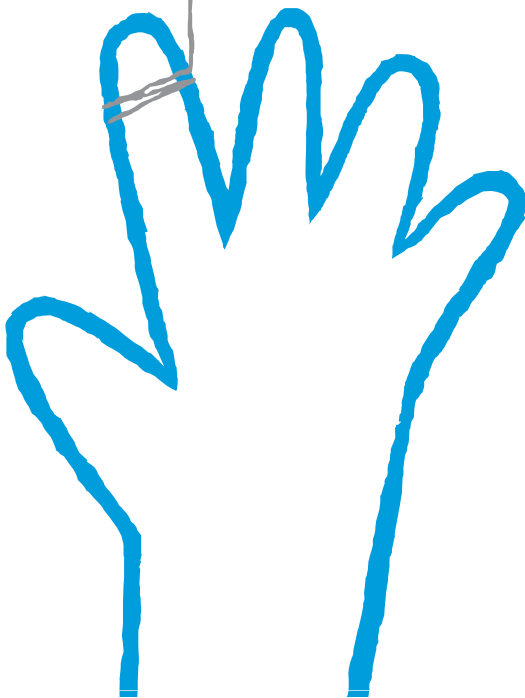




UNESCO'S

Work on Education for
Peace and Non-Violence

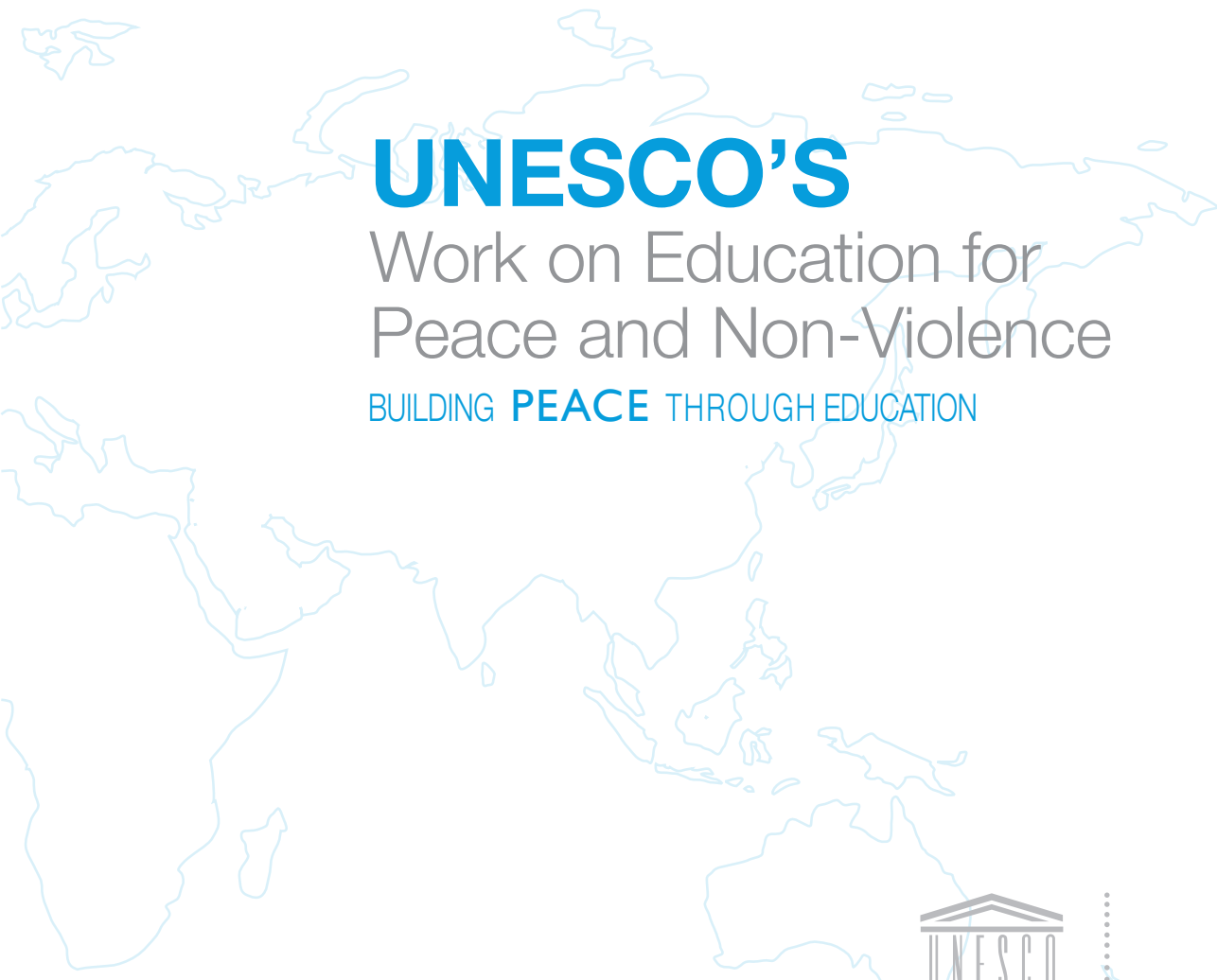
BUILDING **PEACE** THROUGH EDUCATION



United Nations
Educational, Scientific and
Cultural Organization







UNESCO'S

Work on Education for Peace and Non-Violence

BUILDING **PEACE** THROUGH EDUCATION



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Education shall be directed toward the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace.

Article 26, The Universal Declaration of Human Rights

The promotion of peace through education is at the heart of UNESCO's mission. As stated in its constitution of 1945, UNESCO advances international peace and the common welfare of humanity through educational, scientific and cultural relations between peoples of the world.

Though the world has changed over the past sixty years and continues to change at an ever increasing rate, UNESCO's mission - a commitment to promoting universal values of peace and non-violence, human rights and social justice, intercultural dialogue and mutual understanding – persists with growing urgency. UNESCO's approach to educating for peace is multidimensional, in that it links education with a range of activities that address the root causes of violence, from human security to sustainable development.

The goal of UNESCO's education programmes and partnerships is the development of comprehensive systems of education that embrace the values of human rights, intercultural understanding and tolerance. Education for peace and non-violence promotes the knowledge, skills, attitudes and behaviours that reflect and inspire these values.

The International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010:

As the lead agency within the UN system for the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010, UNESCO is responsible for coordinating and directly implementing activities that promote

