCO's work for a culture of peace. In June 1995 the World Federation of UNESCO Clubs, Centres and Associations, gathered in Romania for their Fourth World Congress and decided to plan their

future activities around the theme "Towards a World Charter of UNESCO Clubs, for a Culture of Peace". It was stated at the Congress that *"the activities of UNESCO Clubs clearly fall within the scope of the culture of peace programme. While adhering to the ideals and specific orientations of UNESCO, they develop and adapt them to particular local contexts. This action represents their own original contribution and it is thus that a contact is established between UNESCO and all the citizens of the world."*

C. National Culture of Peace Programmes

28. From the beginning the Executive Board and Director-General of UNESCO called for an action programme. The Twenty-seventh General Conference called for activities to promote a culture of peace that "help to consolidate peace and democracy in the Member States involved in a process of national reconciliation and reconstruction." Therefore, in addition to its coordinating and information/networking functions, The Culture of Peace Programme Unit has helped to initiate national culture of peace programmes which put the basic concepts of a culture of peace into daily practice on a national scale.

29. These basic concepts include:

- a. The participation and cooperation in the development process of all parties to the conflict,
- b. The development of democratic process and respect of political and human rights for everyone,
- c. The non-violent management of conflicts.

30. National culture of peace programmes provide a setting in which all sides of a conflict sit around the same table, to design and implement human development projects from which all people in the country -- and region -- will benefit. These programmes are based on building trust between all parties, often requiring reconciliation following conflict. This approach reflects the basic finding in social psychology that the most effective method of resolving conflict between groups is to promote their cooperation toward a goal of mutual benefit.

31. Workers in the human development projects are being trained to facilitate the process of participation, dialogue and cooperation using both the traditional and universal principles and methods of conflict-management. In this way, they can function as "peace promoters" to ensure that the parties from all sides of the conflict continue to participate and benefit from the development process. The training of peace promoters is based upon the study and use of traditional practices of conflict management. For example, these include the traditions of peace-promoters in Central America, traditions such as the Milando in Mozambique, and the Bashingantahe in Burundi.

32. The Culture of Peace Programme Unit is cooperating with donor countries to develop new methods of project evaluation. These methods combine the analysis of the product achieved with a qualitative and quantitative analysis of the participation of the various parties in its planning and implementation. This analysis places a priority on people from all sides

of a conflict learning to work together in achieving goals which they could not achieve if working alone or in competition with each other.

33. National culture of peace programmes have been launched at the request of the governments in three countries: El Salvador, Mozambique, and Burundi. El Salvador and Mozambique were chosen because they were each engaged in a United-Nations sponsored peace process, which included a formal peace accord and an extensive UN peace-keeping mission. Burundi was chosen because of the danger that it would undergo another period of extreme violence similar to that which had recently devastated its neighbour, Rwanda.

34. The search for funding is a major challenge for national culture of peace programmes since they cannot be fully funded by the regular budget but must depend upon extra-budgetary funds. Being a new concept, it is not already part of the normal funding priorities of donor countries. And being dependent upon the agreement of both governments and opposition, the funding requests take longer than usual to elaborate. For these reasons, it is important that member states of UNESCO place a priority on integrating their development funding with the national programmes and initiatives of a culture of peace.

35. The pioneer national programme was launched in **El Salvador** in 1993. A total of 23 projects have been proposed for the Programme and by early 1995 seven of these had been elaborated as detailed project documents through joint governmental/non-governmental sessions. These include support to Salvadorian indigenous communities, programmes for disabled children and children affected by the armed conflict, support to Salvadorian youth, and literacy for a culture of peace, as well as a general information project for the programme. A National Coordination Council established by Presidential decree is responsible for the definition of policy for the programme as a whole.

36. The first project to be implemented provides for support to radio services for non-formal education, training and information for Salvadorian women. The project, with daily half-hour broadcasts, provides information about the services and activities available to women, seeking to increase their awareness of their basic rights and enable them to improve their lives. The essential contribution of the radio project to the culture of peace is its constant process of participation, dialogue and consensus.

