

Salem
 Lafiya
 Amahoro
 Paz
 Fifa
 Kikœendi
 Luvuvamu
 Kayiroo
 Sôngô
 Salam
 Boboto
 Murettele
 Nabadda
 Mutenden
 Amani
 Koosi
 Popog
 Malino
 Bupole
 Siriri
 Nutifafa
 Errébé
 Rugare
 M'tendere
 Khotso
 Kutululuka
 Udo
 Jaama
 Nabáda
 Nagaya
 Lafi
 Ukulungunga
 De'yere
 Ombembwa
 Ewirembe
 Asmomdwoe
 Kuthála
 Alher
 Alaáfia
 Lumana
 Kagiso
 Natswá
 Pé
 Jam
 Vuholelo
 Peace
 Amana
 Asomdwee
 Kimiá
 Vrede
 Her
 Mvoay
 Talwit
 Onbili
 Runyaro
 Vrede
 Her
 Mvoay
 Talwit
 Onbili
 Runyaro

Fandriampahalemana
 Uxolo



Africa: Sources and Resources for a Culture of Peace

UNESCO's action in favor of a culture of peace in Africa is defined by the "Programme of Action for a Culture of Peace and Non-Violence"¹ as well as by UNESCO's Mid-Term Strategy (2014-2021), which identifies "building peace by creating inclusive, peaceful and resilient societies" as one of two main areas of action for Africa. As such, the Operational Strategy for Priority Africa integrates the development of its Flagship programmes over the next four years, with the first one being "Promoting a Culture of Peace and Non-Violence" (see page 13). This program represents a significant contribution to the International Decade for the Rapprochement of Cultures (2013-2022)².

These actions also contribute to regional integration, peace, security, and democracy programmes established in the African Union Commission Strategic Plan². They also aim to implement the Charter for African Cultural Renaissance³, the "Make Peace Happen" Campaign launched by the African Union in 2010, and its 2063 Agenda for the Development of Africa⁴.

The overall objective of these actions for Africa is to rely on sources of inspiration⁵ and realize the potential of the continent's cultural, natural and human resources, as well as to identify concrete proposals of action for building a sustainable peace, which is the cornerstone of development and Pan-Africanism. The "**Action Plan for a Culture of Peace in Africa**" adopted in Luanda (Angola), in March 2013, provides the framework: the objectives, the general recommendations and the proposals for action⁶ (see page 14).

Culture of Peace Context

The culture of peace concept in Africa was first defined by UNESCO on a global scale during the International Congress on "Peace in the Minds of Men", held in Yamoussoukro, Côte d'Ivoire in 1989.

According to the definition adopted by the United Nations General Assembly, a **Culture of Peace consists "of values, attitudes and behaviors 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 endeavor 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"**⁷.

In Africa, the concept of a culture of peace delineates the integration of values, belief systems and forms of spirituality, local knowledge and technologies, traditions and forms of cultural and artistic expression that contribute to the respect of human rights, cultural diversity, solidarity and the rejection of violence to build democratic societies.

¹ UNESCO Programme and Budget 2012-2013

² AUC Strategic Plan 2014-2017

³ "...cultural diversity and African unity are a factor of balance, a force for African economic development, conflict resolution, and a way to reduce inequality and injustice in the service of national integration." Charter for African Cultural Renaissance, African Union, January 24, 2006

⁴ <http://agenda2063.au.int/>

⁵ To paraphrase Joseph Ki-Zerbo in "About Culture"- Foundation for the History and Endogenous Development of Africa: "Culture is not only a resource but a source, that is to say, an energy self-generated. Our cultures are sources of creation, dignity, innovation."

⁶ See more at : www.unesco.org/africa4peace

⁷ UNGA Resolution 52/13 of 1998



In the Pan-African Tradition

Since Pan-Africanism draws its inspiration from the struggle against the slave trade, colonization and apartheid, promoting a Culture of Peace means accepting shared values and promoting an African citizenship committed to reconciliation and peaceful methods of conflict resolution. Relying on Wole Soyinka's words, "There is a deep lesson for the world in the black races' capacity to forgive, one which, I often think, has much to do with ethical precepts which spring from their world view and authentic religions..."⁸.

Rooted in the history of African and Diaspora thought, the search for a Culture of Peace is endogenous to the continent⁹. African intellectuals have not adopted a posture of withdrawal or confrontation toward the world, but rather called for a sense of identity and openness to other peoples and cultures. Africa and Africans, as Leopold Sédar Senghor highlights, have forged the concept of the "refounding of universal civilization" as a result of dialogue between cultures and civilizations.

The promotion of a Culture of Peace also relies heavily on the intrinsic bond between people and their environment. In the case of Africa, this connection is very strong and profoundly imbued with cultural meaning. The relationship between individuals and the rich biodiversity and shared management of water resources on the African continent are also essential pillars in the struggle to eradicate poverty and to promote a culture of peace. Wangari Maathai underlines the importance of natural resources when he says "In time, the tree also became a symbol for peace and conflict resolution, especially during ethnic conflicts in Kenya when the Green Belt Movement used peace trees to reconcile disputing communities (...). Using trees as a symbol of peace is in keeping with a widespread African tradition. For example, the elders of the Kikuyu carried a stick from the *thigi* tree that, when placed between two disputing sides, caused them to stop fighting and seek reconciliation"¹⁰.

Sources and Resources

To (re)discover how unique Africa is, to examine its roots and understand its cultural essence and its key factors of resilience, requires going back to the source, to the origins. It also necessitates a contemplation of Africa's resources, an evaluation of their wealth and an identification of the levels for action. Through this lens, we can consider the continent as both a source and a resource for a culture of peace, and at the same time, the culture of peace as a source and a resource for Africa.

If we examine African sources for a culture of peace, we find that the cradle of humanity holds viable and sustainable solutions to live together. We find that the cultural, natural, and human sources and resources are original and potentially conducive to cultivating peace. We discover that Africa is an asset for the peace of all mankind.

African sources and resources stand alone but are affected by a global culture, one that is more and more individualistic and materialistic. African values are under constant threat of being marginalized while African resources are often the source of war and conflict.

"African humanism (Ubuntu) is a priceless treasure (...). It may be a good and a service—the most precious gift that Africa has to offer the world—a gift which can be converted into capital."¹¹ Africa's social

⁸ Wole Soyinka, Nobel Prize in Literature Lecture – Stockholm, 1986.

⁹ The «Culture of Peace» concept was first elaborated at global level by UNESCO during the International Congress on « Peace in the Minds of Men», held in Yamoussoukro, Côte d'Ivoire in 1989.

¹⁰ Wangari Maathai, Nobel Peace Prize Lecture – Oslo, 2004.

¹¹ "Our identity is already beyond the market, in a post-economic sphere. We have the serenity to face the challenge of a Continental Union capable of validly projecting Africa in the world. African Humanism (Ubuntu) is a priceless treasure that justifies the influx of rich and poor foreigners, exhausted by the existential heat wave affecting the North. It may be a good and service—the most precious gift that Africa has to offer the world—a gift which can be converted into capital. Joseph Ki-Zerbo. "About Culture", Foundation for History and Endogenous Development in Africa,-Ouagadougou-2010, p.105.



and human capital is particularly significant when one considers that approximately 65% of Africa's population is under 35 and more than 35% of the population is between the ages 15 and 35, the definition of youth according to the African Union.

Youth is Africa's main human resource and also its greatest challenge in terms of employment. Every year, approximately 10 million young women and enter the labor market. Young people must be encouraged and supported to make the choice to transition from a culture of violence and war to a culture of peace. The Charter of the African Youth recognizes the central role of youth in promoting peace and non-violence¹².