the objectives of the Decade through education, the sciences, culture, communication and information. The culture of peace is defined as a set of values, attitudes, modes of behaviour and ways of life that reject violence and aim to prevent conflicts by tackling their root causes through dialogue and negotiation between individuals, groups and nations.

UNESCO promotes the culture of peace through an intersectoral platform. This platform involves all five sectors of UNESCO: education, natural sciences, social and human sciences, culture, and communication and information. It seeks to mainstream intercultural dialogue in policies and actions with the aim of promoting mutual understanding, tolerance and respect, all of which are considered to be creative forces for a sustainable future. The intersectoral platform will also develop tools based on good practices in intercultural dialogue.

What is Peace Education?

Education for non-violence and peace includes training, skills and information directed towards cultivating a culture of peace based on human rights principles. This education not only provides knowledge about a culture of peace, but also imparts the skills and attitudes necessary to defuse and recognize potential conflicts, and those needed to actively promote and establish a culture of peace and non-violence.

The learning objectives of peace education may include an understanding of the manifestations of violence, the development of capacities to respond constructively to that violence and specific knowledge of alternatives to violence. Two fundamental concepts of peace education are respect and skills. Respect refers to the development of respect for self and for others; skills refer to specific communication, cooperation and behavioral skills used in conflict situations.