37. A series of institutional structures have been created in order to ensure the participation process in the radio project. In addition to the National Coordination Council, there is a Technical Committee composed of representatives of women's NGO's, the radio stations, the government and a Producer's Team - responsible for the production of the radio broadcasts - composed of three people each from the women's NGO's, the radio stations and the government. The UNESCO representative plays an essential facilitative role in the functioning as well as establishment of these institutions.

38. In **Mozambique**, within the context of the Rome Peace Accords and the United Nations peace-keeping mission, UNESCO's Culture of Peace Programme is designed to support the grass-roots initiatives for peace of the Mozambican people, in a multi-stage process beginning with support for Mozambican NGOs working in this area. The Programme was initiated and organized in its initial phase by the Mozambican National Commission for UNESCO. This phase was advised by a steering committee representing a broad range of

interests ranging from government ministries to non-governmental organizations that are independent and at times in opposition to the government. Mozambican NGOs received support for projects of national and community mobilization and the gathering and dissemination of materials concerning the country's experience with peacemaking.

39. In the second phase, eight projects have been identified to be carried out on a national scale in partnership with government ministries, UN and other international agencies and Mozambican non-governmental organizations. The first of these projects to be implemented provided for the newly-elected Mozambican parliament -- the Assembly of the Republic -- to reflect on democracy, human rights and peace-building. A group of 12 parliamentarians representing a cross-section of all three parties and all provinces, travelled to South Africa and Malawi to meet with parliamentarians in those countries and to closely examine the ways they have found to cooperate in the creation of social legislation. The study visit and ensuing process of reflection is being recorded and publicized broadly by the media as a form of popular education in peace and democracy.

40. In December 1994, a national culture of peace programme was launched in **Burundi**, with the opening of a House of a Culture of Peace, staffed by a multi-ethnic team. A House of a Culture of Peace, such as the one in Burundi, is the symbolic expression of the national desire for peace and, at the same time, the material structure with the means and institutional power to put it into practice.

41. The first event in the Burundi programme was a national forum involving 160 leading political, religious, and academic figures of the country from both ethnic groups and all strata of society. In addition to the Prime Minister, the forum was presided over by the Ministers of Secondary and Higher Education, Primary Education and Literacy, and Culture, Youth and Sports. The forum made a series of recommendations for programmes in education and communication, the basis for a comprehensive strategy for 1996-2000 which is being elaborated and submitted to donor agencies. A major thrust of this strategy is the promotion of a culture of peace in the "collines" or countryside of Burundi.

42. The House of the Culture of Peace in Bujumbura, in the few months since it was opened, has already become a centre for many individuals and groups who wish to join with others in working for peace. Despite the violence which presently afflicts the city, work continues on seminars for a culture of peace with journalists, government administrators, educators and representatives from other agencies, from the United Nations system, government and non-governmental organizations.

43. In **Nicaragua**, following an agreement between the President of the Republic and the Director-General of UNESCO, a National Culture of Peace Programme is being developed. With the support of the Minister of External Relations and the United Nations office in Nicaragua, UNESCO sent a mission in November 1994 which prepared a preliminary version of a Programme. A number of short-term activities are being launched in 1995, including the training of peace-promoters who will work in the areas of education, culture, communication, environmental protection and citizenship training with an emphasis on working with youth, women and demobilized soldiers. A set of long-term projects to be submitted to donor agencies is being elaborated through workshops involving both governmental and non-governmental organizations.

44. In **Honduras**, local forums for a culture of peace have been held in a number of regions in preparation for a National Culture of Peace Forum expected late in 1995. The UNESCO office in Costa Rica and the Culture of Peace Programme will be assisting in this effort. These forums originated as an initiative of the Honduran armed forces, concerned to deal with the roots of the military conflicts that have beset the nation. More recently the initiative has been taken by the Ministries of Culture and External Relations.

45. In **Somalia** with the withdrawal of the United Nations forces at the beginning of 1995, it was felt that urgent action was needed to refocus attention on the plight of the Somali people and to support their efforts to mobilize for a culture of peace. As a result, UNESCO organized, with the help of the Yemen National Commission for UNESCO, a symposium on the culture of peace for Somali intellectuals which was held in Sana'a Yemen in April 1995. The debate addressed three themes; rebuilding Somali society; rehabilitating the Somali State; and reintegrating Somalia in the international environment.

