

# Contribution to the End of Decade Report on the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010)

## Malaysia

**Disclaimer:** In resolution 64/80, the General Assembly requested UNESCO to prepare a summary report on the activities carried out over the past ten years of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) by UNESCO, other United Nations entities, Member States and civil society, including non-governmental organizations, to promote and implement the Programme of Action on a Culture of Peace. This report will be presented to the United Nations General Assembly at its 65<sup>th</sup> session in 2010. This contribution towards this report was received from the Malaysia National Commission for UNESCO. The contents of this document are those of the author(s) and the opinions expressed therein are not necessarily those of UNESCO and do not commit the Organization.

## PROGRAMME OF ACTION ON A CULTURE OF PEACE

UN Resolution A/RES/53/243

### 1. Actions to foster a culture peace through education

- b) Ensure that children, from an early age, benefit from education on the values, attitudes, modes of behavior and ways of life to enable them to resolve any dispute peacefully and in a spirit of respect for human dignity and of tolerance and non-discrimination;**
  
- c) Involve children in activities designed to instill in them the values and goals of a culture peace.**

The National Department for Culture and Arts' (NDCA) activities are streamlined through five main programmes as below:

- i) The National Cultural Outreach Programme;
- ii) The Cultural Appreciation and Support Programme;
- iii) The Kuala Lumpur Festival;
- iv) Cultural Hotspots; and
- v) Publications and Documentation

All these programmes involve participation of all levels of the society, with the objectives are to enhance a deeper understanding and appreciation of our arts and culture towards inculcation of positive attitudes, values, behaviour and way of life.

1. The National Cultural Outreach Programme is considered to be the main programme with an average of 200 projects/activities a year. Various approaches have been developed with the aim to assimilate and heighten the arts and culture as a way of life at the very roots of society. This is in line with the government's policy and goal to bring the arts and culture directly to the homes and to become an inherent part of the daily life style of the people.
2. The Cultural Appreciation and Support Programme are conducted in schools as part of the school's co-curricular activities. The programme's objective is to instill a strong sense of belonging and love for the arts among children and youth. The establishments of clubs or societies like the Children Cultural Club at primary school level, the Youth Cultural Club at secondary level, and the University Cultural Club at university level are to emphasize a solid culture and arts foundation on children and youth as well as to propagate and ensure the continuity, survival and growth of culture and the arts.
3. The Kuala Lumpur Festival holistically generates the city of Kuala Lumpur as an international hub for the arts and also aims at achieving human, social and economic development and promoting culture for peace. Since 2006, this programme has succeeded in attracting tourists to participate in various programmes held annually throughout the month of July.
4. Pusat Seni Setempat (PSS) or Cultural Hotspots is a centre of arts and culture activities provided by chosen places staging artistic performer, Malaysian craft products, traditional plays and demonstrations for local society and tourist. There are 8 selected venues around Kuala Lumpur and 14 states hosting the programme annually.
5. The National Department for Culture and Arts continues to publish books, DVDs and bulletins as a form of documentation and dissemination of cultural and arts programmes. There are 42 exhibitions a year aimed towards

cultural appreciation. In addition, the Department also distributes books and other publications to schools, universities, government agencies, non-government agencies and other organizations so as to ensure the spread of information and the sharing of knowledge on arts and culture on a continued basis, besides to encourage research.

**e) Encourage revision of educational curricula, including textbooks, bearing in mind the 1995 Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy for which technical cooperation should be provided by the UNESCO**

1. The Ministry of Education of Malaysia is committed to the aspiration of fostering a culture of peace through education for the children of Malaysia. In line with the Programme of Action on a Culture of Peace advocated by the UNESCO, the ministry has developed and tailored its National Curriculum to cultivate positive conditionings in order to create a culture of peace among the young Malaysians.
2. When the National Curriculum for the primary and secondary level was revised and later implemented in 2003, special focus was placed on the subjects of Moral Education and Islamic Education to address the issues of self development and relationship with the society through explicit instructions of knowledge, skills and values. The Moral Education subject stresses on the due respect students should have for each other, the rules and regulations of the country, the freedom of speech and expressions and loyalty to the King and the nation. Apart from that, Moral Education also endeavors to instill in students the love for the nation and the willingness to safeguard the country. It is hoped through understanding, students are able to participate and support the democratic system of this country, responsibly and rationally. In terms of politics, Malaysia is dedicated in upholding its practice of democracy and is keen that the students understand the system and value the nation political stability, hence, in the History subject, students are informed of the history of the democratic process and system in Malaysia.