UNESCO's activities, projects and partners in education for peace and non-violence work with a holistic approach to establish and nurture the respect and skills needed to build a culture of peace.

Dimensions of UNESCO Education Sector's Work on Peace Education

- Cooperation with Member States at the international, regional and national levels
- Networking, advocacy and research
- Policy and information exchange
- Textbooks, learning materials and curricula development

UNESCO's Work with Member States

As an intergovernmental organization, UNESCO cooperates – first and foremost – with governments in re-orienting educational policies (including national educational legislation) towards values that lay the foundation for peace and respect for human rights. This entails providing technical assistance and capacity building in:

- framing national policies and strategies for national education system reforms;
- training educational staff, policy-makers and teachers with the aim of building capacities of national institutions;
- improving curricula; and
- revising and adapting textbooks and learning materials.

Mainstreaming Culture of Peace Values into National Education Systems

UNESCO advances peace education activities by providing support to Member States to integrate a holistic vision of quality education that promotes the values of a culture of peace at all levels of their education systems. The Organization provides various means of support, such as: the co-production of textbooks by two or more countries as a basis for mutual understanding; the development of learning materials that are culturally and linguistically appropriate; providing support for Member States wishing to carry out bilateral or multi-lateral revisions of curricula and textbooks in order to remove prejudices or stereotypes, and by promoting teacher training and educational programmes in peace and human rights education.

Some examples of UNESCO's work with Member States in the field of education for peace and non-violence include:

- The UNESCO project “Promoting Quality Education for All: Human Rights and Democracy in Albania” entailed revising curricula for teacher training on human rights education and distributing a collection of UNESCO publications on human rights education to all districts in Albania. It established

a nation-wide network of sixty teacher trainers who have trained local teachers in human rights education.

- The UNESCO Office in Kathmandu has been working in the area of peace and human rights education in Nepal since 2005. In 2008 the office partnered with UNICEF to design a strategy and conduct workshops to assist the Ministry of Education to incorporate peace and human rights education in the national curriculum, particularly in social studies courses from grades one to ten. In addition, the UNESCO office in Kathmandu develops programme components to work with Non-Formal Education Centers in the field of peace and human rights education.
http://portal.unesco.org/geography/en/ev.php-URL_ID=6054&URL_DO=DO_TOPIC&URL_SECTION=201.html
- UNESCO provided technical guidance and support to the Ministry of Education of Liberia to produce a strategic plan for the “Implementation of Peace, Human Rights and Citizenship Education”. The plan outlines steps for the implementation of peace, human rights and citizenship education as core components of the national curriculum of the Liberian education system. As a follow-up to the plan of implementation, curriculum materials and resources are being developed.
http://portal.unesco.org/geography/en/ev.php-URL_ID=2345&URL_DO=DO_TOPIC&URL_SECTION=201.html
- The UNESCO office in New Delhi has piloted a project with the National Council for Teacher Education to field test an Education for Peace manual in India. They have also been working closely with the Sri Lanka National Commission for UNESCO and the Secretariat for Coordinating the Peace Process in Sri Lanka on peace dialogue forums.
http://portal.unesco.org/geography/en/ev.php-URL_ID=5972&URL_DO=DO_TOPIC&URL_SECTION=201.html
- UNESCO’s Asia-Pacific Regional Bureau for Education has developed a guide for teachers on positive discipline in the classroom. The module is part of a larger publication on “*Embracing Diversity: A Toolkit for Creating Inclusive, Learning-Friendly Environment*” (ILFE Toolkit).
<http://unesdoc.unesco.org/images/0014/001492/149284e.pdf>
<http://www.unescobkk.org/index.php?id=95>

- UNESCO's Regional Bureau for Education in Africa produced a tutorial on values education for Francophone countries in Sub-Saharan Africa. The tutorial emphasised early childhood education, respect, tolerance and cooperation in schools and society.
http://www.dakar.unesco.org/en_index.shtml

Monitoring International Normative Instruments

Standard-setting has always played a central role in UNESCO's activities. An important aspect of UNESCO's work involves monitoring, evaluating and supporting Member States in implementing UNESCO's standard setting instruments (conventions and recommendations).