The Forum's Three Pillars

Africa's cultural, natural and human resources are three essential components to foster an inclusive and holistic approach to the culture of peace, notably:

- **Cultural sources and resources:** including the revisiting of the strength and wisdom of languages, traditions and history by analyzing traditional and modern methods of conflict resolution and violence prevention; examining the role of education—not just that which takes place in schools, but one that plays out in families and villages—to build peaceful citizens that are driven by ethical values and mutual respect; enhancing creativity and cultural creativity, that is able to open new horizons and spaces for dialogue, develop new economic sectors and serve as an engine for development.
- **Natural sources and resources** that are found across the continent, without being constrained by political borders, now represent challenges and potential sources of conflict and crisis. Whether rivers or oceans, forests or minerals, soil or sub-soil, the preservation and rational exploitation of these natural resources are the key to sustainable development. In particular, we seek to identify the strengths and virtues of cooperation and diplomacy so that relevant stakeholders such as governments, local communities and the private sector can effectively manage and share resources, respecting and utilizing modern and traditional knowledge. The Earth which is the source –along with the natural resources that are its fruits - provides an opportunity to develop new economic sectors, “green and blue economies”, allowing the preservation of biodiversity and the wellbeing of the seas and oceans. The links between education and employability must also be highlighted. Today, it is evident that the quality of education, particularly technical and vocational training of youth, is a major resource for peace and development on the continent.
- **Human sources and resources** with a particular focus on youth, through civic education, community service, political action, as well as leadership and gender equality. Armed conflicts have a devastating impact on children and young people; their involvement in peace building and consolidation is an essential factor that must be considered as youth have the potential to act as agents of social, economic and political change. The commitment to peace based on values proves to be a powerful spring for resilience. It is also important to consider the role of renowned personalities and their influence on young people. Whether artists or athletes, icons shaped by the media, these celebrities can become transnational role-models for many young people. Traditional leaders who embody African humanism and its values of peace can serve as models for those young people. Special attention must be paid to the methods that forge and transmit these values, such as a conversation among friends, through social networks or under the village tree, community radios, TV networks or the Internet.

¹² “Strengthening the capacity of youth and youth organizations in peacebuilding, conflict prevention and conflict resolution through the promotion of intercultural education, civic education, tolerance, human rights, democracy, mutual respect for cultural, ethnic and religious diversity, and the importance of dialogue, cooperation, responsibility, solidarity and international cooperation” African Youth Charter, 2006.



Actions of UNESCO in favor of a Culture of Peace in Africa (2012-2014)

As part of the programme and budget for 2012-2013, UNESCO implemented an "Interdisciplinary and Intersectoral Programme of Action for a Culture of Peace and Non-Violence". Following this, an operational strategy for Africa was adopted for the 2014-2021 period, including the flagship programme entitled, "Promote a Culture of Peace and Non-Violence." In order to implement the Programme of Action and to meet the needs of African countries, especially those made vulnerable by disasters and conflicts, UNESCO develops:

- **Forums of Reflection on a sub-regional and regional basis**
- **Specialized Networks for the promotion of a culture of peace in Africa**
- **Public awareness « Make Peace Happen » Campaigns**

As well as specific activities and projects in the following areas:

- **Promotion of peace and non-violence through education**
- **Scientific cooperation to foster the dissemination of a culture of peace**
- **Empowering young women and men's participation in building more democratic and inclusive societies**
- **Fostering dialogue and building peace through heritage, dialogue and creativity**
- **Media and information literacy for peace and non-violence**

Forum of Reflection: "A Culture of Peace in West Africa: Essential for Economic Development and Social Cohesion", Abidjan, Côte d'Ivoire (4-5 June 2012)¹³

The first of these Fora: « A Culture of Peace in West Africa: Essential for Economic Development and Social Cohesion » took place in Abidjan, Côte d'Ivoire in 2012 and was organized in partnership with the Center for Long-Term Strategic Studies (CEPS) and the Ivorian Government. The forum enjoyed the participation of representatives of the National Commissions for UNESCO from the fifteen West African countries, academics, media professional, youth, representatives of specialized institutions and of non-governmental organizations and the private sector.

Speakers and moderators of this forum issued a set of principles and proposals for action, which were discussed in other forums about the culture of peace in Africa and considered by the Director General and the Governing bodies of UNESCO at the time of the formulation of the new program and the Medium-Term Strategy for 2014-2021.

Pan-African Forum: "Sources and Resources for a Culture of Peace", Luanda, Angola (26-28 March 2013)

¹³ Report of the Abidjan Forum :

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/AFR/images/ReportForumofreflectiononCultureofPeaceinWestAfricaFINAL_01.pdf



This Pan-African Forum¹⁴, jointly organized by UNESCO, the African Union and the Angolan Government, brought together high-level personalities, as well as experts and representatives of international and regional organizations, member states, NGOs, the private sector and members of civil society from 43 African countries, as well as other participants outside of Africa. This forum served as a framework for:

- The creation of an **Action Plan for the Culture of Peace in Africa** based on the three themes that shaped the Forum's program of events, namely natural and cultural sources and resources, as well as African youth (see page 14);
- The launch of a **Pan-African Movement for a Culture of Peace in Africa** by encouraging mobilization and awareness campaigns at the national level in favor of a culture of peace, in support of the "**Make Peace Happen**" campaign initiated by the African Union in 2010;
- The launch of a **multi-stakeholder partnership** for the implementation of the Action Plan through coordinated action at the national, sub-regional and regional levels. Several state representatives and partners at the forum have made concrete commitments to a Culture of Peace. These include governmental and intergovernmental partners such as the ministries of culture, youth and sports, education, and science & technology in five African countries, representatives of the African Development Bank, the Monetary Union of West African States, the Mano River Union, the Gulf of Guinea Commission and United Nations agencies. Also present were representatives of foundations, the private sector, and civil society. In total, thirty people made a commitment to take part in this movement under the auspices of UNESCO and the African Union.

Establishment of a "Network of Foundations and Research Institutions for the Promotion of a Culture of Peace in Africa", Addis Ababa, Ethiopia (20-21 September 2013)

The meeting, organized by UNESCO, the Félix Houphouët-Boigny Foundation for Peace Research and the African Union, coincided with the International Day of Peace (21st September). The meeting was part of a follow-up to the Pan-African Forum held in Luanda (Angola). Representatives of 26 foundations and African peace research institutes, located in more than 20 African countries, agreed to establish a "Network of Foundations and Research Institutions for the Promotion of a Culture of Peace in Africa", with the following objectives:

- Coordinate respective actions in order to ensure a common understanding and community of practices in pooling resources in the implementation of actions;
- Strengthen the visibility of the organizations and their activities among citizens and institutions at the national and international level;
- Contribute to the implementation of the Luanda Action Plan by the elaboration and implementation of joint programs;
- Endeavor to implement the AU 2063 Agenda and the UNESCO Intersectoral Program on Culture of Peace;
- Expand the network to African and non-African organizations with similar objectives.

The following were among the presentations made during the meeting: **a research-action program on endogenous mechanisms for the prevention and resolution of conflicts in Africa** (University of Peace / Africa and UNESCO Chair for a Culture of Peace / University of Cocody, Abidjan); **the implementation of a web platform for the creation of a community of practices among members of the network** (UNESCO Chairs for a Culture of Peace and Sustainable Development, Florence University, Italy) and **the launch of an initiative for African youth and the culture of peace** (Omar Bongo Ondimba Foundation).

¹⁴ <http://www.unesco.org/africa4peace>



Crans Montana Forum for African Women: Towards the Creation of a Women's Network for a Culture of Peace in Africa, Brussels, Belgium (19-22 March 2014)

This forum, organized in partnership with the Crans Montana Forum for African women and other organizations with expertise in culture of peace and gender equality in Africa, was held from 19 to 22 March 2014 in Brussels (Belgium). The forum allowed the organizations to share their experiences concerning three essential themes: the role of women in education and inter-generational relations, female empowerment through business training, and the promotion of female leadership, specifically in the media as well as in terms of the anticipation and resolution of conflicts.