3. The introduction of the subject Civic and Citizenship Education in 2005 further bolster the Ministry's efforts to establish a sound foundation for educating the young generation to be peace loving and responsible citizens. The subject is taught in the primary and secondary levels. Its main aim is to generate citizens of Malaysia who are patriotic and responsible. The subject emphasizes on the students' relationship with the society, their roles, rights and responsibilities as citizens also in the inculcation of values that are needed by them to be able to contribute to the well being of the society and nation. Through the activity of Community Service, the students are given the chance to actively contribute to the society, hence reinforcing in them sense of belonging and responsibility towards the nation. It is hoped, students are also able to appreciate their important role to maintain a tolerant and peaceful environment.
4. It is imperative the students who are the future generation of this nation be exposed to the importance of maintaining and sustaining peace. Only through peace would a country continue to prosper in harmony. Indeed the children deserve a peaceful environment to live in and in turn provide the same environment for the future generations.

**h) Expand initiatives to promote a culture of peace undertaken by institutions of higher education in various parts of the world, including the United Nations University, the University for Peace and the project for twinning universities and the UNESCO Chairs Programme**

1. In 2009, Sultan Idris Education University (UPSI) carried out *Project Warga* involving selected schools in Perak where students who participated in the project were able to identify various problems including those on education, environment and energy at the local level, find strategies, and solve them. Teachers, students, university academics, prospective teachers and local communities benefited from this project.

2. In 2010, UPSI will closely monitor the establishment of *International Task Force on Teachers for EFA* and will provide significant contributions towards achieving its goals.
3. UPSI takes serious view of the challenges which have been identified in achieving the *EFA* goals as has been acknowledged in the *EFA Global Monitoring Report 2010*.
4. UPSI will follow with interest and evaluate the Ninth Meeting of the High-Level Group on Education for All in Addis Ababa in 2010 in the contexts of *UNESCO's global coordination role and UNESCO's role at the country level*.
5. UPSI will involve more schools, students and teachers in the *Project Warga* involving selected schools in Perak where students who participate in the project will be able to identify various problems including those on education, environment and energy at the local level, find strategies, and solve them. Teachers, students, university academics, prospective teachers and local communities would benefit from this project.

## **7. Actions to support participatory communication and the free flow of information and knowledge**

### **b) Ensure freedom of the press and freedom of information and communication**

1. The ASEAN Vision 2020 agreed on shared vision of ASEAN as a concert of Southeast Asian nations, outward looking, living in peace, stability and prosperity, bonded together in partnership in dynamic development and in a community of caring societies. In ICT sector, the leaders of ASEAN Member Countries agree to jointly accelerate the development of science and technology including information technology by establishing a regional information technology network and centres of excellence for disseminating of and easy access to data and information. ASEAN Member Countries leaders also agree to meet the ever increasing demand for improved infrastructure and communications by developing an integrated and harmonized trans-ASEAN transportation network and harnessing technology advances in

telecommunication and information technology, especially in linking the planned information highways/multimedia corridors in ASEAN and integrating telecommunications networks through greater interconnectivity, coordination of frequencies and mutual recognition of equipment-type approval procedures. While ensuring freedom of information and communication, Malaysia feels that usage of information and communication must come with responsibility. Section 3(3) of the Communications and Multimedia Act of 1998 stipulates that “Nothing in the Act shall be construed as permitting the censorship of the internet”. Notwithstanding this, the internet is not above the law and like any other medium of communications and information, is subject to the laws of Malaysia.

2. Accordingly, action will be taken on any content or activity undertaken via the internet which contravenes the law. Such action should not be interpreted as “censorship” as it is permitted by law and undertaken in order to enforce the laws of the country.

**f) Increase efforts to promote the sharing of information on new information technologies, including the internet.**

1. Universal service obligation (USO) has been the driving force for narrowing the gap between urban and rural area. Universal Service is to achieve availability, non-discriminatory access and widespread affordability of telephone services. Universal Service is in general a per-household concept measured by the percentage of households with a telephone. Universal Access is taken to mean that each person is within a reasonable distance of public-access telephone. Universal service obligation has been a central focus of the development in telecommunication sector contributing to larger development objectives of reducing poverty through creating access for rural community to information and thus new opportunity to improve their livelihood. It further enables rural community, poor people and least developed regions to exploit their social and economic potentials. From development perspective there is strong

demand for policy migration on USO Programme, from organizing a regulatory conformance to development performance. Hence, USO programme not only focusing in providing the infrastructure and the matter of the regulation compliance, but also providing service or development performance.

2. Forward-looking technology choices are becoming very important since the wide range of various demand exist in USO program with multi-sector approach. In the near future, communications facilities and service competition is expected to increase as the communications sector converges. The demand for converging communication will shift technology to one based on IP protocol and gravitates towards new kinds of networks built with technologies such as wireless, wireline, fiber, cable, powerline, and satellite. Toward this trend the Next Generation Network technology offers capability for converging communication and providing unlimited service options.