Examples of Standard-setting Instruments

- The 1960 *Convention against Discrimination in Education* occupies the foremost place among UNESCO's standard-setting instruments in the field of education. It is the first legally binding instrument which provides a normative framework and essential elements of the right to education. The Convention expresses the fundamental principle of equality of educational opportunities and enjoins upon the States Parties to ensure access to education for all. The Convention, which came into force in 1962, has been ratified by 94 Member States.
http://portal.unesco.org/education/en/ev.php-URL_ID=44939&URL_DO=DO_TOPIC&URL_SECTION=201.html
- The 1974 *UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms* is an elaboration of Article 26.2 of the Universal Declaration of Human Rights. The Recommendation sets out guiding principles for UNESCO's action to promote education on peace and respect for human rights.
http://www.unesco.org/education/nfsunesco/pdf/Peace_e.pdf
- The 1995 *Integrated Framework of Action on Education for Peace, Human Rights and Democracy* is UNESCO's major instrument for action in the field of Education for Human Rights and Citizenship. The framework offers a contemporary view of the problems and strategies relating to education for peace, human rights and democracy.
http://www.unesco.org/education/nfsunesco/pdf/REV_74_E.PDF

Networking, Advocacy and Research

UNESCO works to mobilize political will and coordinate the efforts of development partners, governments, NGOs, educational institutions and civil society to promote education for peace and non-violence through partnerships, advocacy and the advancement of research.

UNESCO Associated Schools Project Network (ASP net)

Established in 1953, the Associated Schools Project network is a global network of some 8,000 educational institutions in 177 Member States. For the past forty years, ASP net has been promoting quality education, human rights implementation, world heritage education, peace and human rights education, and fostering innovative good practice.

ASP net schools are encouraged to conduct pilot projects that reflect their commitment to the ideals of human rights, peace, democracy, non-violence, intercultural learning and protection of the environment. To this end, ASP net invited its partner schools to carry out original projects for the UNESCO Peace Pillar Award Initiative. UNESCO published a collection of these winning schools' projects in "Peace Pillar Award Initiatives – Good Practices in Support for Educating for Peace and Non-Violence".

The international campaign: "All Equal in Diversity: Mobilizing Schools Against Racism, Discrimination and Exclusion" was launched in 2005 among ASP net Schools. Schools make a three year commitment, during which they carry out activities such as analysing the media, conducting research on the Internet and organizing conferences and school exchanges on the theme of diversity.

More information about these and other campaigns can be found online at www.unesco.org/education/asp/

Mondialogo - Intercultural Dialogue and Exchange

Mondialogo is an international initiative launched in 2003 to encourage intercultural dialogue, mutual understanding and exchange among young people. Mondialogo comprises three pillars of action: the Mondialogo School Contest,

the Mondialogo Engineering Award and the Intercultural Mondialogo Internet Portal.

The Mondialogo School Contest aims to motivate UNESCO Associated Schools and young students from all over the world to creatively explore cultural diversity by developing a project with students from a partner school on another continent. In all, more than 100,000 students from 143 countries have taken part in the contest, making it the largest worldwide school contest since 2003.

Peace, elimination of discrimination and respect for cultural diversity are some of the themes for the third round of the Mondialogo School Contest (2007/2008 edition).

www.mondialogo.org

UNESCO Chairs for Peace Education

The UNITWIN/UNESCO Chairs programme was launched in 1991 as an international plan of action aimed at strengthening training and research through inter-university cooperation. It has contributed to the creation of powerful and efficient networks that promote academic solidarity across the world. Today there are 632 UNESCO Chairs and 67 UNITWIN Networks involving over 760 institutions in 125 countries. Sixteen chairs and one network focus their research on education for peace and non-violence.

