

Editor

Intersectoral Platform for a Culture of Peace and Non-Violence, Bureau for Strategic Planning

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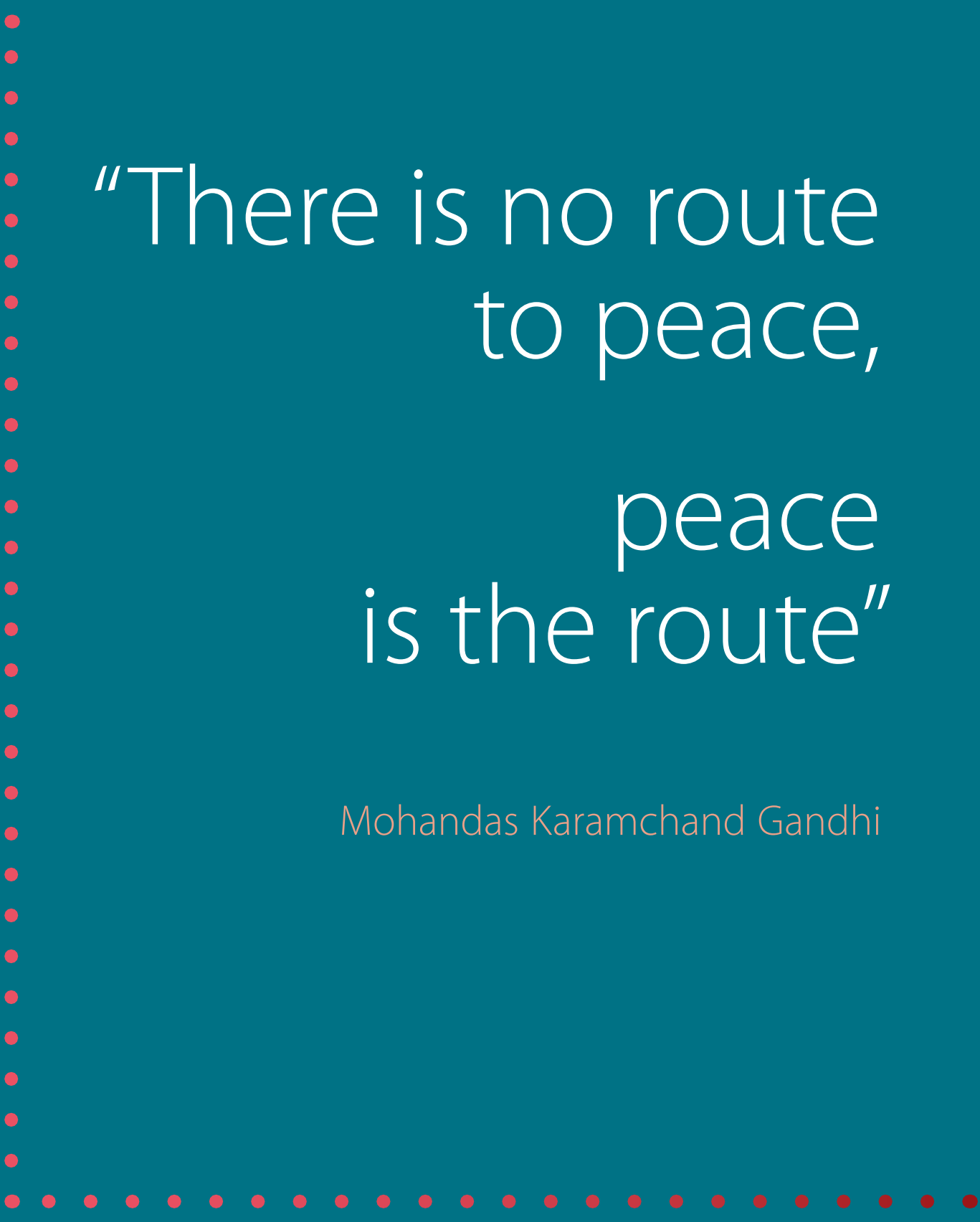
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“There is no route
to peace,
peace
is the route”

Mohandas Karamchand Gandhi



“Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed”

These lines open UNESCO's Constitution, and they have lost none of their power in a world buffeted by change, where violence remains an everyday reality, where culture is under attack and where discrimination and intolerance remain rife.

To be sustainable, peace must start with the dignity of every man and woman. It must be nurtured through the enjoyment of their rights and the fulfilment of their aspirations. Peace is a commitment to a better future that starts today, on the basis of shared values, through dialogue, tolerance, respect and understanding. This is the foundation upon which to build everyday peace in our neighbourhoods and cities, within our societies and between countries.

For UNESCO, this must start with access to quality education for all, especially girls and women, as a breakthrough strategy for sustainable development. It must make the most of the creativity and innovation that comes from cultural diversity and from promoting our shared heritage. Peace must build on concerted efforts to harness the power of the sciences for the benefit of all societies. It must advance the right of every man and woman to speak out and be heard.

These conclusions rang out clearly during the Leaders' Forum that UNESCO held with Heads of State and Government during the 36th session of its General Conference in November 2011. The *United Nations Conference on Sustainable Development*, held in Rio de Janeiro in June 2012, reaffirmed the vision that lasting peace and sustainable development are two sides of the same coin. Development is not sustainable if societies are not at peace with themselves and their neighbours, or in balance with the planet. Peace cannot be lasting if billions of people remain deprived of economic, social and environmental justice. Sustainability must be the guiding principle for peace and development in the century ahead.

Peace is not an abstract concept, whose success can be decreed. It concerns individual women and men, girls and boys. Everyone must have the right to imagine a better future and the ability to shape reality to their aspirations. These are the objectives of the Millennium Development Goals and the stakes for the global sustainability to follow. This is UNESCO's mission, and our message on 2012 *International Peace Day*.

Message from Ms Irina Bokova, Director-General of UNESCO

on the occasion of the International Day of Peace, “Sustainable Peace for a Sustainable Future”;

21 September 2012



2. Culture of Peace and Non-Violence

Positive values, attitudes and behaviours for everyday peace

At the end of the Second World War, many institutions and values had to be reconstructed. Hence, the idea of engaging, particularly in Europe, in a “Marshall Plan” to rebuild, in the service of peace, the educational, scientific, cultural and communication institutions destroyed by the war. When newly independent States burst onto the international stage at the end of the decolonization process (from the early 1950s to the late 1980s), emphasis was placed on the fight against discrimination, racism and apartheid and the attainment of nationhood. In the early 1990s, when it became clear that the nature of wars was changing and that they were also becoming internal conflicts, the emphasis shifted to the post-conflict consolidation of peace. National “culture of peace” programmes, drawing on combined action in the Organization’s fields of competence, were tried out in countries such as El Salvador, Mozambique, Cambodia, Rwanda, South-East Europe, immediately after the conclusion of peace agreements, to consolidate the frayed institutions and human relationships. At the dawn of the 21st century, new aspirations for democracy, dignity and freedom have raised in different parts of the globe, in particular in the Arab world.

The concepts used to shape this common aspiration of humankind have evolved alongside changes in the international landscape. In this regard and in a rather chronological manner, the terms of “tolerance” (1995), “culture of peace” (2000), “dialogue among civilizations” (2001), “intercultural and interreligious dialogue” (2007) and more recently “rapprochement of cultures” (2010) were used to translate the universal quest for lasting peace into a conceptual, political and programmatic approach. Nevertheless, the one of “culture of peace” for which the “International Year for the Culture of Peace” (2000) and an “International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) were proclaimed with UNESCO as UN lead agency, remains a primary mobilizing concept as it encompasses, inter alia, respect for diversity, dialogue, human rights, gender equality, citizenship and democratic participation to achieve international security.

Peace is more than the absence of war, it is living together with our differences – of sex, race, language, religion or culture – while furthering universal respect for justice and human rights on which such coexistence depends. Therefore, peace should never be taken for granted. It is an on-going process, a long-term goal which requires constant engineering, vigilance and active participation by all individuals. It is a choice to be made on each situation, an everyday life decision.

Hence, the culture of peace and non-violence involves a holistic awareness of the changing world in which we live. It prompts us to reconsider the fundamental principles of humanity by highlighting what binds cultures and societies to each other and from within.



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In its essence, the culture of peace and non-violence is therefore a commitment to peace-building, mediation, conflict prevention and resolution, peace education, human rights education, education for non-violence, tolerance, acceptance, social cohesion, mutual respect, intercultural and interfaith dialogue and reconciliation, together with development considerations. It is a conceptual as well as a normative framework envisaged to instill in everyone a global consciousness and firm disposition to dialogue. The culture of peace is a collective attempt to create paths for harmonious coexistence, and regain the capacity to think about peace and order as dynamic forces of social, economic and political life, which endure through myriads of actions inspired by mutual respect and sincere attachment to non-violence.

Given its mandate and its experience, UNESCO has been designated by the United Nations General Assembly as lead agency for the implementation of all resolutions related to the “culture of peace”, defined as consisting **“of values, attitudes and behaviours that reflect and inspire social interaction and sharing based on the principles of freedom, justice and democracy, all human rights, tolerance and solidarity, that reject violence and endeavour to prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation and that guarantee the full exercise of all rights and the means to participate fully in the development process of their society”** (A/RES/53/243).

This conceptual and institutional framework gave rise to thousands of activities worldwide. To do so, UNESCO is engaging Member States, civil society, intellectuals, scientists, artists, media professionals and the public at large to value and practice the culture of peace as an ethical imperative to reach across all kinds of barriers.

“In our increasingly diverse societies, it is essential to ensure harmonious interaction among people and groups with plural, varied and dynamic cultural identities as well as their willingness to live together. Policies for the inclusion and participation of all citizens are guarantees of social cohesion, the vitality of civil society and peace. Thus defined, cultural pluralism gives policy expression to the reality of cultural diversity. Indissociable from a democratic framework, cultural pluralism is conducive to cultural exchange and to the flourishing of creative capacities that sustain public life”.

*UNESCO Universal Declaration on Cultural Diversity,
Article 2, “From cultural diversity to cultural pluralism”*



4. The Programme of Action for a Culture of Peace and Non-Violence: charting the way towards everyday peace



Today, peace requires ever more active investments, enlightened leadership, powerful educational values and a progressive media world. Every one and each of these constitutes a requirement relevant to the mission of UNESCO. The Organization's longstanding commitments to the development of education and sciences, the enrichment of cultural creativity, heritage and cultural futures, including a vibrant and peace-oriented global media structure, can in fact be seen as UNESCO's contribution to world peace as active, flourishing and sustainable.

It is in this spirit that the UNESCO Programme of Action for a Culture of Peace and Non-Violence rethinks strategies and operational modalities. It aims to draw benefits from cultural diversity, respectful of human rights, while providing individuals and societies with the skills and tools for living

together in harmony. These strategies and modalities are tailored to the requirements of an era of social transformations marked by fluidity, complexity, uncertainty, calling for new articulations between cultural diversity and universal values. In a world of intricate interdependencies, where a conflict anywhere can spread conflict everywhere, it becomes urgent to understand that peace can disappear suddenly, even in countries where it has a long-standing tradition. Lasting peace rests on a complex and fragile web of daily practices embedded in local settings and the most ephemeral encounters that individuals and communities creatively maintain out of the conviction that they constitute the sustainable conditions for living together in dignity and shared prosperity.