This first meeting was the opportunity to present the goals and activities of a new Network dedicated to "Women for a Culture of Peace in Africa." Its ambition is to bring together African and non-African organizations committed to the promotion of African women's central role in the prevention and the resolution of conflicts. Specifically, the Network would:

- Enhance the skills and complementarities of each organization, by creating a community of practice through the provision of resources for the sharing of best practices and self-learning through ICT;
- Develop joint activities in the areas of gender equality, female leadership, mediation, conflict resolution and prevention, the fight to end violence against women, and their empowerment through education, science, culture and communication;
- Establish a team of consultants and tutors built on the expertise already available at the heart of the Network, in order to support innovative projects.

These "champion organizations" – the Female African Educators Forum (FAWE), the Foundation for Community Development (FDC), the NGO Women, Africa, Solidarity (FAS), Women for Africa, the Association for Employment and Training Development (ADEFI), the Congo Assistance Foundation – also presented their vision of what a Network like this could offer and highlighted the need to quickly launch outstanding examples of actions, especially in countries affected by conflict.

25th Anniversary Celebration of the Birth of the Concept of the Culture of Peace: "Peace in the Minds of Men and Women", Yamoussoukro, Côte d'Ivoire (21-23 September 2014)

To commemorate the concept of "culture of peace" – born twenty five years ago – and to demonstrate its continued importance today, UNESCO and the Félix Houphouët-Boigny Foundation for Peace Research once again joined forces, under the high patronage of the President of the Republic of Côte d'Ivoire, to organize a meeting entitled "Peace in the Minds of Men and Women", held from 21 to 23 September in Yamoussoukro.

This meeting had the dual objective to measure the progress achieved since 1989 and to explore opportunities for the future, notably by launching activities of the Network of Foundations and Research Institutions for the Promotion of a Culture of Peace in Africa, created in September 2013 in Addis Ababa.

This event served as a platform for:

- The adoption of the « Yamoussoukro +25 » declaration, in which participants reaffirmed the need to promote the culture of peace in all regions of the world. They agreed to participate in the implementation of the "International Decade for the Rapprochement of Cultures" and of the "Action Plan in Favor of a Culture of Peace in Africa", adopted in Luanda (Angola) in 2013;
- The presentation of the support mechanism prize "Springboard for Youth Social Entrepreneurship and the Culture of Peace", organized by the Center for Long Term Strategic Studies (CEPS) in partnership with UNESCO. This prize was given to a young entrepreneur from Côte d'Ivoire who



created an online training platform, in the presence of the Minister of Culture and Francophonie, representing the Prime Minister of the Republic of Côte d'Ivoire;

- The definition, by the 39 members of the Network of Foundations and Research Institutions for the Promotion of a Culture of Peace in Africa, of their action plan for the next two years and their terms of cooperation.

Pan-African Forum: “African Youth and the Challenge to Promote a Culture of Peace in Africa”, Libreville, Gabon (11-13 December 2014)

This pan-African forum, jointly organized by the Omar Bongo Ondimba Foundation and the Gabonese National Commission for UNESCO, in collaboration with UNESCO and the African Union, was held from 11 to 13 December in Libreville (Gabon) to create a Youth Network for a Culture of Peace in Africa. It brought together Gabonese government representatives, representatives of African youth organizations on the continent and in the diaspora, representatives of national youth councils, National Commissions for UNESCO and UNESCO federations and clubs. This forum served as a framework for:

- The official launch of the Network « Youth and Culture of Peace », composed of 60 founding members, notably Youth Councils and African youth organizations on the continent and in the diaspora, committed to promoting a culture of peace. Gabon hosts the Secretariat of this Network;
- The strengthening of the partnership with the Whitaker Peace and Development Initiative (WPDI), which promotes youth capacity to work for peace and development in their communities at the heart of fragile countries;
- The creation of an international prize for youth and the culture of peace, created by the Omar Bongo Ondimba Foundation for Peace, Science, Culture, and the Environment, that will be awarded to three youth organizations who will share the prize of 45 million CFA, or close to 85,000 USD.

« Make Peace Happen » Campaigns

One of the key proposals of the Action Plan of Luanda is the implementation of awareness campaigns for the public and especially young people, focusing on the importance of key messages of the culture of peace.

During the Forum of Luanda, the **Angolan Government** launched a “**Make Peace Happen**” campaign with the support of civil society organizations and the private sector, around an event that gathered more than 3,000 young people. On this occasion, major actions were taken by the media (radio and television) and by mobile operators by sending SMS messages to raise awareness to more than 10 million subscribers. This Campaign continues with artistic events using music, theater, dance, literature and media activities through posters and banners in public places, programs and television commercials, radio broadcasts, SMS messages and social networks. A partnership agreement with the Angolan Government and the private sector will enable to develop and sustain the campaign.

Under the leadership of the campaign launched in Angola in March 2013, other African countries have joined the movement, such as the Republic of Congo, Mozambique, the Democratic Republic of Congo (DRC), South Sudan, which celebrated the International Day of Peace, and Liberia, where the launch of the “Make Peace Happen” campaign will take place in December 2015. In the same vein, in 2015, the “Brazza+20” Forum on the Culture of Peace is expected in June in Brazzaville (Congo), as well as the launch of the first Biennale on the culture of peace in September in Luanda (Angola).



Specific Activities Led by UNESCO to Strengthen the Culture of Peace and Non-Violence

Given that “the implementation of the concept of the Culture of Peace in Africa requires an endogenous approach, which is holistic and interdisciplinary, involving intergovernmental, governmental, community, private sector and civil society actors”¹⁵, UNESCO contributes, together with a wide range of partners and stakeholders, to: the promotion of peace education; the empowerment of women and young people to foster democratic participation; the promotion of the role of media and ICTs for intercultural and interreligious dialogue; highlighting the importance of heritage and contemporary creativity as tools for building peace; and, finally, to the development of scientific cooperation to promote the peaceful management of natural resources and opportunities for dialogue between scientists, especially in conflict-ridden areas.

Promotion of Peace and Non-Violence through Education

In Africa, UNESCO is supporting member states to prevent violence and conflicts, which have a negative impact on education. A project entitled “**Promoting a Culture of Peace and Non-Violence through Education**” began in 2012. Through the project, UNESCO developed a comprehensive mapping of current policy and resources of 45 countries in Sub-Saharan Africa, which provides a picture of how a culture of peace is fostered. In this regard, culture of peace values were found in 84 per cent of national education policies and systems. The mapping is complemented by a compilation of endogenous oral traditions (such as traditional conflict prevention and resolution practices) and elements of history of Africa from within the African sub regions. Resources will be categorized and made widely available through inclusion in the UNESCO Open Educational Resources Platform. Guidelines, codes of resources and workshops for integrating peace education and conflict resolution in education systems are being prepared for Côte d'Ivoire, Somalia, Ethiopia, Angola, Cameroon, and Mozambique.

In **West Africa**, thanks to a partnership between UNESCO, the Economic Community of West African States (ECOWAS), and the African Development Bank, **educational tools for the promotion of human rights education, citizenship and the culture of peace, democracy, and regional integration in the formal education system are now available to the region’s 15 Member States** (Benin, Burkina Faso, Cape Verde, Côte d'Ivoire, The Gambia, Ghana, Guinea, Guinea Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone, Togo). “The ECOWAS Reference Manual for Peace Education”, produced with the expertise of UNESCO and ECOWAS, was translated into local languages and was reproduced in several copies to aid in literacy programs and informal education programs for schooled and unschooled adults and youth.¹⁶

In **Mali**, in the framework of Education in Situations of Emergency and Crisis, training sessions for teachers in peace education are planned in the Mopti, Tombouctou, Gao, and Kidal regions. In order to achieve this, ECOWAS modules were adapted and updated during a national workshop held in Ségou. Furthermore, thanks to ICT, numerous training activities were organized for young people in Mali about conflict prevention and resolution. The goal of these trainings was to raise youth awareness of the implications and risks linked to violent behavior; promote respect and tolerance, cultural diversity and pacifist coexistence. Moreover, these trainings taught young people how to participate in collaborative projects as well as conflict resolution projects.