The UNESCO Chairs in the field of peace education promote integrated research, training, curriculum development and documentation activities related to education for peace and peaceful resolution of conflicts, and contribute to the development of peace education in higher educa-

tion establishments.

http://portal.unesco.org/education/en/ev.php-URL_ID=41557&URL_DO=DO_TOPIC&URL_SECTION=201.html

International Institute for Educational Planning (IIEP)

IIEP was created by UNESCO in 1963 and is supported by grants from UNESCO and voluntary contributions from Member States. IIEP specializes in training of Ministry of Education staff in the concepts and techniques of educational planning and management. In 2002, IIEP established a programme on “Education in emergencies and reconstruction,” which contributes to educational responses in countries in the midst of conflict or post-conflict reconstruction. The programme supports research and analysis; development of planning and management tools for education in emergencies and reconstruction; capacity building through training exercises; and actively promotes networks that disseminate information and experiences.

<http://www.unesco.org/iiep/>

The Inter-Agency Network for Education in Emergencies (INEE)

The Inter-Agency Network for Education in Emergencies (INEE) is an open, global network of NGOs, UN agencies, donors, practitioners, researchers and individuals working together to ensure the right to education in emergencies and post-crisis reconstruction. INEE was created in 2000 during the World Education Forum’s Strategy Session on Education in Emergencies

in Dakar with the intention of improving inter-agency communication and collaboration for education in emergencies. It has over 2,300 members worldwide and its website contains useful information and tools (www.ineesite.org). INEE has developed “Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction”, which have become the normative framework for work in this field. UNESCO works closely with INEE on global networking and dissemination of good practice, in order to promote access to quality education for all people affected by crisis.

University for Peace

The University for Peace in Costa Rica underpins peace education efforts through its overall mission and through its Master’s degree programme in Peace Education. The Director-General of UNESCO, Koïchiro Matsuura, participates as a member of the UPEACE Council.

<http://www.upeace.org/>

Policy and Information Exchange

One of UNESCO’s central functions is to act as an international forum for dialogue and debate and to promote information exchange and analysis on pressing social issues. This is an integral part of UNESCO’s efforts to promote education for peace and human rights. UNESCO has partnership activities with UN agencies, UN Treaty Bodies, Intergovernmental Organizations, NGOs and independent institutes. Some examples relevant to educating for peace and non-violence include:

- **World Programme for Human Rights Education**

UNESCO has partnered with the Office of the High Commissioner for Human Rights (OHCHR) to coordinate the World Programme for Human Rights Education, which aims to engage governments to integrate human rights principles and values in school curricula. A Plan of Action for the World Programme for Human Rights Education has been published in the six official UN languages and has been circulated among UN Member States. The Plan of Action proposes a concrete strategy and practical ideas for implementing human rights education in national curricula. The

ongoing first phase of action focuses on the integration of human rights education into primary and secondary school systems.

<http://www.ohchr.org/english/issues/education/training/programme.htm>

<http://unesdoc.unesco.org/images/0014/001478/147853e.pdf>

- **The Rabat Commitment: Conclusions and Recommendations of the Rabat Conference on Dialogue Among Cultures and Civilizations Through Concrete and Sustained Initiatives**

The Rabat Commitment is a declaration adopted by UNESCO and five co-sponsoring organizations (Organization of the Islamic Conference; Islamic Educational, Scientific and Cultural Organization; Arab League Educational, Scientific and Cultural Organization; Danish Centre for Culture and Development and Anna Lindh Euro-Mediterranean Foundation for Dialogue between Cultures) of the “Conference on Fostering Dialogue Among Cultures and Civilizations Through Concrete and Sustained Initiatives,” held in Rabat, Morocco, in June 2005.