As a consequence, peace should be more and more recognized as the cornerstone of all people's daily lives both in terms of prevention and reconciliation, particularly in contexts characterized by social and economic unrest, ethnic or religious hostility, post-conflict situations, contested electoral processes, and other forms of violence-prone environments. Addressing those situations through activities at the global, regional, national and local levels, a culture of peace has the potential to result in everyday peace, a peace crafted by all members of societies.

In other terms, everyday peace is not minor, piecemeal or ephemeral. It is peace practiced, peace contributing to the fabric of daily life, peace understood by individuals living in the real world. It is not foreign to policy or strategy; it is a reference point, a resource and a compass for large-scale efforts to build lasting peace. States and multilateral organizations must guarantee that security, justice, shared prosperity and stability prevail. Yet, large-scale efforts cannot translate into sustainable peace if people in their daily and local settings do not put into practice the principles connected to a culture of peace. These include, inter alia, democratic governance of cultural diversity respectful of human rights and intercultural dialogue, civic engagement and pluralism conducive to conviviality and solidarity, dignity and justice enabling harmony and mutual understanding to blossom.

In this regard, the following principles which underpin sustainability have to be taken into account:

▶ ***Everyday peace is not the mere absence of war, conflict or violence***

People tend to think of peace as a lack, absence or cessation of the conditions opposed to it, those of conflict, war and disorder. Thus our approaches to peace-making are largely *post facto* approaches, characterized by a focus on reconciliation, negotiation, forgiveness and mediation. Due to this habit, we have lost the capacity to think about peace and order as active characteristics of social life, which are maintained in their own right by many daily conventions of tolerance, understanding and willingness to reduce friction. A much deeper study of the nature, variety and viability of these practices is needed, so that an archive of techniques for cooperation, which is the only sure guarantee of peace, can be built.

▶ ***Everyday peace is an active and collaborative social project***

From this insight, it follows that peace in everyday life is the product of collaboration, and is not the result of individual dispositions or private moral convictions. Peace emerges as a virtue in the midst of collaborative and cooperative social projects, whether these are about livelihood, kinship or hopes for a better life. Typically, children learn the virtues of cooperation and collaboration through collective activities, which in the earliest years of childhood are to be found in class-rooms, games and sports, where competition is necessarily regulated and does not encourage the degradation or destruction of the opponent. Schools, play and games, seen as universal human spaces of creativity, competition and aspiration, need to be looked at more closely as sources of best practices in regard to the human experience of controlled competition.

▶ ***Everyday peace is closely tied to the perception of fairness in the social contract***

Practices of everyday peace do not exist in a social vacuum. They thrive under certain conditions of social well-being and the most important of these is the condition that fairness is seen as a primary and non-negotiable feature of social life. No human society can exist without an underlying ethic of fairness. Its contents and application may vary. Nevertheless the idea that a given distribution of goods is or is not fair can be discerned in every human society and throughout human history. It may express itself in ideas about wealth, or honour, or status or power. But it is always present as a measure and marker of what is and is not acceptable. Thus, it is essential to examine the various ways in which circumstances can create a “tip-over” or “threshold” effect, in which the absence of fairness leads to a general cynicism about collaboration between different groups within a society.



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► *Everyday peace begins in domestic and community life, not solely in the high corridors of power and diplomacy*

Our thinking about everyday peace is often excessively biased in favour of high-level diplomacy, state-based conflict resolution and global sanctions and incentives. These biases have limited our willingness to closely examine, support and nurture the domestic and community spheres as sites where the habits and resources for building peace are primarily based. It is widely known that in times of war, crisis and conflict, women and children are the primary victims, but it has been less widely understood that women and children are also natural peace-makers in times of stress and violence. The links between state-level initiatives and domestic practices that support everyday peace also require the strengthening of intermediate institutions such as schools, local governments, regional news media and universities.

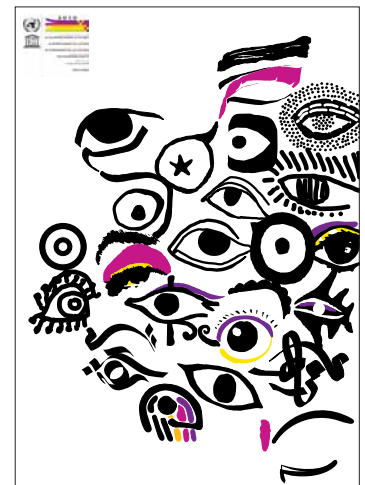
► *Everyday peace and economic development are both complementary and reciprocal social conditions*

Economic development, especially when it is socially responsible and inclusive, widens the willingness of ordinary people to live with the friction and conflict that is endemic to all social life. It habituates people to small adjustments, minor accommodations and modest risks in the good faith of their others. These minor investments are the best guarantee against the success of demagogues, and the propaganda of fundamentalists of all kinds to drive people to war over cultural differences. Typically the profits of war benefit the few, whereas its costs are borne by the many.

Today, sustainable development calls to rethink our relationship to the environment, the economy and society bearing in mind that the emerging and future challenges of humankind do require collective responses. These imply the kind of solidarity that can result only from a culture of peace, non-violence and dialogue which condenses “that which binds” cultures and societies to each other and from within. In turn, a culture of peace fosters sustainable development since it is aimed at helping people cope resiliently and creatively with ethical, cultural, political, environmental and other social transformations.

► *Everyday peace is never automatic, permanent or self-maintaining*

Peace should never be taken for granted. Peace is not merely the absence of war signalled by the silence of the arms and the signing of treaties: peace is possible only if its underlying values are appropriated by individuals and communities so as to live together accepting differences of culture, gender, religion, ethnicity and language. To obtain such lasting peace, it must be supported by a firm commitment to non-violence, dialogue and tolerance. In other words, lasting peace stems from a culture of peace, a collective and individual ethos animating spontaneous as well as reflexive behaviours conducive to tolerance, openness and dialogue.



Culture of Peace and Sustainable Development, two sides of the same coin

To address these challenges holistically, we need to promote an effective “intellectual and moral solidarity” whereby humanity can achieve lasting peace and shared prosperity. From that perspective, the culture of peace recommends itself as the main strategic focus of UNESCO, along with sustainable development, both of which form two sides of the same coin. Peace has often been seen and portrayed as being the essential condition of sustained prosperity and prosperity itself, when shared, as fostering peaceful environments (see illustration). Everyday peace and sustainable development create a virtuous cycle in which peace and economic development strengthen and widen each other’s credibility, viability and sustainability. Every day peace and inclusive economic growth have a dynamic and reciprocal relationship which is far more than a matter of being compatible enabling conditions.



Eirene (Peace) is said to be the daughter of *Zeus* and *Themis* (“divine law”), the sister of *Eunomia* (Rule of law) and *Diké* (Justice). She holds the infant *Ploutos* (god of prosperity and abundance)

© Munich Glyptothek

... I speak of peace, therefore, as the necessary rational end of rational men. I realize that the pursuit of peace is not as dramatic as the pursuit of war and frequently the words of the pursuer fall on deaf ears.

But we have no more urgent task. ...

... I am not referring to the absolute, infinite concept of peace and good will of which some fantasies and fanatics dream. I do not deny the value of hopes and dreams but we merely invite discouragement and incredulity by making that our only and immediate goal.

Let us focus instead on a more practical, more attainable peace,— based not on a sudden revolution in human nature but on a gradual evolution in human institutions—on a series of concrete actions and effective agreements which are in the interest of all concerned. There is no single, simple key to this peace—no grand or magic formula to be adopted by one or two powers. Genuine peace must be the product of many nations, the sum of many acts. It must be dynamic, not static, changing to meet the challenge of each new generation. For peace is a process, a way of solving problems...

President John F. Kennedy: Commencement Address at American University, June 10, 1963

4.1 The strategic horizon

The Programme of Action aspires to make everyday peace a tangible reality for all. At present, where new global challenges and threats are multiplying and undermining humankind's cohesion, the Programme offers a fresh opportunity to reaffirm that humanity is one, plural, interdependent and fragile; it recognizes the tension between universality and particularism, cultural identities and citizenship and response to the need for a new humanism and ethics.

Objectives

- Rethink the dividends of cultural diversity, as benefits of a continuous exchange between cultures;
- Promote the principle of learning to live together, the challenging art of unity-in-diversity conducive to lasting conviviality;
- Give a special emphasis to the empowerment of young women and men who, nowadays, have unimagined possibilities of access and participation in global conversations (i.e.: through ICTs and social media).

More particularly:

- Develop a new political, conceptual and programmatic approach in favour of a strong commitment by States and civil society to nurture "everyday peace" involving women and youth;
- Improve the world's global understanding and deconstruct preconceived ideas by placing emphasis on the future as a humanistic aspiration, by establishing, for example, guidelines for a global curriculum on shared values;
- Promote a global movement in favour of the ideals and practice of a culture of peace and non-violence with emphasis on youth civic engagement and democratic participation through the creation of "hubs of peace", for example.

Expectations

- Fundamental principles of peace universally shared, appropriated by all cultures and mainstreamed into public policies;
- Tensions between universality and particularism, cultural diversity and human rights, cultural identities and citizenship, in a globalized world, analyzed and better understood;
- The ideal of everyday peace conceived as a living experience – not only in periods of conflict but also in ordinary times – widely promoted.

The benefits of cultural diversity are not automatic. Indeed, in order to be effective, these benefits rely upon the relationship between cultural diversity and intercultural dialogue, as the latter is a driving force for creative change. However, this relationship can only become fruitful if cultural diversity:



- **Encourages internal reflexivity** as a space to perceive the possible gaps or deficits in one's own cultural system. Indeed cultural diversity must incorporate a certain degree of epistemological multiperspectivity, that is, recognition that there are other legitimate ways to see the world than one's own.

- **Strengthens the capacity for living together in conviviality.** This capacity cannot be taken for granted, it must be consciously encouraged and nurtured. To be convivial requires the willingness to build partially shared social worlds – of work, politics, leisure and information – with people who may not share the same cherished cultural assumptions. This is an elementary requirement for practical, daily cultural pluralism.

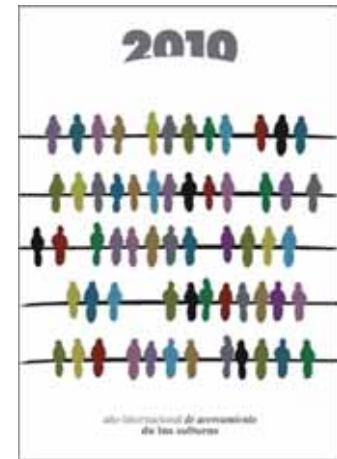
- **Supports willingness to change one's cultural horizons,** engage in creative adaptation and anticipation, which are also not to be taken for granted. Where there is openness to creative transformation within a cultural system, possibilities for new ways of learning and living together can emerge.

Only under these circumstances can the virtuous cycle between cultural diversity and intercultural dialogue be established, becoming beneficial to all. This way of considering cultural diversity and its corollary intercultural dialogue provides new arguments and fresh energy to address the challenges of contemporary plural societies.