UNESCO is particularly active in Côte d'Ivoire, where reconciliation and the reconstruction of the education system are real challenges. UNESCO is developing training materials for use at the primary and secondary education levels, including specific tools for teacher training institutions to enhance education for human rights and citizenship for peace. In the same context, UNESCO implemented, in collaboration

¹⁵ Conclusions of the International Forum of reflection organized jointly by UNESCO and the Centre of Studies and Strategic Prospective “Culture of Peace in West Africa: an imperative for economic development and a requirement for social cohesion”, Abidjan; Ivory Coast, 4 and 5 June 201

¹⁶ see <http://www.educationalapaix-ao.org/>



with the Ministry of National Education, the project “Teaching Respect for All” which is meant to promote educational responses to fight discrimination and violence in schools.

The UN Counter-Terrorism Implementation Task Force (CTITF) and UNESCO launched an initiative to promote inter-ethnic dialogue and cultural understanding among young people in **Nigeria** and **Burkina Faso**.

In **East Africa**, UNESCO, in partnership with the University of Nairobi and its sister agencies (UNIC, the UNDP, UNHR, UNRCO) organized a regional, interactive roundtable discussion on building a culture of peace in this region. Furthermore, several initiatives were designed in Kenya in the framework of the global citizenship education initiative. In partnership with UNICEF, UNESCO is working on teacher trainings in refugee camps in Eastern Cameroon. A specific training module for educators on peace education and resilience is in the process of being made.

In **South Sudan**, inter-communal crisis prevails, affecting a population of 8.2 million people and an 85 percent illiteracy rate. Here, UNESCO’s aim is to develop a contextualized functional literacy framework and increase the capacity of relevant bodies within the Ministry of General Education and Instruction. Specific programmes are being undertaken on education in situations of emergency and crisis. UNESCO is leading a pilot programme on reinsertion skills for 500 ex-combatants as part of the country’s disarmament, demobilization and reintegration programme. UNESCO also works with the Ministry of Education, Science, and Technology in South Sudan in order to implement literacy strategies and reinforce “technical and professional training”, both important skills that would help to consolidate peace in the country as a whole via community learning centers (CAC). UNESCO also offers small “Mobile Libraries” to encourage displaced children and youth to read and engage in positive dialogue. UNESCO Goodwill Ambassador Forest Whitaker participates in UNESCO’s work in South Sudan, in partnership with the **Whitaker Peace and Development Initiative**, meant to establish a network of skilled young people engaged in conflict mediation and peacebuilding.

In **Central Africa**, the “**Education for Citizenship and Culture of Peace**” project in the 10 countries of the **Economic Community of Central African States (ECCAS)** is based on the work of two regional workshops. An intersectoral regional workshop (culture, science and education) entitled “Peace and Sustainable Development” which incorporated aspects of education for sustainable development and climate change as well as culture, peace and citizenship was held in Yaoundé (Cameroon) in April 2013 and allowed the validation of consultants’ studies and the elaboration of a draft roadmap by country in order to bridge the identified gaps. A second regional workshop was held in Yaoundé (Cameroon) in August 2013 to develop reference documents for the integration of education for peace and sustainable development in school curricula in the ECCAS countries. This workshop also refined the analysis of the state of the curricular response to the question in the ECCAS countries. For the effective and efficient realization of the related curricula, using the example of ECOWAS, a project document was developed with harmonized orientations on **education to human rights, culture of peace, citizenship, democracy, regional integration and sustainable development in schools with UNESCO’s support**.

The “**Slave Route Project**” and the “**Transatlantic Slave Trade**” education projects have continued to address discrimination in textbooks and other learning materials. UNESCO celebrated the 20th anniversary of the “Slave Route Project” in September 2014, and also organized a series of meetings and events to highlight the significant contribution of peoples of African descent to the construction and development of modern societies, and provided new directions in teaching and learning about the slave trade and slavery, their legacies (racism, discrimination and exclusion) and the challenges of reconciliation and learning to live together in post-slavery societies. In this context, the publication *The Transatlantic Slave Trade and Slavery: New Directions in Teaching and Learning* was launched at the 190th session of UNESCO’s Executive Board.

In order to assist member states in the revision and adaptation of curricula, school textbooks and other learning materials to counter cultural, religious and gender-based stereotypes, a toolkit has been published which reflects the values of respect for diversity, gender equality, global understanding and dialogue. **A workshop to test the toolkit was organized in Rabat** from 6 to 9 May 2013, an exercise



that involved representatives from several Arab States engaged in the process of revising their curricula. This project is supported by the Government of Saudi Arabia within the framework of the Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue.

In 2014, to celebrate **Nelson Mandela Day**, UNESCO paid homage to him, a former UNESCO Goodwill Ambassador, for his contribution to a culture of peace. This day was marked by a high-level event on the theme, “Mandela’s Heritage: the Path towards a Common Future of Peace and Solidarity”, as well as an exhibition on his life entitled “Nelson Mandela – from Prisoner to President.”

Scientific Cooperation to Foster the Dissemination of a Culture of Peace

Following the United Nations Conference on Sustainable Development, held in Rio de Janeiro, Brazil, in June 2012, UNESCO has played a significant role in several strategic domains identified in the outcome document of the conference, entitled “The Future We Want” (General Assembly resolution 66/288, annex), including the ocean, fresh water and science, technology and innovation for development. The UNESCO water family, headed by the International Hydrological Programme, is leading on behalf of UN Water the celebrations in 2013 of the **International Year of Water Cooperation**, which was launched at UNESCO headquarters and aims to convince the food, water and energy sectors to work together, rather apart, to create a more comprehensive and integrated approach to water management.

The culture of peace has also been advanced through UNESCO global efforts to map transboundary aquifers and bring countries that share them to plan jointly for future-oriented water resources management. The “**From potential conflict to cooperation potential**” project of UNESCO, aimed at fostering peace, cooperation and development related to the management of transboundary (both surface and aquifer) water resources, currently focuses on South-East Europe and the Middle East. In addition, the activities undertaken by UNESCO in the field of fresh water have contributed to the achievement of the Millennium Development Goals, owing to their positive impact on environmental sustainability through the formulation of targets and indicators on fresh water.

As healthy ecosystems are a factor of peace, UNESCO continues its efforts to better understand and sustainably manage biodiversity, in particular through the Man and the Biosphere Programme and its trans-boundary biosphere reserves, collaborating with the International Hydrological Programme in cases involving fresh water. Within its **project on trans-boundary resources in Africa and case study on Lake Chad** initiated in November 2012, UNESCO developed a policy brief, which was launched at the end of June 2013 and disseminated as an advocacy tool for the preservation of Lake Chad. Also in June, a capacity-building workshop for the countries of the Lake Chad Basin was held, and in July discussions started on the development of a trans-boundary management framework for the Lake Chad Basin. In December 2014, the Board of Directors of the African Development Bank Group approved a series of loan agreements in favor of countries in the Lake Chad Basin, that would serve to finance the “Applying Trans-boundary Biosphere Reserve Model to Promote Peace in the Lake Chad Basin through Sustainable Management of Natural Resources.”

With the support of the Government of Flanders, UNESCO is first in line for capacity building and training of World Heritage site managers and other stakeholders of the tourism and conservation industry in four African natural sites in order to make positive changes to the pro-active way they manage tourism. Both Mosi-oa-Tunya sites in Zambia and Zimbabwe, and the Maloti Drakensberg site in South Africa and Lesotho are trans-boundary and offer a unique opportunity to promote respect and understanding between different communities through tourism.