D. Initiatives of Member States

46. In addition to the national culture of peace programmes, there are many other related national initiatives. Only a few are described here, but it is hoped that this will inspire other Member States to provide information about ongoing activities or to initiate new activities which promote a culture of peace.

47. With the visit of President Fidel Ramos to UNESCO in September 1994, an agreement was reached for UNESCO support to a **Philippine** National Culture of Peace Programme. This programme complements the peace process that has been developing since the election of President Corazon Aquino in 1986. The Philippine peace process, in addition to negotiations with the various armed opposition groups, has included systematic consultations with the Philippine people to determine their views on the roots of conflict. From this the government has committed itself to a process called "six steps to peace". While the six steps concentrate on changes in social structures and social interactions, the Philippine Culture of Peace Programme complements them by focusing on the transformations of concepts, values, attitudes and perspectives which influence behaviour and structures.

48. A dialogue between UNESCO's Culture of Peace Programme Unit and the Philippine Office of the Presidential Advisor on the Peace Process contributes to the enrichment of each. During 1994, the Executive Director of the Philippine Office contributed to the First International Forum on the Culture of Peace in San Salvador and to the First Consultative Meeting of the Culture of Peace Programme in Paris, while the Director of the UNESCO Programme visited the Philippines and toured the country to observe the peace process.

49. In triumphing over the Apartheid system, the **South African** people, led by Nelson Mandela, chose a way of peace. They engaged the entire country in an unprecedented process, which began with the signing of the National Peace Accord in September 1991 and extended through elections in April 1994 and the establishment of a government of national unity. At the heart of the Peace Accord was the work of the regional and local peace committees which directly engaged people in conflict management on a grass-roots level throughout the country. In view of their personal roles in the peace process, Nelson

Mandela, leader of the African National Congress, and F.W. de Klerk, President of South Africa, were awarded jointly the Nobel Peace Prize in 1993. Prior to that, in February 1992 they received jointly the first Houphouët-Boigny Peace Prize at UNESCO.

50. UNESCO supports the South African peace process through a UNESCO Chair at the University of Durban Westville carried out by ACCORD, the African Centre for the Constructive Resolution of Disputes. Actions include the establishment of a school of preventive diplomacy with a curriculum and handbooks to train university students, diplomats and NGO staff from the countries of the Southern African region. The Culture of Peace Programme Unit took part in the African Conference on Peacemaking and Conflict Resolution which was sponsored by ACCORD in Durban in March 1995.

51. Faced with a national crisis and a stagnation of the democratic process, the Government of the **Congo**, in cooperation with UNESCO, held a National Forum on the Culture of Peace in Brazzaville in December 1994. The Forum was seen by its participants, who represented all political parties and sectors of the civil society, as an important moment in the political life of the country, marking the beginning of a process of reflection and collective action for peace and development. The participants recognized "the absolute necessity of taking urgent measures to sustain the will for peace" and endorsed an immediate action programme to reorganize the armed forces and police, to disarm paramilitary forces, and to rehabilitate the judicial services of the country.

52. Heads of state and government from the neighbouring countries of Central Africa attended the Congo Forum and added their weight to the importance of its decisions. Among the leaders present, in addition to the Director-General of UNESCO and the President of the Congo, were the Presidents of Burundi, Gabon, Equatorial Guinea, the Central African Republic, Rwanda, Sao Tome & Principe and the Prime Minister of Tchad and President of the Economic and Social Council of Cameroon. The leaders signed a Communiqué of Chiefs of State and Government of Central Africa in which they affirmed their commitment to dialogue and consensus and their adherence to a culture of peace as defined by UNESCO.

53. The culture of democracy and culture of peace were developed as themes by UNESCO at the International Colloquium on the Democratic Transition held in **Haiti** in July 1995. The colloquium was sponsored by the President of Haiti, the Minister of Culture and the various United Nations organizations present in the country, including UNESCO. The recommendations will serve to stimulate future actions of UNESCO in Haiti on education for human rights and democracy.