We need to consider the following strategies at the local, national, regional and international level:

- **A new institutional strategy.** The establishment of national mechanisms on sustainable diversity and dialogue to suggest appropriate policies based on intercultural solidarity to address multicultural tensions. These mechanisms should be appropriately funded and mandated so that they can assess legal feasibility, identify partners and strengthen consciousness on the need for the whole society to adopt a creative adaptation.
- **A new communication strategy.** The creation of new mechanisms of public debate, opinion-formation, and consciousness raising which highlight the links between national and international policy about sustainable diversity and dialogue and their benefits for the whole society which are neither automatic nor evident.
- **A new political strategy.** The development of explicit links between the organizations devoted to cultural diversity and intercultural dialogue (mainly to be found in civil society) and the organizations devoted to sustainable development and peace (also to be found both between and outside the State, in NGOs, social movements, voluntary organizations, etc.) to create a new institutional ecology for living together in conviviality.

Our shared responsibility is obvious: cultural diversity is a recourse that provides all voices with the opportunity to express themselves. These voices must be empowered and channeled through dialogue. It is only dialogue that can help building bridges and widen the potential of creating more just, dignified and meaningful lives for people everywhere, common concerns for the United Nations in general, and for UNESCO in particular.



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4.2 Main areas of action: the “soft power” of Education, Culture, Sciences, Communication and Information

The following areas of action are proposed, developed and coordinated by the Intersectoral Platform for a Culture of Peace and Non-Violence. Activities are led by one programme sector unit at Headquarters or at Field Offices level, in close cooperation with at the least one Sector and/or Field Office.

- **Improvement of the access to formal and non-formal education, with an emphasis on quality education for all**, education on human rights, cultural diversity, gender equality, the integration of marginalized groups and the strengthening of South-South and North-South-South cooperation, particularly through creating centres of excellence and innovation, with the support of the UNESCO Institutes and in cooperation with UNITWIN/UNESCO Chairs, the UNESCO Associated Schools, category 1 and 2 Institutes. Particular attention is being paid on the following components:
 - Revision of textbooks and improvement of learning materials, especially in history, taking into account the recent guidelines produced by UNESCO such as “On a Common Path – New Approaches to Writing History Textbooks in Europe and the Arab and Islamic Worlds: The case of the Mediterranean”, as well as work engaged under the pedagogical use of the General History of Africa Project;
 - Encouragement of online exchanges among public and professional communities in order to help stop violence;
 - Development of teacher-training handbooks on new intercultural competences with a view to fighting against intolerance, stereotyping, discrimination and violence in schools and beyond;
 - Promotion of exchange on education for peace, human rights and tolerance using ICTs and new social media networks.
- **Greater opportunities for research, networking and public debates illustrating exchanges and transfers between cultures**. This should be enhanced through exhibitions fairs and festivals, using new media technologies and tools that specifically foster linguistic diversity. Special emphasis is given to the development of learning and teaching materials to demonstrate the links between cultural diversity and human rights, including gender equality, which sometimes are in conflict. In this regard, a multimedia intercultural library as well as an anthology of universal literature promoting intercultural sensitivity and solidarity for both formal and non-formal intercultural education could be elaborated.

- **Contribution of the media and ICTs to change the perception of different cultures and religions.** A special emphasis is given to media as vectors for intercultural dialogue and media and information literacy programmes, training of journalists, including on conflict-sensitive reporting and choice of images, particularly training of young media professionals such as through the UNESCO Power of Peace Network. This is achieved through, *inter alia*, the promotion of dialogue on the Internet where numerous cultural and linguistic contents can circulate and be shared; co-productions fostering dialogue between media professionals from different cultures, particularly on sensitive issues.
- **Recognition of and respect for knowledge** – including traditional and indigenous knowledge – **which contributes to safeguarding biodiversity and to promoting sustainable development.** Pilot projects highlighting the place of science in the process of dialogue as a universal language are envisaged. For instance, activities underlying the importance of the history of science in raising awareness on the role of science for the rapprochement of cultures and its significance in helping to understand the close interconnection of science with the growth of civilization and the flourishing of cultures. The history of science and scientific thought should be regarded as an instrument for the new humanism which is celebrated every year on the occasion of the World Science Day for Peace and Development (10 November). Besides, an array of activities are conducted to promote knowledge in the fields of human rights, democracy, philosophy and intercultural dialogue, implemented to meet new challenges, especially in the light of recent events and social transformation that occurred in the Arab world.
- **Development of an interactive educational programme to stop violence in schools.** Using the UNESCO Associated School-Network (ASPnet) as an outreach tool, develop a model interactive educational programme for adaptation and implementation at local/community levels to stop violence and involving schools, including students and teachers, parents, the media and professional bodies. Students are the main actors in this exercise. Through interviews, testimonies, etc., they document on their own the problems inside/outside schools and possible solutions in working with parents, the media, police, municipal education boards, municipal administrators and councillors through online platforms and school-based activities.
- **Learning from the past: promoting dialogue for reconciliation and intercultural understanding.** Building on the experience of the on-going Transatlantic Slave Trade Education project and the Slave Route: Resistance, Liberty Legacy project, this activity continues to provide opportunities for networking and exchange to increase awareness and deepen knowledge about the causes, modalities and consequences of the Slave Trade and Slavery in order to work towards a future free from racism, discrimination and intolerance. A specific focus is given to increase interregional student and teacher exchanges via ICTs.

5. Translating the Culture of Peace into action

To help disseminate the positive daily values, attitudes and behaviours irrigating the culture of peace, UNESCO draws on all its assets and functions. While it can rightly be considered that all UNESCO's Programmes are conducive to the culture of peace, there is a real need to offer to UNESCO's stakeholders a consistent and holistic conceptual and operational framework on this core mandate, combining reflection and action. The Organization spares no effort in bringing continents, nations, communities and individuals closer together, taking into account the special needs and aspirations of women, young people, developing and least developed countries, primarily in Africa, as well as those of other groups of people and countries lacking access to the benefits of education, scientific knowledge, cultural life and tools for communication and information. Moreover, it seeks to widen spaces for dialogue by providing relevant knowledge, skills and tools with a view to fostering meaningful exchanges where people from different cultures can learn, understand and trust each other in a safe world for all.

To this end, genuine international cooperation and partnerships are being promoted in order to enhance human potential and capabilities for living together, in freedom and equality: formal and non-formal education preparing global citizens for their local and global responsibilities; the sciences as a common language to address the challenges linked to natural processes and social transformation; culture as a resource for nurturing dialogue and rapprochement, but at the same time for fuelling tension and conflict, if instrumentalized; communication and information as the very vector for the borderless interconnection of humankind.

In this regard, UNESCO is determined to strengthen its networks, notably the Field Offices, UNITWIN/UNESCO Chairs, and UNESCO Associated Schools, and its partnerships with key stakeholders including governments and their National Commissions (notably through the Participation Programme), Intergovernmental Organizations, chiefly in the UN system, as well as civil society and private actors.



Carl Fredrik Reuterswärd, Non Violence, 1992.

To best draw on the diversity and interrelatedness of its sectoral approaches, UNESCO implements the Programme of Action through an Intersectoral Platform for a Culture of Peace and Non-Violence. This mechanism has been specifically established to pool expertise and resources from the whole Organization, thus creating an effective instrument to operate holistically across all the fields of competence of UNESCO.

The following major projects are currently being implemented. Some of them were initiated by UNESCO field Offices, the “grassroots projects”, while others, the “flagship projects” were designed at the global scale, fully-financed by extra-budgetary sources.

Selected Grassroots Projects

To mainstream the values, attitudes and behaviours of a Culture of Peace and Non-violence in the daily contexts as well as in policy frameworks, a number of projects has been launched under the coordination of the Intersectoral Platform for a Culture of Peace and Non-violence both at global level from the Headquarters and at local level through UNESCO Field Offices and in close cooperation with various partners, including National Commissions.

Following a call for projects launched by the Bureau for Strategic Planning which coordinates all the Intersectoral Platforms, Field Offices and Sectors submitted 48 project proposals to the Intersectoral Platform for a Culture of Peace and Non-Violence, of which 9 were re-directed to other Intersectoral Platforms. The 38 proposals were distributed as follows: 31 came from Field Offices (Africa: 9, Arab States: 6, Asia and the Pacific: 7, Latin America and the Caribbean: 9) and 7 from Headquarters. A selection was carried out by an intersectoral steering committee. 17 projects were shortlisted, endorsed by the Programme Management Committee, and approved by the Director-General, for a total amount of US \$1,222,000. These projects are organized into 5 thematic clusters, aligned with UNESCO’s following strategic directions:

- i. Strengthening peace and non-violence through formal and non-formal education** to achieve intercultural skills such as empathy, spontaneous solidarity and hospitality reflecting the diversity of contemporary societies in an active, honest and lasting dialogue.
- ii. Fostering social cohesion and inclusion, pluralist and democratic participation and human rights**, notably through the empowerment of women and youth;
- iii. Harnessing the media and ICTs** to promote peace, non-violence, tolerance and intercultural dialogue;
- iv. Promoting heritage and contemporary creativity as resilience tools for building harmonious interactions** through dialogue;

- v. **Reinforcing the role of education, the sciences, culture, communication and information** in their capacity to create sustainable and inclusive knowledge societies in all the regions of the world.

In line with the areas of action adopted by the General Conference in its 36th session (November 2011), those projects have been organized into five strategic thematic clusters as illustrated in the diagram below.



A High-Level Panel on Peace and Dialogue among Cultures has been created by the UNESCO's Director-General in 2010 to reflect on the new dimensions of peace, tolerance, reconciliation and dialogue among cultures.

Its principal mission is to guarantee that UNESCO's message is heard throughout the world and to provide recommendations that will guide the Organization's action in that field while ensuring coherence and effective visibility to relevant programmes.

The Panel is composed of some 20 eminent persons from different regions of the world – intellectuals, artists and creators, business people and religious dignitaries – who serve in their personal capacity. It meets once or twice a year and is open-ended; its membership can be expanded according to the topics discussed. It has already met in 2010 on the occasion of the International Year for the Rapprochement of Cultures as well as in 2011 and 2012.

Peace education

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The 2011 EFA Global Monitoring Report has identified crisis and conflict as the major barriers to achieving the EFA goals and MDG 2. The report also underlined that armed conflict is robbing 28 million children of an education by exposing them to widespread sexual violence, targeted attacks on schools and other abuses. Indeed, over half of the children out of school live in conflict affected or fragility states.

Education remains a key priority to UNESCO's mission and mandate and is also an essential tool for the promotion of a culture of peace and non-violence.

Based on these facts, the **“UNESCO Global Initiative for Building a Culture of Peace through Education and Youth Empowerment”** project is designed under this unique intersectoral framework to ensure strategic actions in three targeted regions Asia and the Pacific, Latin America and the Caribbean and Africa.

In Africa, a priority for UNESCO and also a region with the highest incidence of violent conflict globally, the systematic promotion of education for peace and conflict prevention is becoming a vital necessity. With a focus on sub-Saharan Africa, the activities to be undertaken aim at drawing on the rich resources and diverse experience of UNESCO in this field by comprehensively mapping existing education for peace and conflict prevention resources. The results of the mapping will be available to all UNESCO colleagues, UN sister agencies and the wider public. The review will inform the development of a specific package of capacity support for key stakeholders including Ministries of Education, teacher training institutes etc. with a view to strengthening policy and programming.