Empowering Young Women and Men to Participate in Building more Democratic and Inclusive Societies

Promoting a culture of peace and non-violence in countries in transition is central to the interdisciplinary project of UNESCO on strengthening the empowerment of young women and men and their engagement, particularly in democratic processes, in order to promote intercultural dialogue and social inclusion. Initiatives are undertaken at the global, regional and national levels to promote the participation and empowerment of young women and men as agents of positive change within their communities. In this context, and as a follow-up to the road map for democracy and renewal in the Arab World developed in 2011, UNESCO supports member states in their transition to democracy. UNESCO is using the framework of schools and participatory/active learning methods for the dissemination of democratic values through innovative tools, with special emphasis on the evaluation and planning of citizenship education, including the adoption of a human rights-based approach. **In Tunisia, UNESCO supports the implementation of a national strategy for the creation of 24 citizenship and human rights clubs**, with a view to reforming and generalizing civic education in primary and secondary schools. United Nations agencies in the country are mobilized around a dedicated task force and participate in this project. **In Egypt, a gender-sensitive manual on democracy** is currently being developed in collaboration with the Ministry of State for Youth, the Ministry of Higher Education and other stakeholders. An adaptation of a manual originally produced in Tunisia in 2011, it will be widely used in formal and non-formal education.

In **North Africa, the NET-MED project** for the creation of a youth network in the Mediterranean encompasses Libya, Morocco, and Tunisia. This project was made possible thanks to an 11 million US dollar financial contribution from the European Union; the goal of the project is to reinforce the active participation of young people in community development as well as their implication in the decision-making process.

In Africa, where the aspirations of young women and men in many countries are challenged by political instability, economic and social crises, often compounded by chronic conflicts, UNESCO implemented a strategy for African youth which mobilizes youth groups around the theme of citizenship and non-violence, with an emphasis on preventing violence throughout the election process. **In Burundi**, community networks have been mobilized, leaders trained and the general population sensitized through information and communications technology and advocacy campaigns, notably in view of the upcoming presidential elections in 2015. Training courses in civic engagement, democracy, participation and good governance, including the fight against corruption, were organized in October 2012 in cooperation with the Youth Network in Action for Peace and Development. In parallel, some 60 young Burundian men and women originating from 10 different communities were trained in social entrepreneurship in cooperation with other United Nations agencies. **In Liberia and Sierra Leone**, where presidential and parliamentary elections were held in late 2012, a number of activities were undertaken, including through social media and participatory training workshops on peace education and social inclusion, so as to promote reconciliation and violence prevention, in particular before, during and after the elections. As a follow-up to the capacity-building sessions initiated by youth organizations with support from UNESCO in 2012, these initiatives also contributed to fostering positive youth participation in electoral processes.

In Nigeria, in May 2014, UNESCO collaborated with Nigeria's Federal Ministry of Women's Affairs to organize a training for female leaders in the central zone in the northern part of the country (six states) on the theme "Early Warning in Times of Conflict: Analysis and Response." The main objectives were to integrate women and increase their participation in peace negotiations or post-conflict planning, and to enhance their skills in conflict resolution and prevention.

Many concrete initiatives were also undertaken in the field in this regard. In Africa UNESCO is providing, in collaboration with United Nations agencies and country teams, policy advice and technical assistance to support national Governments in reviewing or developing integrated and inclusive public policies on youth, with the participation of youth and concerned stakeholders (**Burundi, Liberia, Sierra Leone and Zambia**). UNESCO is also contributing to the development of representative and inclusive national youth structures, including in **Ghana**, where UNESCO supports the creation of a national youth parliament, through the



organization on 27 and 28 February 2013 of a workshop in Accra to reflect on how young Ghanaians can become more active in politics. **In Egypt**, field research to collect the opinions of youth on their situation was conducted between 2012 and 2013 in order to open a policy dialogue between policymakers and youth following the Arab Spring.

In addition, a project to **strengthen capacities for youth-led social entrepreneurship and to promote the culture of peace in Africa** was implemented around the work of two regional Centers and UNESCO category II Institutes: the Guidance, Counseling and Youth Development Center for Africa (GCYDCA) in **Malawi**, which aims at training and developing expertise in guidance, counseling and youth development with relevant skills and content for the African region; and the African Union International Centre for Girls' and Women's education in Africa (CIEFFA) in **Burkina Faso**, which seeks to promote girls' and women's education to encourage their full participation in the eradication of poverty and the edification of a peaceful world for sustainable human development. The project, already underway, involves several steps:

- A mapping/needs assessment of existing training materials for youth on social entrepreneurship and different aspects relating to the promotion of a culture of peace in Africa, including those developed by UNESCO, GCYDCA, AU/CIEFFA and other organizations.
- The design of specific project modules on youth social entrepreneurship development and culture of peace with a view to consolidating existing expertise and addressing specific training gaps.
- The testing and piloting of modules in Malawi, through the GCYDCA, and in Burkina Faso, through the AU/CIEFFA. Training delivery includes the elaboration of a follow-up project proposal by the young trainees.
- The evaluation, upon completion of the pilot projects in Malawi and Burkina Faso, to assess the effectiveness of the modules, as well as the impact of the training on the beneficiaries.

UNESCO and the Centre for Long-Term Strategic Studies (CEPS) established an **International Fellowship “Tremplin” for youth-led social entrepreneurship and the culture of peace in Africa**. The objective is to enable beneficiaries (between 21 and 35 years of age) to value their business plans and communicate around it, to reward the entrepreneurial initiatives along the lines of social cohesion and culture of peace, and to receive a human and financial support to amplify their efforts. The underlying goal is to build a generation of committed and responsible actors in Africa. The fellowship consists of a US\$ 20,000 grant, a one-year consulting accompaniment in human resources, legal, exports, accounting, marketing, communication, *etc.*, and a media coverage in the framework of the Award event. The presentation of the “Tremplin” as well as the laureate announcement happened in October 2013, during UNESCO's 8th Youth Forum. After a first edition of the “Tremplin” mechanism in 2013 in Côte d'Ivoire, the 2nd edition occurred in Addis Ababa (Ethiopia) in December 2014 and the United Nations Economic Commission for Africa Headquarters (CEA). The specificity of the 2nd edition of the “Tremplin” 2014 was to award two young women for their sense of initiative, their audacity, and their social impact.

Fostering Dialogue and Building Peace through Heritage, Dialogue and Creativity

In order to promote heritage and cultural creativity as powerful and unique tools for sustainable development, in particular with respect to economic success, social cohesion and mutual understanding, UNESCO has continued to harness its comprehensive normative framework in the field of culture. **Trans-boundary nominations, in the context of the 1972 World Heritage Convention**, and multinational inscriptions, in the context of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, have been supported by UNESCO as tools to promote regional integration and dialogue through international cooperation in the fields of heritage conservation and safeguarding.

UNESCO also pursued initiatives to protect culture in times of conflict. The organization worked with the international community to prevent the destruction of or damage to cultural heritage and the trafficking of cultural property, stressing that cultural heritage and the values that it enshrines are a unifying force for reconciliation and peacebuilding. Such was the case in **Mali**, where UNESCO took action to help safeguard cultural heritage and cultural expressions, which suffered repeated attacks during the recent conflict. This entailed the distribution information to military personnel on important sites to be protected



during military operations prior to the military intervention in January 2013. The importance of cultural heritage to Malian identity, to restoring national unity and to laying the ground for future reconciliation was underlined during the Day of Solidarity with Mali, organized by UNESCO at its headquarters in February 2013. Following the adoption of Security Council Resolution 2100, by which the Security Council established the United Nations Multidimensional Integrated Stabilization Mission in Mali, with support for cultural preservation as one of the seven points defining its mandate, UNESCO has continued to work with United Nations partners to integrate the safeguarding of cultural heritage in peacekeeping operations and recovery efforts. In parallel, it has cooperated closely with the International Criminal Court in its ongoing investigation into the deliberate destruction of Malian cultural heritage and persecution based on cultural specificities.

To enhance mutual understanding between peoples, UNESCO continued the promotion, dissemination, and translation into additional languages and pedagogic use of its General and Regional Histories, which highlight the contributions of the different cultures and civilizations to the general progress of humanity and the constant role of intercultural dialogue throughout human history. UNESCO developed pedagogical materials for primary, secondary and higher education on the basis of the **General History of Africa** to improve history education in Africa and in other parts of the world. In February 2015, UNESCO partnered with the OCP Group and the BBC to launch a series of documentaries targeted to the public.