54. "It is the duty of everyone to work without delay to invent peace or the culture of peace" - with these words, the President of **Côte d'Ivoire** opened a seminar on the culture of peace, sponsored by the National Commission for UNESCO and the UNESCO regional office in June 1995. The seminar united representatives from neighboring countries, as well as from Côte d'Ivoire in reflecting how religious and political leaders, the media, women and youth can be enlisted in the quest for a culture of peace in the sub-region.

55. **Costa Rica**, making use of its example as a country that abolished a standing army a half century ago, is planning to consolidate programmes of a culture of peace through a pilot project for Learning Without Frontiers. This project is designed to build a base on

which modern information techniques can help identify and resolve poverty and associated problems of people living in rural and marginal-urban areas.

56. In cooperation with the UNESCO Culture of Peace Programme Unit the **Sudanese National Commission** for UNESCO convened in April 1995 a regional seminar for the culture of peace. The seminar, opened by the President of the Republic, also included the Director-General of UNESCO, the Secretary-General of the Organization of African Unity, and delegations from Djibouti, Somalia, Ethiopia, Uganda and Central Africa. In four days of discussion, the participants considered the experience of various culture of peace programmes, the efforts for peace by the Sudanese, the role for peace of key social groups, including youth, women, and prominent public figures, and the outlines of an "education-for-peace" programme.

57. **Bulgaria** is undertaking a number of activities to promote a culture of peace and stability in Southeast Europe. These include annual roundtables of intellectuals, creation of archives for folklore of all the peoples of the region, and a UNESCO Chair at the University of Sofia for human rights and civic education.

58. In order to deepen democracy and enhance a culture of peace, the **Malawi National Commission** for UNESCO, in coordination with national organizations of Catholics, Protestants and Moslems, is conducting initiatives of civic education during the present period of transition from one-party rule to multi-party democracy.

59. Responding to the urgent situation of violence - including that of narcotics trafficking - the Ministry of Education of **Colombia**, with the assistance of UNESCO, launched in 1993 an investigation, "the construction of a culture of peace." The results of the study, which made clear the roots of both violence and peace, were followed up by a workshop in 1994 sponsored by UNESCO with teachers of the Associated School Project. The participants elaborated a series of projects which are now being carried out in the school systems of the country. They include programs of innovative pedagogy which develops skills of citizenship in students through their participation in the learning process as well as programmes which give the students the tools for promoting peace outside of school and in the world at large.

60. The **Austrian National Commission**, in collaboration with representatives of universities and peace research institutions, established the European University Center for Peace Studies in 1989 to contribute to the development of a global culture of peace through training and improving individual capacities in peacemaking and conflict resolution. With support from UNESCO, the Centre offers 3-month postgraduate programmes, including some sixty courses in Peace and Development studies to students from all over the world, including at least half from developing countries.

61. National Commissions for UNESCO are active in many countries to promote a culture of peace. Many of these initiatives, which are too numerous to be listed here, have been undertaken with member schools of UNESCO's Associated Schools Project. Others have been undertaken in the context of the United Nations Year for Tolerance, for which UNESCO is the lead agency. It is our expectation that the activities and experiences conveyed to the programme by National Commissions will be shared within the information network.

III. TOWARDS A GLOBAL MOVEMENT AND VISION

62. Just as the focus for a culture of peace is now expanding within UNESCO from a Programme to a Transdisciplinary Project, so, too, it has expanded far beyond the boundaries of the Organization to involve other agencies and organizations. Central to this development is the United Nations itself.

63. Recognizing that the United Nations and its specialized agencies are vital partners in building a culture of peace, UNESCO's Culture of Peace Programme Unit has from its inception systematically kept in touch and worked with them. The initial draft of an action programme, developed in response to the request of the Executive Board, was sent by the UNESCO Director-General with a request for comments to the UN Secretary-General Boutros Ghali in February, 1993. The UN Secretary-General responded with an invitation to UNESCO to work together in a coordinated fashion with all other United Nations agencies and organizations on the peace-building challenges outlined in *An Agenda for Peace*. He pointed out that "the concept of peace-building is complex and can apply to pre-conflict, conflict, and post-conflict situations."