- **Project coordinated by the Education sector, the Priority Africa Intersectoral Platform, Communication and Information, and Culture sectors in close cooperation with UNESCO IBE, IIEP Institute, PEERS, and the Bureaus of Addis Abeba and Dakar.**

Similar activities are planned in Asia and the Pacific region with a focus on conflict-affected, post-conflict or fragile States such as Afghanistan, Myanmar, Nepal, Papua New Guinea, Philippines, Timor-Leste and Uzbekistan. In Latin America where the phenomenon of violence in schools is dangerously increasing, the promotion of violence-free school environments is essential part of this project. National consultations on education for peace, democratic coexistence and human rights in selected countries as well as a systemization of programmes and innovative experiences in school life, culture of peace and violence reduction. Survey has been undertaken to study and document the situation of gender-based violence in schools of the region. Besides, peace as an everyday reality will not be effectively achieved without the full involvement of young students. To this end, stimulating contests as well as the production of newsletters enhancing the values of peace, tolerance, intercultural dialogue, respect for diversity are being initiated, notably through the UNESCO Associated Schools Network.

- **Project coordinated by the UNESCO Bureaus of Bangkok, Havana, Santiago and the Education, and Communication and Information sectors.**



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The role of science as a bridge to peace is central for UNESCO in order to demonstrate that the management of natural resources based on reliable scientific knowledge and information can help preventing potential conflicts. In this regard, effective governance to overcome litigious approaches in the use and allocation of natural resources becomes essential, both in national and transboundary contexts. It is therefore necessary to develop an integrated approach for the management of transboundary resources based on reliable scientific knowledge and information in order to avoid potential conflicts between neighbouring countries.



Scientific and cultural diplomacy: "Synthesis / Policy brief" case study of Lake Chad (Africa)"

Relying on the specific situation of the Lake Chad Basin where reduction of 90% of the water surface in the past 50 years has resulted in a decrease of natural resources and a large instability in its environment and complex ecosystems. Along with this reduction of available natural resources, the basin has experienced unprecedented population growth, estimated at 30 million, due to natural population growth and migration.

This situation is exacerbated by a juxtaposition of people and communities with very different experiences and practices vis-a-vis the environment. This results in more pressure on the natural resources that are essential for the shared border between the states of the Lake Chad Basin Commission (LCBC) composed of Cameroon, Niger, Nigeria, Tchad, Central African Republic, Libya.

This project aims therefore at using Lake Tchad Basin as a case study in promoting a regional integration in Africa through a concerted and sustainable management of renewable natural resources and a cross-border cultural and scientific cooperation in Biosphere Reserves and Sites protected by the World Heritage Convention. As such, it is important to establish, across the political boundaries of States, an appropriate strategy for resource management based on scientific evidence and socio-cultural data, to prevent the emergence of conflicts over resources.

This project seeks to:

1. Establish an «état des lieux» of the environmental, social and economic knowledge related to the Lake Chad in order to develop a Policy Issue Review focusing on the basin. This Policy Issue Review will be presented and disseminated through the Lake Chad Basin Commission to the countries involved in the basin and beyond, in order to raise awareness about this issue and bring forth concrete solutions;
 2. Strengthen the capacity of the LCBC and its partner institutions, in order to develop an action plan for the protection and sustainable management of transboundary resources of the Lake Chad, with the participation of representatives of governmental, non-governmental organisations and local communities;
 3. Set a roadmap for the development of a proposal for the inclusion of Lake Chad as transboundary Biosphere Reserve and World Heritage Site;
 4. Draft a project document to finalize the registration records (hydrological, biological, social and economic studies) in order to search for extrabudgetary funds.
- Project coordinated by the Priority Africa Intersectoral Platform with the Natural Sciences Sector in cooperation with the UNESCO Bureau of Yaounde and with the Culture and the Social and Human Sciences Sectors.

Mutual understanding through cultural heritage

Mostar bridge © UNESCO



Culture: a Bridge to Development is UNESCO's new global initiative proposed by the Director-General. It aims at promoting innovative and creative approaches enhancing culture as a bridge to sustainable social, economic and human development. It fosters creativity, cultural industries and cultural heritage in all its forms as powerful and unique tools for sustainable social, economic and human development, conducive to job-creation, social cohesion and mutual understanding. Finally it aims to create an ideal framework for improved regional and international cooperation and peace-building.

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Heritage and contemporary creativity as tools for building peace through dialogue in South East Europe

Within the UNESCO global initiative *“Culture: a Bridge to Development”*, the project *“Heritage and Dialogue”* has been initiated to learn from the past with a view to promoting dialogue for reconciliation and intercultural understanding within this region and beyond.

Involving 12 countries (Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Greece, Montenegro, Romania, Serbia, the Former Yugoslav Republic of Macedonia, Slovenia, and Turkey), this pilot-project is a first regional attempt for building the basis for peace and reconciliation through cultural heritage. It is articulated around three main sub-components:

1. Youth and Heritage, which aims at developing capacity-building modules and training courses for students and young professionals working in the field of management of cultural resources (including conservation/restoration), museums and management of World Heritage sites in the region;
 2. Learning history, building shared memories on the Holocaust which aims at establishing a permanent regional exhibit space within a renovated pavilion in the State Museum Auschwitz-Birkenau for 6 Ex-Yugoslav countries (Bosnia and Herzegovina, Croatia, Former Yugoslav Republic of Macedonia, Montenegro, Serbia, and Slovenia); and
 3. Travelling exhibitions and museums for intercultural dialogue which aims at supporting the setting up of a regional travelling exhibit, entitled “Imagining the Balkans”, as well as on Bodan Bogdanovic and the “history of Yugoslavia”.
- Project coordinated by the Culture, Communication and Information, and Education Sectors, in cooperation with the Venice UNESCO Office and the Sarajevo antenna.



The positive role that traditional and new media can both have in concretizing the culture of peace as a tangible reality to help communities live in harmony with their differences needs to be further promoted. To this end, new programmes on media and information literacy and capacity-building for professionals and relevant community stakeholders are developed to counter the appeals of violence and the spread of conflicts, specially in regions potentially exposed to such realities.



Interactive Community Media for a Culture of Peace and Non-Violence in South Sudan and Northern Uganda

Drawing on the breadth of UNESCO's mandate by integrating the Culture, Communication and Information and Education Sectors, this project is in line with the Organization's strategic priorities on Africa and Gender Equality and contributes to effective action to promote a culture of peace and non-violence, with a focus in post-conflict countries such as South Sudan and Uganda.

Emphasizing on the use of interactive multimedia platforms for building and promoting the values and principles of a culture of peace and non-violence, the multiplier effect of ICTs is used to empower the capacity of the communities in South Sudan and Northern Uganda to discuss peace, tolerance, intercultural dialogue, reconciliation and human rights; to connect leaders and citizens and to enhance debates among citizens, but also to strengthen journalists and community groups in reporting these issues meaningfully.

The multi-actor participation with the involvement of media organizations, citizen reporters and community groups and their capacity-building facilitates the dissemination of messages/methodologies/tools to be developed in various networks. This is particularly enhanced through gender sensitive assessment of traditional practices and oral expressions and their usage in education and peace-building through radio programmes, drama productions and advocacy radio spots.

- Project coordinated by UNESCO Bureaus of Juba and Nairobi, in cooperation with the Priority Africa Intersectoral Platform, the Communication Sector and the Post-Conflict – Post-Disaster Intersectoral Platform.

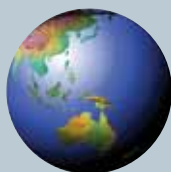
Empowering women and gender mainstreaming

Renmin University of China, Beijing, 2010
© USHS BEJ



A regional project for women's empowerment and gender mainstreaming for a Culture of Peace and Non-Violence in Asia and the Pacific has been initiated by the Beijing and Apia Offices. The activities planned are couched in the UNESCO's priority "Gender Equality" and are responsive to its commitment to the Millennium Development Goals notably on gender equality (MDG3).

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Strengthening the capacities of youth and young women for non-violence

This project will develop an interactive toolkit which will be used to disseminate information on laws, regulations, services, and important messages, and so on, to the target population group so as to enhance their knowledge, awareness, practices and attitudes towards violence in general, and specific forms of gender based violence that they are likely to encounter.

The UNESCO Apia Office focuses on violence against women in the Pacific in order to create an active advocacy network and policy tools to promote a culturally appropriate, balanced and human rights based view on "Gender" and "Culture" in the Pacific to create a Culture of Peace. Several cultural factors need to be addressed for the empowerment of women and violence against women in the Pacific. These factors include, among others, cultural norms and values, certain cultural practices, traditional justice systems, participation of women in decision making at all levels. By addressing cultural factors sometimes used as a justification of gender-based violence, this project aims to empower women and promote a Culture of Peace and Non-Violence in the Pacific in a culturally sensitive manner.

- Project coordinated by the UNESCO Bureaus of Beijing, Apia in cooperation with the Sector for Social and Human Sciences Sector and the Division for Gender Equality.

© Kypriotou, Maria



The Programme of Action for a Culture of Peace and Non-Violence places emphasis on the situations of women and youth, who are disproportionately hit by conflicts and global crises but who are often key vectors of a culture of peace. They should be equipped with the knowledge, skills and information necessary to cope with social, ethical, cultural, political, environmental and other transformations.

The project entitled *“Strengthening the empowerment of young women and men and their engagement, in particular in democratic processes, in order to promote intercultural dialogue and social inclusion”* has been developed and is implemented simultaneously in three regions through UNESCO Field Offices:

1. In the Arab States young women and men have taken part in the Arab Spring and are now waiting their right to full participation to be guaranteed and protected. Interventions in Yemen and Egypt on one side and in Tunisia on the other, will focus particularly on the evaluation and planning of citizenship education, including the adoption of a human rights-based approach by taken school as a whole (internal rules, etc.). As such, the schools’ framework and active learning methods become central while democratic values will be disseminated through innovative tools. In Lebanon, intercultural and inter-confessional dialogue in order to reconcile youth in a context of violence and conflict is at the heart of the interventions planned.
2. In Africa, the focus is on the mobilization of youth communities around the theme of citizenship and non-violence and their sensitization through ICTs and advocacy campaigns for violence-free elections, namely in Burundi, Ghana and Sierra Leone. In this context, stakeholder dialogues and the dissemination of peace messages through the media will serve to prevent violence before, during and after the elections.
3. In Latin America and the Caribbean, the focus is on the ways offered to youth to prevent them from engaging on the paths leading to violence. The prevention of violence should take place in schools but also in particular settings organized to offer a wide range of opportunities to youth, including non-formal education.

- Project coordinated by the Sector for Social and Human Sciences in cooperation with the UNESCO Bureaus in Rabat, Cairo, Doha, Beirut, San José, Accra and Bujumbura as well as the Division for Gender Equality.



Highlights from the High-Level Debate on building a Culture of Peace and Non-Violence

organized by UNESCO

on the occasion of 2012 International Peace Day
At the United Nations Headquarters,
New York, 21 September 2012

On 21 September 2012, on the occasion of the International Day of Peace, UNESCO organized, at the UN Headquarters in New York, a High-Level Debate on contemporary challenges and approaches to building a culture of peace, which is the *raison d'être* behind the very creation of the United Nations and UNESCO itself.