In the same context of using the General History of Africa in a pedagogical manner, an e-Learning teaching tool on the role of women in African History was designed to expand and disseminate knowledge of the role of women in African history to counter prejudices and stereotypes. It also enables the development of ICT tools for knowledge acquisition and sharing that encourage the general education and ICT capacity of young women in the region, and promotes the use of ICTs and mobile learning to underline the links between education, technology and sustainable development. This e-Learning tool also offers an example of how history, memory and dialogue about women can be used to promote peace, reconciliation and regional integration.

In May 2014, UNESCO collaborated with the National Institute for Cultural Orientation (NICO) to organize a national conference in Kaduna, northern Nigeria, on the theme “Culture, Peace, and National Security: the Role of Traditional Leaders in Nigeria’s Democracy.” UNESCO also designed the training manual “Promoting a Culture of Peace in Nigeria through Intercultural Dialogue and Education: A Reference Manual for Educators.”

Media and Information Literacy for Peace and Non-Violence

In order to mobilize the potential of communication and information to facilitate mutual understanding, respect for cultural diversity and peace, UNESCO has continued to advocate for media and information and communications technologies as instruments for peace and dialogue.

As community radio plays a key role in many aspects of daily life in local communities, UNESCO has continued to help these communities develop their own programmes and organize debates on matters relevant to them in their own language. In **South Africa**, young people were trained to use community radio to promote social inclusion, create platforms for dialogue and build societies where peace is a reality for all.

To promote an environment which lends itself to freedom of expression and media development, UNESCO established 15 community radio stations in **Côte d’Ivoire** on the culture of peace. These community radios are indispensable in rural areas where all that is heard on the radio is taken seriously and considered to be credible. In terms of reinforcing the radio’s technical and institutional capacities to establish peace, UNESCO collaborated with the Radio Union in Proximity to Côte d’Ivoire (URPCI) to organize a training seminar for community radio hosts. Participants were trained on how to produce radio programs rooted in peace and reconciliation.

UNESCO continued to promote the positive role that traditional and new media can have in making the culture of peace a tangible reality in **Uganda**, where the organization developed, on the basis of



consultations with media professionals and existing material, a toolkit for media reporting on peace and reconciliation through print and radio. The toolkit also promotes the use of information and communications technology in peace education and gives a voice to women and students in Northern Uganda to promote a culture of peace and tolerance. The toolkit is being used to train and mentor reporters, editors and freelance journalists in Uganda. In **South Sudan**, 9 communities in Eastern and Central Equatoria, 144 young people were trained in participatory video and community based media to gather and share the life stories of their peers and elders. Activities included training children and young people (CYP) on using video to collect stories and weekly video sessions with the CYP groups on video production.

To help people navigate the constantly growing flow of information from a wide variety of sources, including the Internet, community radio stations and television, UNESCO has maintained its efforts in the field of media and information literacy. In the Arab region and in Sub-Saharan Africa, a project was developed to help young people learn how to use media, including the Internet, and to increase their knowledge and understanding of other cultures, notably through an online course on media, information literacy and intercultural dialogue. In addition, an international conference was held in June 2013 in **Nigeria** on the theme “Promoting Media and Information Literacy as a Means to Promote Cultural Diversity”.

To address the challenging post-conflict situation in the **Mano River Union States of Liberia, Sierra Leone and Côte d’Ivoire**, launched a project in 2012 called “**Educating Young Girls for Peace in the Mano River Region**”. UNESCO’s main partner is the Mano River Women’s Peace Network (MARWOPNET), established in 2001 to support women’s full and equal participation within the democratic process, particularly in the decision-making structures related to peace and development through gender-sensitive programs and policies. The project aims to engage young girls (between 12-24 years of age) in Peace Education programmes through radio, testimonies of young girls and how they rebuild their lives, causes of violent conflicts, conflict prevention methods and the role of women in the preservation of peace. The programme also supports functional literacy programmes for young girls, building first on modules that already exist for adult functional literacy, while engaging young out-of-school girls through participation in clubs and other organized activities. Lastly, the programme trains journalists in production methods for peace radios led by women in order to strengthen MARWOPNET’s continuous work for peacebuilding. This program shows significant progress:

- in **Côte d’Ivoire**, 600 girls from different communities on the western border with Liberia benefit from peace and restoration of social cohesion trainings, leading to a deeper engagement in the peace process and the restoration of social cohesion;
- in **Liberia**, the partnership with the Women in Peace Building Network (WANEP) addresses the low skills and competencies of rural young women in 5 communities, and enables them to share their entrepreneurial experiences on community radios, on the ways in which they sustain their families and end violence towards them; and
- in **Sierra Leone**, the partnership with the Mano River Women Peace Network (MARWOPNET) aims at capacity-building for full operationalization of the MARWOPNET radio stations in several counties.

In Mali, a current projects aim to **empowers youth in the post conflict situation of the country for reconciliation, peace and development through an increased access to, and use of, new information and communication technologies (ICT)**. The objective is to enable marginalized Malian youth from to access ICT, to reach out beyond the confines of their physical isolation and separation, to actively engage with their counterparts in a collaborative quest for consolidating tolerance and peace, to respect for each other, as well as to promote intercultural dialogue by establishing specific information schemes for young people’s intercultural and interethnic interaction. As such, three specific activities will be implemented. First, the establishment of offline and online discussion groups on peace, human rights, cultural diversity and universal values; second, training workshops in promoting conflict prevention and non-violent conflict resolution for young people, and third, training young people on how to engage in on- and off-line collaborative project work as well as in conflict resolution (breaking stereotypes, coping with prejudice, inter-ethnic dialogue, tolerance skills, etc.). The success of the project will greatly depend on the number of youth empowered through ICT training for peace and development, the impact on efforts to improve the existing cooperation among young leaders from fragile areas, and the number of successful



collaborative projects for, with, and by youth designed and implemented in line with the above activities and priorities.

In **Southern Africa**, UNESCO reinforces tolerance and promotes peaceful coexistence in Namibia and South Africa through community radio programs and a media campaign on human rights and gender-based violence. In addition, UNESCO partnered with the Broadcasting Association of Southern Africa (Saba) and "Gender Links" to organize a regional workshop in Swaziland on "Gender Policy and the Media in Southern Africa." This served as a parallel event to the 2nd Annual Digital Broadcasting Summit. The workshop aimed to promote a positive image of women in the media. UNESCO's gender equality indicators in the media (GSIM) were used as a guide for gender mainstreaming and policy development. The long-term goal is to implement such policies in the workplace and in the editorial content of the 14 members of the SABA.



The Culture of Peace in the Operational Strategy for Priority Africa (2014 - 2021)

In order to respond to development challenges in Africa, as defined by Africans and reaffirmed by the African continental and regional organizations, UNESCO has developed an Operational Strategy for Priority Africa¹⁷, which covers the short and medium term (4-8 years) and offers a future vision for the continent. In 2012, six Flagship programmes were developed through a consultation process with regional organizations and member states in order to implement this strategy in the next four years. They revolve around two main areas of action for Africa:

- **building peace by building inclusive, peaceful and resilient societies;**
- **building institutional capacities for sustainable development and poverty eradication**

The first of the 6 Flagship programmes is called:

Promoting a Culture of Peace and Non-Violence

The following list details the expected results of this Flagship programme, which include the involvement of all of UNESCO's major programmes:

- Education for peace, citizenship, democracy and human rights will be integrated into the formal and non-formal teaching and learning systems and will reinforce mutual understanding and social cohesion.
- The General History of Africa will be introduced and taught from the primary to university level: information about Africa, the slave trade, and its cultural repercussions. Africa's contribution to modern societies will be highlighted by using heritage and contemporary creativity as transformative tools to enhance dialogue and peace.
- Elements of intangible heritage will be used to highlight the cultural practices of Africa and the diaspora that promote reconciliation, social cohesion and peace.
- Cross-border cooperation frameworks, providing for agreed and appropriate management tools, will be established for the main hydrological basins in Africa and for the sustainable use of ecosystems shared by states. Special attention will be paid to establish joint initiatives among indigenous and scientific knowledge holders to co-produce knowledge to meet global climate change challenges.
- UNESCO-supported community radios will be transformed into spaces promoting intercultural and intergenerational dialogue and social cohesion. Raise African youth awareness to further dialogue and peace via social media and mobile phone networks.
- Promoting Young African women and men's empowerment, civic engagement and democratic participation through inclusive youth policies and youth-led work on a culture of peace.