64. Since that time, the Culture of Peace Programme Unit has taken part in numerous meetings and joint actions with the UN, its specialized agencies and individual staff, both in the context of the national culture of peace programmes and in global and specialized conferences. These include a presentation of the Programme to the annual UN conference for non-governmental organizations and active participation in the UN meetings for the continuum of relief to development. In its preparation for the Fourth World Conference on Women, the UN Division for the Advancement of Women took up as a theme the "transition from the culture of war, which now prevails, to a culture of peace."

65. Speaking recently to the Global Diversity Conference in Australia, UN Secretary-General Boutros-Ghali called the building of a culture of peace "perhaps the most urgent task facing us today." He said "this purpose is at the heart of the great historical enterprise that is the United Nations. The *raison d'être* of the United Nations is to foster the integrity of cultures and upon this basis, to promote information, dialogue, understanding and cooperation among the peoples of all the world's diverse cultures. Upon this foundation, the United Nations can proceed toward the realization of the three pillars of a global culture: a culture of peace; a culture of development; a culture of democracy". The Secretary-General singled out the Culture of Peace Programme in El Salvador as a model for post-conflict peace-building.

66. In the framework of the culture of peace UNESCO is also working with many inter-governmental agencies such as the Organization of American States, Organization of African Unity and the Commonwealth Secretariat on projects including meetings for a culture of peace with Latin American military leaders and the study visits and reflection by the Mozambique Assembly of the Republic mentioned earlier.

67. Perhaps the most extensive work for a culture of peace is being accomplished by non-governmental organizations throughout the world. Every day the Programme is contacted by individuals and organizations who are taking actions that promote a culture of peace and who are seeking to link up with others from around the world with similar goals and

experiences. In many cases the Culture of Peace Programme Unit is requested to provide advice and support to these efforts which give the Programme a multiplier effect throughout the world.

68. The extent of spontaneous activities for a culture of peace by non-governmental organizations confirms the expectation that the culture of peace is becoming a global movement in which every person can find an important role to play. In order to facilitate and inform this global movement, the Culture of Peace Programme is developing an information and networking system. Data about their activities is entered into a computerized system, and will be used in periodic publications, including a newsletter which is expected to be sent out twice or three times a year. The Programme also disseminates information on its own activities, including a brochure and occasional publications and reports.

69. The information and networking task is seen as essential, because in the final analysis, the task of constructing a culture of peace is accomplished by the work of thousands of individuals, operating on their own or through some institutional structure, acting on the basis of their own consciousness. For this consciousness to come about, information, vision and a sense of purpose and optimism are crucial. It is here, in the minds of men and women, that the foundations for a culture of peace are constructed.

70. The General Conference may wish to adopt a resolution along the following lines:

The General Conference,

1. Recognizing the promotion of a culture of peace as the expression of the fundamental mandate of UNESCO 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 the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations."*
2. Recalling decision 5.4.2 of the Executive Board, adopted at its 140th session, inviting the Director-General to submit an action programme aimed at promoting a culture of peace,
3. Recalling the extensive discussion and strong support devoted to the programme at the twenty-seventh session of the General Conference and its incorporation into the Programme and Budget for 1994-1995,
4. Recalling the establishment of the Culture of Peace Programme by the Director-General in his note DG/Note/94/10 of 11 February 1994,
5. Takes note of the Report on the Actions to Promote a Culture of Peace,
6. Welcomes initiatives taken by the Director-General during the preceding biennium which have led to innovative methods for the prevention and peaceful management of conflicts and the promotion of a culture of peace to help to consolidate peace and democracy in Member States involved in a process of national reconciliation and reconstruction,

7. Recognizes the promotion of a culture of peace as an essential and guiding objective of the UNESCO medium-term strategy for 1996-2001,
8. Invites the Director-General to increase the intellectual and technical support to member states for national programmes and initiatives for a culture of peace in UNESCO's fields of competence;
9. Recognizes and recommends initiatives promoting a culture of peace by the Member States.