This High-Level Debate offered a remarkable opportunity to foster international reflection on contemporary challenges and possible approaches to promoting sustainable peace. Leading international personalities addressed the fact that peace should never be taken for granted, particularly in light of the present times when a conflict anywhere can ignite conflict everywhere. More than ever before, everyone, from governments to civil society, must recognize that authentic peace, in other words lasting peace, is more than the absence of war. It stems from the values, attitudes and behaviours inspired by a culture of democracy, freedom, equality, mutual trust, shared responsibilities, intercultural solidarity and human dignity, that is a culture of peace and non-violence. It requires active investments, enlightened leadership, powerful educational

values and a progressive media world. Those requirements are indispensable landmarks on the path to the sustainable

future for all that the United Nations have engaged into.

Tapping on the soft power of education, the sciences, culture and communication and information, it is the mandate of UNESCO to help chart the way forward to make peace an everyday reality for all. By catalyzing an international cooperation and reflection on issues that are key for the present and the future, the High Level Debate has furthered

the reflexion on peace and contributed, if modestly, to the long-term development of a global consciousness. The following quotes excerpted from the interventions at the High Level Debate could be read as some of the minute rivulets through which peace shall eventually be the mainstream component in the lives of all individuals and communities.

Entire texts of statements can be found at: <http://www.unesco.org/new/en/bureau-of-strategic-planning/themes/culture-of-peace-and-non-violence/events/high-level-debate-on-culture-of-peace/>





Irina Bokova
© UNESCO/Michel Ravassard

“UNESCO’s message is clear. Peace cannot be decreed through treaties – it must be nurtured through the dignity, rights and capacities of every man and woman. It is a way of being, a way of interacting with others, a way of living on this planet... We must adapt to a new environment. The roots of violence today lie less between States and more within them. In ever more diverse societies, passive coexistence is not enough. We need stronger public policies and dialogue to make diversity a positive force for respect and creativity. We need new skills, new forms of what I call ‘cultural literacy.’

Irina Bokova
Director-General of UNESCO



Ban Ki Moon
© Wolfgang Kumm/DPA/Maxpp

“We cannot let the voices of extremists dominate the debate and inflame tensions. We need voices of moderation and solidarity, reason and respect – especially from religious and political leaders. More than ever peace requires dialogue across societies, greater sharing among cultures and better communication with others. I urge this Assembly to combat misunderstandings by promoting common understanding based on the values of the United Nations.”

Ban Ki-moon
Secretary-General of the United Nations



Vuk Jeremić
© Ž. Jovanović

“Peace should be understood and practiced by people as a part of the fabric of daily life. It is more than just a set of policies or worthy initiatives. Although it is a basic human aspiration, we still need to develop a truly global consciousness that rejects violence and favors the peaceful resolution of disputes... That is why getting an education about the cultures of others is a precondition for dialogue about peace. Without such dialogue, societies which are being undermined by multiple global crises affecting the economy, the environment, food and energy, may fall victim to indifference and intolerance.”

Vuk Jeremić
President of the 67th Session of the United Nations General Assembly



Darkhan Myngbay
© Photo courtesy of pm.kz

“The main idea of today, International Peace Day, is a call to move beyond declarations and lip-service and engage in activities to ensure mutual understanding and trust, with the help of governments and NGOs. People can and must use all available means to move in that direction: temporary cease-fire agreements in areas of conflicts, meetings, conferences, round-tables, educational and youth exchanges, sports and cultural events, community service projects and art. These all are just a fraction of our true potential.”

Darkhan Myngbay

Minister of Culture and Information of the Republic of Kazakhstan



Leonel Fernandez

“The media, instead of being perceived as an instrument at the service of hatred and insult to human dignity and cherished religious beliefs, can become the ideal catalyst for peace, knowledge, understanding, solidarity and pluralism in a new world order characterized for being borderless, wireless and interconnected. It will depend on our ability and commitment to make it either “Brightnet.com” or “Darknet.com.””

Leonel Fernández

Former President of the Dominican Republic,
President of Global Foundation of Democracy and Development, FUNGLODE



Wole Soyinka
© Glen Cratty

“... there must be dialogue of frank, mature minds. Instant, comprehensive solutions do not exist, only the arduous, painstaking path of dialogue, whose multi-textured demands are not beyond the innovative, as opposed to the emotive capacity, of cultured societies. So let that moving feast of regional dialogues – which was inaugurated by former President Khatami of Iran in these very chambers – be reinforced, emboldened, and even-handed. The destination should be a moratorium, but for this to be strong and enduring, it must be voluntary, based on a will to understanding and mental re-orientation, not on menace, self-righteous indictments and destructive emotionalism.”

Wole Soyinka

Nobel Laureate for Literature in 1986, member of the UNESCO High Panel on Peace and Dialogue among Cultures, is among contemporary Africa's greatest writers. A Nigerian playwright, poet, novelist, and essayist. He has held several university positions and still lectures extensively



Arjun Appadurai
© TheSilentPhotographer

“How can UNESCO and its allies in states and in civil society, redress the balance between the viral and massive flow of information and disinformation in today’s world and the relatively poor development of the institutions of communication, in the sense of community and common humanity? This is no small challenge and it has always been a central part of the mission of UNESCO. A real effort to strengthen this radical basis for true communication will entail a new way of looking at education, information and mass media, in which genuine communication has a real chance of providing the basis for allowing ordinary people to distinguish between information and misinformation. ...Thinking about how to render this point of view into a detailed policy strategy could be one way of assuring that the new informational order is not allowed to degenerate into a random space of viral provocation and zero dialogue. This would be a first step towards addressing the asymmetry with which I began my comments, between the slow movement of messages of peace and the rapid circulation of violent and intolerant messages.”

Arjun Appadurai

Arjun Appadurai, contemporary social-cultural anthropologist focusing on modernity and globalization. He has held various professorial chairs and visiting appointments at some of top institutions in the United States and Europe. He is appointed Goddard Professor of Media, Culture and Communication, New York University



Jeffrey Sachs
© Ted Aljibe/AFP/GettyImages

I would say that if we do a differential diagnosis of those conflicts, we would find a single few causes. Poverty is the number one; it is a predictor of social conflict. Hungry people biologically, cognitively, organizationally, ideologically fight. And it is perfectly understandable why. A second cause to take note of is long-lasting dictatorships. Dictatorships are a problem of themselves, but when individuals decide that they own the State, not for years, but for decades, the end is almost always a violent end. One third reason is actually the resource curse, the paradoxical reason that if you have easily seizable resources, like oil or diamonds, that can be a cause of conflict. It is almost seemingly contradictory to poverty, but I can caution you that complex issues do not have simple answers. They can be contradictory, because they are many different ways that violence can occur. And a fourth area, which fortunately is not the main cause right now, but is the main risk perhaps, is the rivalry of great powers, because that could lead to ultimate destruction of the world.

Jeffrey Sachs

Jeffrey Sachs, American Economist, Director of the Earth Institute at Columbia University. Quetelet Professor of Sustainable Development at Columbia’s School of International and Public Affairs and Professor of Health Policy and Management at Columbia’s School of Public Health. He is Special Adviser of the United Nations Secretary-General on the Millenium Development Goals



Lakshmi Puri
© Ryan Brown

“The role, contribution and leadership of half of humanity in sustainable peace – 3.5 billion women and girls – is not only a matter of numerical logic, it also has an intrinsic value. Women play an important role and have particular skills in peace-making and peace-building. These are roles and skills they have developed over many years, as mothers, wives and caretakers for family members and the community.”

Lakshmi Puri

Deputy Executive Director of UN-Women,
the United Nations Entity for Gender Equality and the Empowerment of Women



Forest Whitaker
© SIPA

“Conflict itself is a transformative device, as long as we find solutions to the roots that gave rise to those conflicts. We have to reconcile and deal with the transformation conflict brings us, which can hopefully lead toward healing and stronger relationships with one another. Through our empathy toward others, we must never accept the notion that it is right to inflict harm on others, even if we disagree. As Dr. Martin Luther King Jr. said, “I have decided to stick with love. Hate is too great a burden to bear.”

Forest Whitaker

Forest Whitaker, award winning artist, has dedicated most of his time to extensive humanitarian work. In 2011, he was named UNESCO Goodwill Ambassador for Peace and Reconciliation for his personal dedication and work in the field of conflict resolution. He founded the Los Angeles based Peace Earth Foundation in 2012, and in partnership with Rutgers University, he co-founded of the International Institute for Peace under the auspices of UNESCO.



Nasser David Khalili
© Terry O'Neill

“I have come to realize that the only way we can tackle misinformation and misunderstandings between and about the three Abrahamic faiths is by approaching it at grass roots level. When it rains, water does not gather on the top of the mountain; you find it at the foot of the mountain. It has always been my belief that the real weapon of mass destruction is ignorance, and if ignorance is the problem, then surely education must be the solution.”

Nasser Khalili

Nasser David Khalili, scholar, philanthropist and art collector. UNESCO Goodwill Ambassador for the promotion of peace among nations through culture and education, he is co-founder and chairman of the Maimonides Foundation, a charity which promotes peace and understanding between Judaism, Christianity, and Islam.

Flagship activities

The following activities ensure global engagement, ownership and visibility. They are exclusively financed through extrabudgetary funds (Saudi Arabia, Denmark, Spain, Kazakhstan) and implemented as part of the Programme of Action for a Culture of Peace and Non-Violence.

South-South Philosophical Dialogue

By promoting South-South philosophical cooperation, UNESCO aspires to transmit to future generations a plurality of approaches and philosophical views, these from the southern hemisphere (Africa, the Arab region, Asia and the Pacific, Latin America and the Caribbean) that are still often unknown in other parts of the world. How do philosophers from these regions address the major issues of the human condition and question the contemporary world through universal categories as well as their own?

The objectives of the project are as follows:

1. To promote a better understanding of philosophies that have been marginalized by the history of philosophy, and foster intellectual solidarity among philosophers;
2. To highlight the philosophical analysis of contemporary challenges by philosophers from the South countries;
3. To transmit a culture of intellectual pluralism to younger generations through the design and the dissemination of appropriate educational tools addressed to secondary and higher education, as well as in the framework of non-formal education.

The 'South South philosophical Dialogue project (2012-2013)' builds on an international scientific committee (SOPHITHINK Group, South-South Philosophical Thinking Group) composed of eminent philosophers, also members of the Asia-Arab region and Africa-Americas interregional philosophical dialogue networks (Networks established by UNESCO, in 2004-2011).

- Project coordinated by the UNESCO Rabat Office in cooperation with the Sectors for Social and Human Sciences and Education.