In addition, as part of the **Coordination and Monitoring of Action for Africa** activities, another expected result will reinforce this Flagship programme:

- Regional organizations, member states and civil society in Africa will be mobilized for a Culture of Peace and join the African Union's "Make Peace Happen" campaign.

¹⁷ <http://unesdoc.unesco.org/images/0022/002224/222485e.pdf>



Action Plan for a Culture of Peace in Africa “Make Peace Happen”

This draft Action Plan targets every component of African society: political leaders, national and regional institutions, civil society, community movements, youth and women’s movements, traditional and religious leaders, the business community and leaders of the private sector, among others. In this way, each stakeholder takes ownership and draws inspiration from the Action to design and implement programmes and short, medium, and long-term activities. The following highlights the main axis of action and domains:

1. CULTURAL SOURCES AND RESOURCES FOR SUSTAINABLE PEACE IN AFRICA

Objectives:

- 1.1. Value the contribution of African culture for dialogue and reconciliation
- 1.2. Strengthen links between education and culture to build educational curricula and effective training to promote the culture of peace in Africa
- 1.3. Develop the cultural economy, provide employment for youth for the continent’s sustainable development

2. THE MANAGEMENT OF NATURAL RESOURCES FOR THE PREVENTION OF CONFLICTS AND SUSTAINABLE DEVELOPMENT

Objectives:

- 2.1. Promote scientific cooperation and diplomacy for sharing trans-boundary resources
- 2.2. Strengthen the role of cosmogonies, traditional and indigenous knowledge for sustainable development
- 2.3. Develop green and blue economies, provide employment for all and especially for youth.

3. YOUNG PEOPLE, ACTORS OF CHANGE FOR PEACE AND DEVELOPMENT

Objectives:

- 3.1. Promote the involvement and inclusion of youth in society
- 3.2. Develop the use of ICT and the media and value promising models for African youth
- 3.3. Value women’s roles in African society as the keeper of values and promote gender equality in the youth community

4. ACTIONS FOR CREATING A CONTINENTAL MOVEMENT UNDER THE AUSPICES OF THE AFRICAN UNION AND UNESCO

Objectives:

- 4.1: Create a continental and sustainable movement for peace, capable of mobilizing African states, the private sector, artists, African leaders, international organizations and regional development actors as well as NGOs and grassroots organizations
- 4.2 Strengthen the AU “Make Peace Happen” campaign to raise public awareness – in particular among youth – about the role each can play to build and consolidate peace and non-violence in everyday life



Background

UNESCO'S FRAMEWORK OF ACTION FOR A CULTURE OF PEACE IN AFRICA

The «Culture of Peace» concept was first elaborated at global level by UNESCO during the International Congress on « Peace in the Minds of Men», held in **Yamoussoukro, Côte d'Ivoire in 1989**.

As a follow-up to this Congress, numerous resolutions, made by the Executive Board and the General Conference of UNESCO as well as by the United Nations General Assembly, established a framework for action and led to the implementation of programmes for a culture of peace at the national and international levels throughout the 1990s. UNESCO's work led the United Nations General Assembly to adopt the «**Declaration and Program of Action for a Culture of Peace** » (A/53/243) in 1999 and in led to the celebration of the « International Year for the Culture of Peace» in 2000. This International Year was followed by the « **International Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010)**».

Through the 1998 United Nations General Assembly Resolution 52/13, the United Nations General Assembly considers that a culture of peace consists «*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*».

The Programme of Action on a Culture of Peace subsequently adopted in 1999 by the United Nations General Assembly in its Resolution 53/243 focuses on eight action areas:

- **Fostering a culture of peace through education**
- **Promoting sustainable economic and social development**
- **Promoting respect for all human rights**
- **Ensuring equality between women and men**
- **Fostering democratic participation**
- **Advancing understanding, tolerance and solidarity**
- **Supporting participatory communication and the free flow of information and knowledge**
- **Promoting international peace and security**

In the framework of the UNESCO Programme and Budget for the biennium 2012-2013, UNESCO committed to implement an «**Intersectoral and Interdisciplinary Programme of Action for a Culture of Peace and Non-violence**». "Building peace by building inclusive, peaceful and resilient societies" is one of two main areas of action for Africa outlined in the **UNESCO Mid-Term Strategy (2014 -2021)**. In this context, the **Operational Strategy for Priority Africa** integrates the development of a Flagship programme entitled "**Promoting a Culture of Peace and Non-Violence**".

The "**Action Plan for a Culture of Peace in Africa**" adopted in Luanda (Angola), in **March 2013**, provides the framework: the objectives, the general recommendations and the proposals for action in favor of a culture of peace in Africa.

In its resolution 67/104, the General Assembly noted UNESCO's pioneering role and efforts to promote dialogue among civilizations, cultures and peoples, as well as its activities related to the culture of peace. The UNGA invited UNESCO to act as the lead United Nations agency for the **International Decade for the Rapprochement of Cultures (2013-2022)**.



Background

THE AFRICAN UNION'S STRATEGIC PLAN TO BUILD PEACE, SECURITY AND DEMOCRACY IN AFRICA¹⁸

The African Union envisages “an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in global arena”. In order to fully translate this vision into concrete actions, the African Union Commission, which holds the mandate to “drive the African integration and development process in close collaboration with member states, the regional economic communities and African citizens” has identified four strategic pillars:

- **Peace and Security**
- **Integration, Development and Cooperation**
- **Shared Values**
- **Institution and Capacity Building**

These pillars are the strategic focus around which the Commission implements programmes and actions which correspond to the major and current challenges facing the African continent.

The African Peace and Security Architecture (APSA) and the Post-Conflict Reconstruction and Development (PCRD) framework are concrete tools used to respond to the current and future security challenges and threats in the continent.

Shared values (solidarity, harmony, reconciliation and communalism) are also central to the AUC efforts to secure peace in Africa. This shared values framework encompasses areas including governance, democracy, human rights, civil society participation, gender, culture, and the celebration of the International Year of Shared Values (2012) including its Plan of action adopted by the DPA and AUC's partners are meant to strengthen Africa's contribution to global peace and democracy.

AUC programmes are linked to the building of high quality human capital in particular through the support of educational systems that are all inclusive and provide the necessary skills for building peaceful and stable societies.