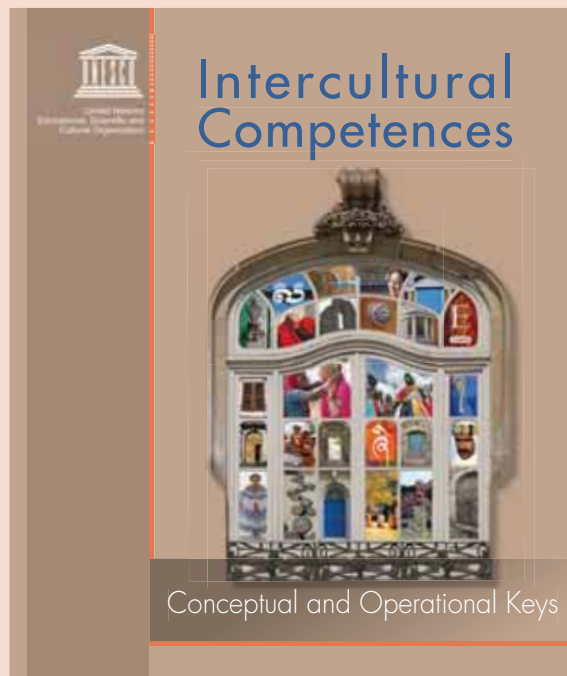
Advancing intercultural dialogue by promoting human rights-based intercultural competences

If one compares the process of intercultural dialogue to the weaving of a tapestry, then intercultural competencies would be its main thread. Having adequate knowledge about one's cultural environment, receptive attitudes encouraging exchange, and specific skills so as to mobilize both knowledge and attitudes when interacting with diverse others is an indispensable requirement for an open and respectful exchange of views. Intercultural competences empower the participating groups and individuals and enable them to interact with cultural others with a view to bridging differences, diffusing conflicts and setting the foundations of peaceful coexistence.

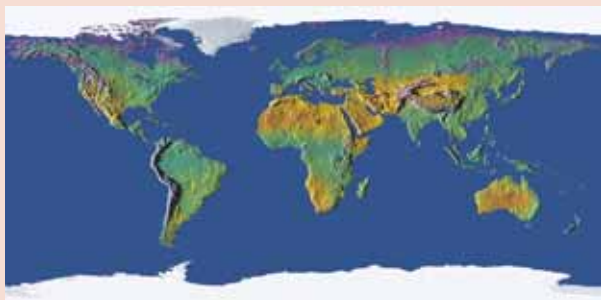
Drawing upon their conceptual convergence, UNESCO is working to enrich the content of intercultural competences with the principles and values of human rights. This exercise is expected to result in the development of a set of guidelines aimed to mainstream the use of human rights-based intercultural competences in various fields of policymaking. The guidelines are to be accompanied by a training manual to support their implementation. The guidelines and the training manual, intended for a variety of actors and stakeholders, from ministerial officials and planners, to local authorities and youth leaders, are planned to be tentatively tested in 6 pilot countries (three from the MENA region and another three from Europe). All these activities are to be implemented throughout 2013. Within this context, two studies have already been realized. The first explores the meaning of key concepts for the definition of intercultural competences (some already widely accepted, like cultural diversity, cultural identity, intercultural dialogue, universality, others less frequently used, like intercultural literacy, reflexivity, semantic availability and resilience). It further proposes a five-step plan for operationalizing intercultural competences, one of which, such as respect, self-awareness, adaptation, relationship-building and cultural humility, are regarded as the basic minimum requirements for holding

intercultural dialogue. The second study sheds light on specific rights, for instance the right to education, the right to take part in cultural life, the right to freedom of opinion and expression, and their input to construing and sharpening intercultural competences.

- Project coordinated by the Intersectoral Platform for a Culture of Peace and Non-Violence.

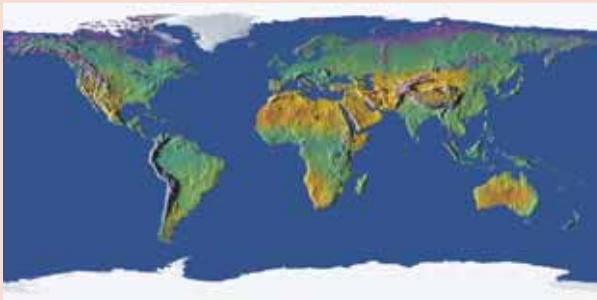


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A roadmap on global consciousness: “Thinking and Learning for the 21st Century”

In an era when relationships between nations as well as individuals are undergoing deep transformations, traditional approaches must be enriched with new perspectives, helping people to think themselves and act as global intercultural citizens whose readiness to dialogue will constitute the cement of peace in the 21st Century. It is imperative to think about and succeed not only in adopting a broader world view, but also in aiding young women and men in adopting such view that enables them to “think about the world” and to find and shape their place in it. Recognizing at once the universality of humankind, the multiplicity of world views, the variety of social identities and the diversity of cultural belongings is indeed indispensable to overcome national fixations, ethnic narrow narratives and instrumental ways of perceiving the world, and to redefine our relationship with the environment. All people and nations are wronged when the uniqueness of nature and culture is destroyed, be it though biodiversity losses or intentional destructions of heritage. The awareness of the dual need for a culture of peace and sustainable development shall be the hallmark of the kind of global intercultural citizenship UNESCO has set itself to promote. The objectives of the project are (i) to raise consciousness in various settings, notably through high level events, expert workshops and advocacy campaigns,



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and (ii) to help develop tools and guidelines intended for governments and civil society to debate, design and implement curricula and other materials conducive to a global consciousness and global intercultural citizenship.

- Project coordinated by the Intersectoral Platform for a Culture of Peace and Non-Violence



© UN Photo/Eskinder Debebe

Create a digital library on major scientific and cultural landmarks

The Intercultural Vademecum

© Mountain High Maps



The objective of this project is to highlight humankind's intercultural solidarity, taking into account all available UNESCO's documentation such as the *General and Regional Histories*.

The *Intercultural Vademecum* is a programme created within the framework of the Memorandum of Understanding signed in January 2008 between UNESCO and the Alliance of Civilizations. This pedagogical toolkit presents, in a straightforward and stimulating way, an intercultural vision of history bringing the Arab-Muslim and Western worlds together. Particular emphasis is laid on the need to recognize the intense interaction among all peoples in the Mediterranean Basin and the ties between them and cultures farther afield in India, Persia, the Arabian Peninsula and Africa.

It is composed of five projects:

- “A scientific, philosophical, literary and artistic anthology of Muslim/Arab civilization and its contribution to the revival of Western philosophy and culture”, in French, English, Arabic and Spanish;
- “A philosophical look at Muslim/Arab civilization: accounts of routes, encounters, bridges and dialogues”;
- “Illuminating interrelations and engaging dialogues: museums as a civic space for developing intercultural skills”;
- “Young artists for intercultural dialogue between the Arab and Western worlds”.
- “The Power of Peace Network: reporting for peace” (PPN).

- Project coordinated by the Intersectoral Platform for a Culture of Peace and Non-Violence



Two musicians, a Muslim and a Jew playing lute (Music Book of Alfonso X the Wise) © The Legacy of al-Andalus

Develop “E-notebooks on peace and intercultural dialogue”

Pathways to a Culture of Peace and Non-Violence: Global Contest for Mutual Understanding

This Contest launched on 21 September 2012, International Day of Peace, through UNESCO’s networks and partners, gathered more than 1,300 participants from 55 countries. It invites youth (14 to 25 years old) to express their experience of how everyday peace is or should be produced and practiced in various environments.

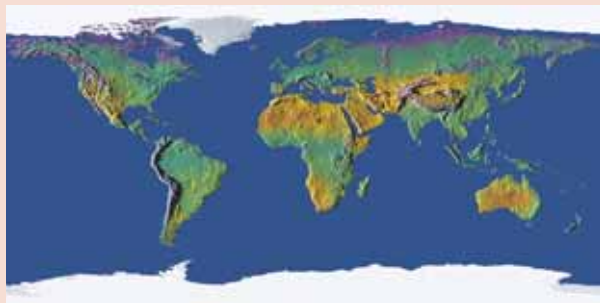


The overall objectives are:

- to promote a culture of peace and non-violence through the works submitted, which are to be developed upon a reflection on key-notions of peace and take the format of essays, photos, videos, graphic arts;
- to develop the sense of belonging to and the responsibility towards humanity, while respecting the value of its plural identities;
- to share concrete experiences of everyday peace at individual, local, national, regional or international levels;
- to reinforce peace-making knowledge, skills and values among young people.

On 21 May 2013, on the occasion of the World Day for Cultural Diversity for Dialogue and Development, eight winners and the short-listed contributions will be announced and posted on the Internet, in the format of E-notebooks on peace and intercultural dialogue. A special web-platform will be maintained featuring inputs on the different pathways to reflect and to live peace. In addition to visibility offered by UNESCO and its partners, each of the 8 winners will receive a personal digital tablet.

- Project coordinated by the Intersectoral Platform for a Culture of Peace and Non-Violence



Promote education for a culture of peace

Toolkit on revision/adaptation of curricula, school textbooks and other learning materials to remove cultural, religious and gender biased stereotypes

In the aftermath of the International Year for the Rapprochement of cultures in 2010, UNESCO promoted different initiatives and activities to highlight exchanges and mutual influences among the Arab-Muslim world and Europe. In its efforts to correct erroneous collective representations and to encourage better understanding, the project “Toolkit on revision/adaptation of curricula, school textbooks and other learning materials to remove cultural, religious and gender-biased stereotypes” was launched in 2012. It includes several components, among which a policy meeting gathering 22 experts. It was organized by the Division of Education for Peace and Sustainable Development of the UNESCO Education Sector at UNESCO Headquarters, from 24-25 September 2012. The overall objective of the project is to promote quality education and the use of textbooks and learning materials as tools for transmitting values and skills that are essential to building and maintaining peace by removing cultural, religious and gender biased stereotypes.

In particular, the meeting aimed at:

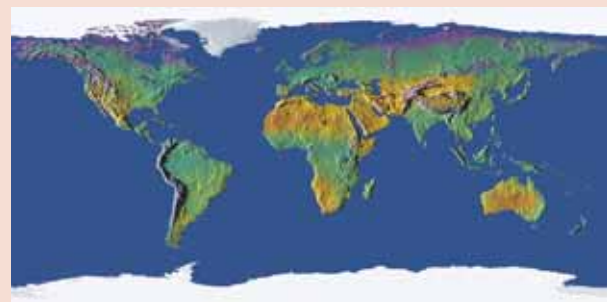
- revising two sets of UNESCO materials: a comprehensive strategy for textbooks and learning materials’ publication and the Draft Action Plan;
- designing the outlines and format of a practical tool for writing textbooks and learning materials.

This initiative is aligned with the Guidebook for History Textbook Authors – entitled “On a Common Path – New Approaches to Writing History Textbooks in Europe and the Arab and Islamic Worlds: The case of the Mediterranean” coordinated by the Cairo UNESCO Office stated in 2010. This booklet, designed to address misconceptions and misinterpretations on “The Image of Arab-Islamic Culture in European Textbooks and of



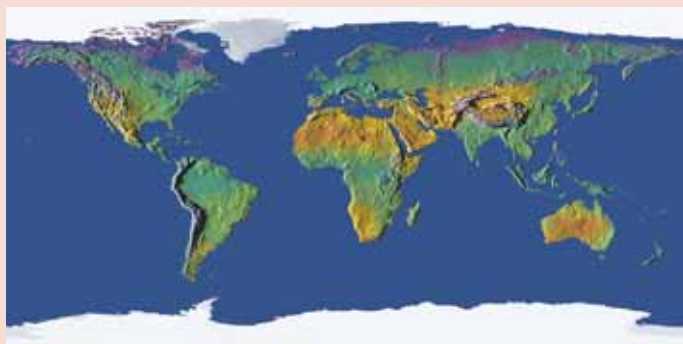
European Culture in Arab textbooks”, provides advice on the best methodologies concerning cultural and religious issues, references and sources of information, illustrated by examples of good practices, including all relevant existing studies on the topic.

- Project coordinated by the Education Sector, UNESCO Headquarters



Develop a programme on intercultural dialogue-based learning

The World Public Forum “Dialogue of Civilizations” has solicited the technical assistance of UNESCO to organize a two-and-a-half-day brainstorming session to discuss educational methods and contents on intercultural dialogue and cultural diversity in the primary and secondary school systems that held of UNESCO Headquarters (2-4 April 2012). It aimed at sharing of experiences and expertise and informing the process of developing a curriculum and teaching modules. The group consisted of educators from pre-school, primary and secondary levels in non-state educational institutions of the RZD “Russian railways” educational system. The session included presentations from, and fruitful exchanges between, UNESCO Programme Sectors, the UNESCO Institute for Information Technologies in Education, the UNESCO Chair on “Philosophy in the Dialogue of Cultures”, the International Association of Universities, and Initiatives et Changement. Areas of focus included, inter alia, curriculum development, elaboration of teaching materials, use of ICTs in



pedagogy, use of best practices, and capacity building. RZD is conducting the “Schools of the dialogue of cultures” project whose aim is to educate children in the spirit of tolerance and respect towards those who belong to other cultures.

- Project coordinated by the Intersectoral Platform for a Culture of Peace and Non-Violence

Enhancing intercultural dialogue through media and information literacy

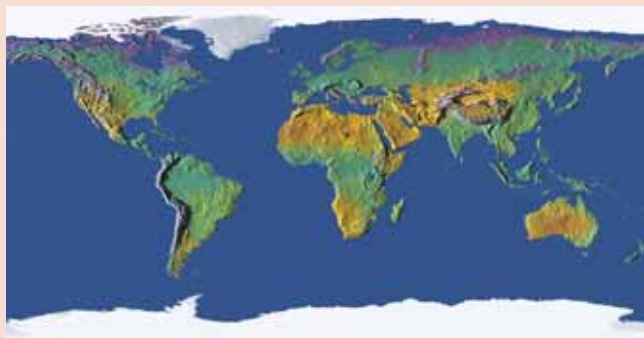
This initiative aims to equip young journalists with intercultural competences that will enable them to actively promote intercultural dialogue in the way they practise journalism. At the same time, with its focus on young researchers and information specialists as well, the activity inculcates media and information literacy (MIL) skills that will help them exert greater discernment in consuming as well as producing media content.

Focusing on countries in the Arab region and in sub-Saharan Africa, the project tries to straddle multiple cultures as a way of enhancing appreciation for cultural diversity, using MIL and intercultural competence as entry points.

Key to the success of the initiative as a whole are strategic partnerships that include the United Nations Alliance of Civilisations (UNAoC), with a special emphasis on the UNESCO-UNAoC MIL and Intercultural Dialogue (MILID) Network, which organized the first MILID Week in May 2012 in Barcelona. The MILID Week has become an integral part of this activity, enriched by the Network's diversity including universities, NGOs, and other civil society actors. The next such event is planned for April 2013 in collaboration with the University of Cairo. Furthermore, the project has brought on board the UNESCO-designated potential centres of excellence in journalism education in Africa – all of which are becoming an important part of how this activity will influence journalistic pedagogy globally.

Important events under way, or being planned, include:

- Working with the MILID Network to develop two online courses on MIL and intercultural dialogue for teachers and citizens;
- Developing a multimedia intercultural teaching resources tool based on the existing UNESCO Media and Information Literacy Framework for Teachers;
- Working with the University of Cairo to set up an international network of young media and information professionals and researchers to advocate for media and information literacy and intercultural dialogue globally;



- The hosting of a Global Forum for Partnerships on MIL, incorporating the Pan-African MIL and Intercultural Dialogue Conference; and
- The production of editorial guidelines on intercultural journalism for use by newsrooms across the globe.

- Project coordinated by the Communication and Information Sector, UNESCO Headquarters

Forums of Reflection on a Culture of Peace in Africa

Within the framework of the Intersectoral and Interdisciplinary Programme of action for a Culture of Peace and Non-violence, UNESCO and the Center for Prospective and Strategic Studies (CEPS), a non-governmental organization with an advisory status in UNESCO, organized a Reflection Forum in collaboration with the Government of Côte d'Ivoire, entitled "A Culture of Peace in West Africa: essential for economic development and social cohesion" in Abidjan, Côte d'Ivoire, on 4 and 5 June 2012."

This Forum, the first of a series, was destined to answer the needs and expectations of African countries, especially the ones in a crisis, conflict or post-conflict situation. These preparatory Forums should lead to a regional Forum for the Culture of Peace in Africa which will establish a set of recommendations to be submitted for endorsement by the African Union Heads of States and Governments Summit in 2013.

The overall aim of these consultations will be to design an integrated strategy for a culture of peace and non-violence including the following main axes, among which the revision of school curricula to integrate culture of peace and fight against stereotypes; the sharing of good practices on education for a culture of peace inspired by traditional knowledge on prevention and resolution of conflict; training of political and community leaders on peace and good governance, establishing permanent mechanism for dialogue and reconciliation among states and communities, creating early warning systems to anticipate on national and regional crisis, including an observatory of medias for a culture of peace, elaborating peace monitoring indicators for crisis prevention and measurement of vulnerability, promoting a research and action programme on endogen methods of prevention and resolution of conflicts in Africa, with scholarships to promote African researchers in peace and security, enhance youth entrepreneurship, create exchange and knowledge sharing networks, promotion of regional sensitization and awareness raising campaigns such as the "Make Peace Happen Campaign" launched in 2010 by African Union, and mobilization on the occasion of important dates such as the International Day for Peace, 21 September.

The upcoming forums will particularly focus on the role of media, including new media and ICTs tools (internet, mobile communications), the role of mother tongues and cross-border inter-community dialogue, the emergence of new forms of governance that integrate state structure, non-governmental actors and traditional authorities; sustainable management of transboundary natural resources (soil, subsoil and oceans), the new green economy and cultural industries, the role of the African Diaspora in the reconciliation, innovative mechanisms for financing peace, etc.

- Project coordinated by Africa Department, in cooperation with relevant UNESCO Field Offices in Africa



Promoting dialogue and mutual understanding for peace in the Arab Region

A set of projects is engaged in some Arab States and covering UNESCO cross-sectorial field of activities, to address in a very specific way the challenging social transformations recently experienced in the region through the Arab Spring. Aiming at developing a culture of dialogue and strengthening attitudes geared towards openness, tolerance, mutual understanding and the promotion of common human values, they target 10 selected countries and territories as follows: Bahrain, Egypt, Iraq, Lebanon, Libya, Sudan, Syria, Tunisia, Yemen and Palestine.



© Massoudy

Four main projects are under implementation in this framework, including the following specific components:

1. **“Building certified resources for regional intercultural dialogue and piloting of service learning university programme in the Arab States”**, aiming at improving human resource capacity in the area intercultural and intercommunity dialogue in the region, with an overall objective to build regional capacity to establish and sustain a certified training system for intercultural and intercommunity dialogue in selected countries and to facilitate networking and common space opportunities between intercultural dialogue professionals;
2. **“Developing and disseminating material on intercultural dialogue in the Arab States”**, with an objective to improve the quality of intercultural and intercommunity education opportunities for children and youth in selected Arab States, particularly those in conflict or post-conflict settings. This project seeks to establish national and regional databases that can offer trainers, teachers and facilitators access to high-quality intercultural dialogue materials that are age, culture, situation and language appropriate both online and offline;
3. **“Learning to live together media Campaign”** to foster and promote a culture of peace and dialogue among stakeholders at national level in selected Arab States in order to (i) raise awareness among youth and general public about commonality of shared human value systems and range of common ground within national and regional context, (ii) promote and provoke critical thought and interactive discussion on issues related to common human value systems in the public sphere in the Arab Region and (iii) build capacity of regional media professionals in relation to principles and practice of intercultural dialogue in the Arab States through the Learning to Live Together Technique;
4. **Reporting to Others – Youth, journalism and Dialogue.** The main aim of this project is to build the capacity of youth in relation to intercultural dialogue in the Arab States through youth mobilization and empowerment to (i) understand, produce and participate in traditional and new media related to intercultural dialogue, (ii) raise awareness raising on the importance of intercultural dialogue through the implementation of Youth-led media projects around intercultural dialogue and (iii) develop and disseminate guidelines for training of youth journalists on intercultural dialogue.

The projects are carried in consultation and close collaboration with national and regional stakeholders, including ministries, universities, media houses, ensuring its relevance for ownership at regional and country level.

- Projects coordinated by the UNESCO Regional Office for Education in Beirut in consultation with relevant UNESCO Field Offices in the Region (Amman, Cairo, Doha, Iraq, Khartoum and Rabat), in close cooperation with the King Abdulaziz Center for National Dialogue, as well as Education, Social and Human Sciences and Communication and Information Sectors at Headquarters and the Intersectoral Platform for a Culture of Peace and Non-Violence.

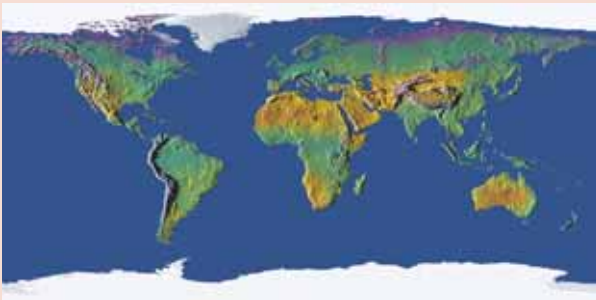


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Setting up an interactive portal

Peace and dialogue e-portal, where designers and users can create together the conditions of a unique place of dialogue and mutual understanding

The objective of the e-portal is threefold: a) provide young women and men with access to information and literature on tolerance, reconciliation and a culture of peace; b) to share e-courses and learning materials on enhancing intercultural skills; and c) to provide a space for sharing experience in, and information on intercultural exchange with other users, via a virtual platform dedicated to the “culture of peace in everyday ordinary life”.



© Mountain High Maps

This e-portal is to progressively include the entire work accomplished by UNESCO and its sectors, field offices and intersectoral platforms, related to a culture of peace and non-violence.

- Project coordinated by the Sector Communication and Information in cooperation with the Sector of Social Human Sciences and the Intersectoral Platform for a Culture of Peace and Non-Violence



UNESCO Goodwill Ambassadors (from left to right: Rigoberta Menchú, Vigdís Finnbogadóttir and Ali Mahdi Nouri)

Promote high profile events

These include activities around exhibitions (“*Writing Peace/ Ecrire la Paix*”, etc.), campaigns (“Do One Thing for Diversity and Inclusion”), networks (“Coalition of Cities against Racism”, etc.), sports (such as the initiative “Imagine Peace”), Prizes (such as the Felix Houphouët-Boigny Peace Prize) and UNESCO anniversaries such events are also an opportunity to rethink the founding texts of UNESCO (such as *Race, Histoire et Culture*, Claude Levy-Strauss) and outstanding figures (Khan Abdul Ghaffar Khan, Ibn Khaldun, Al Farabi, Edouard Glissant, Joseph Ki-Zerbo, Archibald McLeish, Tagore, Césaire and Neruda, etc.).