On a continental level, the African Union has also launched a series of political initiatives and programmes with the goal to achieve peace and sustainable development, e.g.:

- **International “Make Peace Happen” Campaign, including the celebration of the International Day of Peace (21 September) and a peace-building education initiative in fragile states.**
- **African Charter for Youth and Decade for Youth Action Plan (2009-2018)**
- **Year of Shared Values Plan of Action (2012)**
- **African Charter on Democracy, Elections and Governance**
- **Decade for African Women (2010-2020)**
- **Pan-African University (with reference to education for peace and democracy)**
- **Conflict Prevention Policy Framework**
- **African Solidarity Initiative**
- **2063 Agenda for the Development of Africa**

¹⁸ AUC Strategic Plan 2014-2017





YAMOUSSOUKRO +25 DECLARATION

We, the participants to the Celebration of the 25th anniversary of the birth of the concept of Culture of Peace, “Peace in the Mind of Men and Women”, met in Yamoussoukro on the 22nd of September 2014,

Building upon the principles enshrined in the United Nations Charter, the UNESCO Constitution and the Universal Declaration of Human Rights;

Recalling the Declaration adopted at the International Congress on “Peace in the Minds of Men”, organized under the auspices of UNESCO in Yamoussoukro (Côte d’Ivoire) in 1989, which invited *“intergovernmental and non-governmental organizations, the scientific, educational and cultural communities of the world, and all individuals to:*

- *help to construct a new vision of peace by developing a culture of peace based on the universal values of respect for life, liberty, justice, solidarity, tolerance, human rights and equality between women and men;*
- *strengthen awareness of the common destiny of humanity so as to further the implementation of common policies ensuring justice in the relations between human beings and a harmonious partnership between humanity and nature;*
- *include peace and human rights components as a permanent feature in all education programmes;*
- *encourage concerted action at the international level to manage and protect the environment and to ensure that activities carried out under the authority or control of any one State neither impairs the quality of the environment nor interferes with the biosphere of other States”.*

Subscribing to the definition of Culture of Peace adopted by the United Nations General Assembly in 1997 as consisting of *“values, attitudes and behaviours that reflect and inspire social interaction and partnership 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”.*

Recalling the “Declaration and Programme of Action on a Culture of Peace” adopted by the United Nations General Assembly in 1999 and the outcomes of the “International Decade for a Culture of Peace and Non-violence for the Children of the World” (2001-2010) the momentum of which continues through the “International Decade for the Rapprochement of Cultures” (2013-2022) led by UNESCO.

Recalling the outcomes of the International Forum for Reflection held in Abidjan in June 2012 on the theme “Culture of peace in West Africa, a necessity for economic development and social cohesion”;

Recalling also the “Action Plan for a Culture of Peace in Africa – Make Peace Happen” and the Resolution adopted during the Pan-African Forum “Sources and resources for a Culture of Peace” held in Luanda (Angola) in March 2013;



Noting with satisfaction that, during the last 25 years, the concept of culture of peace has inspired and guided governments, international organizations, civil society and scientific and educational institutions, in setting up prevention and resolution of conflicts and crises processes, at the local, national and international level;

Noting also with satisfaction the initiative of the Government of Angola to organize with UNESCO and the African Union a “Biennale of Culture of Peace in Africa” as a follow up of the Pan-African Forum “Sources and resources for a Culture of Peace”;

Noting:

That a quarter of a century after the Congress of Yamoussoukro in 1989, the permanence of armed conflicts – between and within states – continues to undermine the conditions of a peace leading to “*the unanimous, lasting and sincere support of the people of the world*” (UNESCO Constitution, 1945);

That new threats to human security, namely transboundary threats, for which the international community appears not to be prepared, affect the construction of a culture of peace: environmental degradation, climate change, migrations and displacements of populations, illegal trafficking of all kinds (human beings, hard drogues, armaments,...), increase of international crime and terrorism, of territorial disputes and the spread of extremist movements – ethnic and religious in particular–, contestation of electoral processes, unequal distribution of wealth and of access to natural resources, epidemics and pandemics, violence against women, increase of vulnerability of youth and minorities;

And that the aspirations of peoples and individuals to fundamental freedoms, economic and social justice, healthy and resilient environment as well to quality education, remain insufficiently respected at the national and international levels;

We reaffirm the need to promote the culture of peace in every part of the world and adopt solemnly the **following Declaration**:

The culture of peace and sustainable development are intrinsically linked. The culture of peace therefore should be mainstreamed into development policy frameworks all over the world;

Peace, more than the end of armed conflicts, is the guarantee for sustainable and democratic societies based on the shared will of people, governments, local communities and on a holistic approach inspiring concerted actions at the local, national, regional and international levels in all dimensions: political, economic, environmental, cultural, social and educational;

All forms of social and economic exclusion, all forms of discriminations based on race, religion, sex, culture or socio-economic status which constitute expressions of a culture of war and violence, should be addressed and channelled towards positive and non-violent socio-economic transformations;

The promotion of fundamental freedoms and equality, particularly between men and women, as well as intergenerational solidarity shall be an integral part of national, regional and international policies;

Economic growth and the emergence of new opportunities in terms of wealth and development shall benefit populations and respect environmental and human equilibrium, in a spirit of “*common welfare*” (UNESCO Constitution, 1945);



Information and communication technologies are transforming the relations between peoples, communities and nations and shall therefore be mobilized for the culture of peace. It is indistinguishable from respect for freedom of expression, tolerance, and promotion of an improved mutual understanding among the peoples, civilizations and cultures of the world;

Cultivating and maintaining peace require everyone to cultivate a global citizenship consciousness based on respect for human rights and its corollary, the respect for national, cultural, ethnic and spiritual identities, the practice of intercultural and intergenerational dialogue, and the sincere search for rapprochement among cultures;

The culture of peace must be collectively shared as it draws from a variety of philosophical and spiritual traditions from all around the world and lays the foundation for a new humanism;

Therefore, **We**, the participants at the Celebration of the 25th anniversary of the birth of the concept of Culture of Peace, “Peace in the Mind of Men and Women”:

Commend UNESCO, the Government of Côte d’Ivoire and the Felix Houphouët-Boigny Foundation for Peace Research for the organization of this celebration and for giving a new impetus to the concept of culture of peace, essentially by facilitating the establishment and the work of the Network of foundations and research institutions for the promotion of a Culture of Peace in Africa;

Invite States, governments, local communities and civil society organizations, development partners and all citizens to increase their efforts and their cooperation to establish a genuine culture of peace and non-violence, which constitute an indispensable basis for a sustainable development and the building of resilient and peaceful societies;

Commit to participate in the implementation of “International Decade for the Rapprochement of Cultures” (2013-2022) and the “Action Plan for a Culture of Peace in Africa – Make Peace Happen” adopted in Luanda on March 2013 and support its follow up in the framework of the Biennale for a Culture of Peace in Africa, as proposed by Government of Angola to UNESCO;

Encourage governmental and civil society stakeholders, international organizations and the private sector to develop similar action plans in the other regions of the world.



ሰላም	Amharic	Malino	Tonga
Alaáfía	Yoruba	M'tendere	Chi Nyanja/Chichewa
Alher	Songhaï	Murettele	Emakhuwa
Amahoro	Kinyarwanda / Hangaza / Rundi /Rufumbira/Giha	Mutenden	Bemba
Amana	Hausa	Mvoay	Béti-fang
Amani	Kiswahili	Nabáda	Somali
Asmomdwoe	Akan	Nabadda	Somali
Asomdwee	Twi	Nagaya	Oromo
Bobóto	Lingala	Natsuwa	Hausa
Bupole	Tchiluba	Nutifafa	Gen/Éwé/Mina
Errébé	Bambara	Ombembwa	Umbundu
Ewirembe	Luganda	Onbili	Oshikwanyama
Fandriampahalemana	Malagasy	Paix	Français
Fifâ	Fon	Paz	Português / Español
'Godo	Sara	Pé	Kreol
Hêr	Kanuri	Peace	English
Jaama	Wolof	Rugare	Chishona/Manyika
Jam	Fulfulde (Pulaar/Pular/Fulani)	Runyaro	Shona
Kagiso	Setswana	Salam	Choua
Kayiroo	Manding (Mandenkan)	Salam	Maghrebi
Khotso	Sesotho	(salâm) مآلس	Arabe
Kikcendi	Kikongo	Salem	Tigrinya
Kimiá	Lingala	Siriri	Sängö
Koosi	Masaba (Lumasaba)	Sôngô	Sango
Kuthála	Swati (Siswati)	Talwit	Tamazight
Kutululuka	Kimbundu	Thayu	Kikuyu (Gikuyu)
Lâfi	Mossi (Moré)	Udo	Igbo
Lafiya	Hausa	Ukulungunga	Cokwe
Lùmana	Hausa	Ukuthula	IsiZulu /isiNdebele
Luvuvamu	Kikongo	Uxolo	Xhosa
		Vrede	Afrikaans
		Vuholelo	Mbunda