High Level Debate on building a Culture of Peace

Today, the concepts and strategies on a Culture of Peace have evolved, and the need to rethink peace and promote dialogue at the national and international levels in a lasting way has become an absolute necessity. To strengthen UNESCO’s activities pertaining to dialogue among cultures, the pursuit of peace, and the promotion of cultural diversity in a globalized world, the Director-General of UNESCO, Ms Irina Bokova, has established a High Panel to foster reflection on the new dimensions of peace in the Twenty-first Century. Gathering eminent decision-makers, intellectuals, artists, business people and religious dignitaries from all regions of the world, the sessions of High Panel on Peace and Dialogue among Cultures aim to chart new avenues for peace through open and lively exchanges. They contribute to respond more effectively to the new challenges and in order to enhance the coherence, effectiveness and visibility of the Organization’s programmes. These personalities are invited to join UNESCO in furthering reflection on the new dimensions of peace in the world, tolerance, reconciliation and dialogue among cultures, as well as the balance that needs to be struck in our own societies and throughout the world.

On 21 September, International Day of Peace, the Director-General chaired at the UN Headquarters, a High Level Debate on building a Culture of Peace and Non Violence, organized by UNESCO – with the participation of the UN Secretary-General, Mr Ban Ki-moon, the president of the UN General Assembly Mr Vuk Jeremic, the Minister of Culture of Kazakhstan, Mr Darkhan Myngbay, and Mr Leonel Fernandez, former President of the Dominican Republic and others distinguished guests (see more on page 25).

- Event coordinated by the Intersectoral Platform for a Culture of Peace and Non-Violence in cooperation with UNESCO New York Office (NYO)



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The UNESCO International Literacy Prizes

On the occasion of the 2012 International Literacy Day, dedicated to the theme Literacy and Peace, UNESCO awarded the UNESCO International Literacy Prizes at a ceremony held at its Headquarters on 6 September 2012. The prize-winning organizations include the Pentecostal Church of Rwanda, the Transformemos Foundation for Social Development in Colombia, the Department of Adult and Higher Education of the Ministry of Education of the Royal Government in Bhutan and the Directorate of Community Education Development, Ministry of Education of Indonesia. Honorable Mentions were also conferred to the Illiteracy Directorate, Ministry of Education of Morocco, and the Directorate of Literacy and Adult Education under the Ministry of National Education, Literacy and Promotion of National Languages of Niger.



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The award-winning organizations and programmes were recognized for their significant contributions towards the promotion of peace and human rights and conflict prevention and resolution.

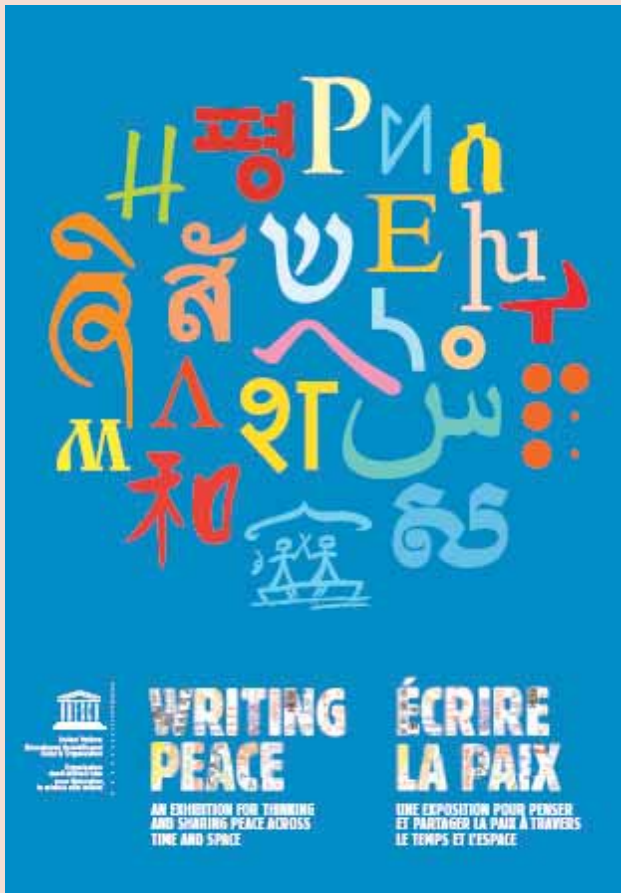
The UNESCO International Literacy Prizes consist of the UNESCO King Sejong Literacy Prize, created in 1989 and supported by the Republic of Korea, and the UNESCO Confucius Prize for Literacy, established in 2005 and sponsored by the People's Republic of China. The Prize-winning organizations receive a monetary award, a medal and a diploma.

- Prizes coordinated by the Education Sector



Writing Peace, an exhibition for thinking and sharing peace across time and space

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When we think of peace, we project a certain representation which includes symbols amongst which written forms are important vectors of communication. So, how is “peace” written in any given system and what significance is attached to it? What have we been told and taught about it? What have we thought, discovered, experienced and felt? How have we, in turn, disseminated the written form of the word and the declaration involved in the voicing of its spoken form? Writing the word “peace” is no trivial matter, nor should it be. It is a song, sometimes a shout, amid the ocean of humankind’s hopes; it is an ode to freedom and to people’s will to coexist.

The Writing Peace exhibition is an invitation to an appeal to creativity in spreading its message through thoughts and words in a variety of languages in order to share its values in the best manner possible. The scripts portrayed and presented chronologically have been selected because they are part of the mosaic of writing systems existing in today’s world. Naturally, they represent only a small fraction of the vast wealth of writing systems of the past or the present, without mentioning the oral traditions.

Inaugurated on 21 September 2012, on the occasion of the International Day of Peace, at the United Nations Headquarters in New York, it aims to raise awareness on the various forms of transmission of culture and heritage down the ages, and the convergence of values conducive to peace.

- Project coordinated by the Intersectoral Platform for a Culture of Peace and Non-Violence

Examples of joint initiatives

Conflict Prevention and Countering the Appeal of Terrorism in Nigeria through Education and Dialogue

This pilot-project is implemented within the framework of the United Nations Countering Terrorism Implementation Task Force initiative (CTITF I-ACT) and is led by the CTITF Office – through UNESCO-office in Abuja, Nigeria, and the Intersectoral Platform for a Culture of Peace and Non-Violence and in close cooperation with the Federal Ministries of Tourism, Culture and National Orientation, Youth Development and Education of the Republic of Nigeria.

The overall aim of the project is to support conflict prevention, promote peace education and contribute to de-radicalization of youth and adults in Nigeria on the basis of a comprehensive mapping which has been conducted in this country as the pilot partnering country of the CTITF I-ACT Initiative. A number of key outputs are expected at the end of this project, including:

- ▶ Town Hall meetings, in relevant regions focused on promoting inter-religious dialogue and cross-cultural understanding (particularly geared towards youth);
 - ▶ Mapping/documentation and identification of components for a culture of peace and non-violence, economic and social empowerment conducive to personal confidence and self-esteem as well as to promoting sustainable development in a safe environment; and
 - ▶ Sensitization workshops on the promotion of a culture of peace and non-violence/conflict prevention mechanisms/de-radicalization, awareness-raising training and design of campaigns in relevant regions.
- Project coordinated by the UNESCO Abuja Office, in cooperation with the Intersectoral Platform for a Culture of Peace and Non-Violence



Nigerian youth © Vsaxmusic

within the United Nations Family



Do one Thing for Diversity and Inclusion

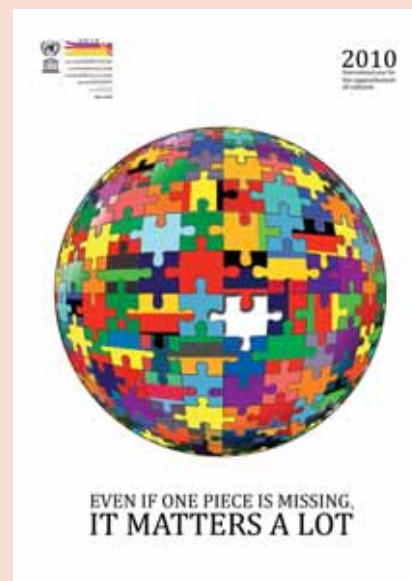
A world campaign was launched by the United Nations Alliance of Civilizations and UNESCO, together with a group of companies from Silicon Valley – Cisco, Yahoo, Intel, McAfee, among others- to “Do One Thing for Diversity and Inclusion”, at the occasion of the UN World Day for Cultural Diversity on May 21st.

Based on the successful model of Earth Day, this campaign calls on individuals to take ONE action relevant to their lives that promotes diversity and inclusion - from experiencing another culture through film, food or museum, to learning about other cultures or countries, or dedicating time to volunteer for that cause.

The campaign, Do One Thing for Diversity and Inclusion, works via a dedicated Facebook Page, serving as a platform for people around the world to share their experiences through posts, videos, pictures.

The aim is to create a world constituency of people around the world who care for diversity and cohesion in our societies. More precisely:

- ▶ Raise awareness worldwide about the importance of intercultural dialogue, diversity and inclusion;
 - ▶ Build a world community of individuals committed to support diversity with real and every day-life gestures.
 - ▶ Combat polarization and stereotypes to improve understanding and cooperation among people from different cultures.
- Project coordinated by the UNESCO Intersectoral Platform for a Culture of Peace and Non-Violence and the United Nations Alliance of Civilizations, together with a group of companies from Silicon Valley



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6. Strategic partnerships for peace-building

- ▶ National Commissions, UNITWIN/UNESCO Chairs, Associated Schools and UNESCO Clubs, United Nations University
- ▶ UNESCO Goodwill Ambassadors and Artists for Peace
- ▶ UNESCO Youth Peace Ambassadors (YPA)
- ▶ UNESCO Category I and II Institutes (such as the Mahatma Gandhi Institute of Education for Peace and Sustainable Development and the International Institute for Peace (IIP) at Rutgers University-Newark, ...)
- ▶ UN specialized agencies, Programmes, Funds and Tasks Forces (such as UNICEF, UNHCR, UNDP, United Nations Peace Building Fund, United Nations Department of Political Affairs-UN/CTITF, ...)
- ▶ United Nations Alliance of Civilizations (AoC)
- ▶ African Union (AU), Organisation internationale de la Francophonie (OIF), ISESCO, ASEAN, ASEM, ALECSO, AU, European Union (EU), OSCE, Organisation des Etats ibéro-américains (OEI), MERCOSUR, CELAC, CARICOM, Council of Europe (CoE)...
- ▶ King Abdulaziz Centre for National Dialogue
- ▶ Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures
- ▶ The World Public Forum "Dialogue of Civilizations"
- ▶ The Nishan Forum on World Civilizations
- ▶ International NGOs (International Peace Bureau, Geneva; International Institute on Peace Education, USA, Foundation Culture of Peace, Spain, and any relevant NGO having official relationships with UNESCO and their Liaison Committee with the Organization, ...)
- ▶ University for Peace, Costa Rica.



“Dove, give my best wishes of peace”, Al-Rouqui, 8th Century,
calligraphed by Master Hassan Massoudy



You are invited to contact us at the address below for
any activities or project proposals

Intersectoral Platform for a Culture of Peace and Non-Violence

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Website

<http://www.unesco.org/new/en/bureau-of-strategic-planning/themes/culture-of-peace-and-non-violence/>