The Rabat Conference represents an international partnership initiative to pursue concrete and practical proposals for intercultural dialogue in the areas of education, culture, communication and science. In particular, the Rabat Commitment highlights that intercultural dialogue forms an integral part of quality education and that intercultural learning should be integrated at all levels of education, including basic and non-formal education.

<http://unesdoc.unesco.org/images/0014/001403/140364e.pdf>

- **The Alliance of Civilizations**

The Alliance of Civilizations was established in 2005 through the initiative of the governments of Spain and Turkey, under the auspices of the United Nations. It aims to improve understanding and cooperative relations among nations and peoples of different cultures and religions, and in the process, to help counter the forces that fuel polarization and extremism.

UNESCO has signed a Memorandum of Understanding with the Alliance of Civilizations to determine concrete areas of action to promote dialogue between cultures and civilizations, mutual understanding, tolerance, respect and peaceful coexistence. UNESCO and the Alliance of Civilizations will undertake joint projects and activities in association with public authorities, civil society, NGOs and the private sector. This includes the development

of educational, scientific and cultural content favourable to dialogue and mutual understanding; increasing youth exchanges to overcome cultural barriers; highlighting the role of the media in fostering dialogue and mutual understanding; establishing new multi-stakeholders partnerships in order to promote multilingualism and identifying and bringing together students, researchers and scientists – as well as religious leaders and other opinion-makers - from varied cultural backgrounds with a view to fostering mutual respect.

<http://www.unaoc.org/>

- **International Expert Meeting: “Stopping Violence in Schools: What Works?”**

In June 2007, UNESCO held a meeting in Paris that brought together specialists from all regions of the world to share their findings on solutions to violence in schools. The Expert Meeting was held as part of UNESCO’s follow-up to the UN Secretary-General’s World Report on Violence against Children, to which UNESCO contributed on the subject of school violence, and was organized within the framework of the International Decade for a Culture of Peace and Non-violence for Children of the World.

In order to address the issue of violence in schools, the experts called for an internationally coordinated effort in research, data collection and advocacy on this issue, in addition to a full commitment to strengthen and enforce legal and policy mechanisms that protect the rights of children. Proposed solutions to preventing and stopping violence in school included rights-based approaches to education, codes of conduct that define students’ rights and responsibilities, and peace education programmes. UNESCO recently published a report that presents the outcomes and recommendations from this meeting as well as highlighting good practice in stopping violence in schools.

The Report of the Expert Meeting can be found at:

<http://unesdoc.unesco.org/images/0015/001557/155767e.pdf>

- **International Observatory on Violence in Schools**

UNESCO has partnered with the International Observatory on Violence in Schools, based in Bordeaux, France, to monitor research, best practices and evolving contexts of violence in schools. The monitoring has an international scope and is carried out through regional networks focused on

violence in schools. UNESCO is also supporting a media campaign and communication activities to raise public awareness on this issue.

<http://www.ijvs.org/>

- **Education for Democratic Citizenship**

UNESCO partnered with the Council of Europe for a project entitled “Education for Democratic Citizenship: From Policy to Effective Practice through Quality Assurance in Southeast Europe”. The project seeks to develop quality assurance systems for education for democratic citizenship in Southeast Europe.

http://www.see-educoop.net/education_in/pdf/from-policy-effect-pract-3-workshop-educ-demo-citizen.pdf

Textbooks, Learning Materials and Curricula Development

UNESCO works to develop textbooks and learning materials that cultivate learning strategies in which peace, human rights and tolerance are at the core of the curriculum. These efforts seek to influence textbook production and curriculum change grounded in international criteria and guidelines.

- **International Bureau of Education**

The UNESCO International Bureau of Education (IBE) builds networks to share expertise on curriculum development in all regions of the world and aims to introduce modern approaches in curriculum design and implementation. Addressing how curriculum development can foster a shared sense of identity and citizenship was the particular focus of the UNESCO IBE project “Curriculum Change and Social Cohesion in Conflict-Affected Societies”. The project examined educational policy change within the context of identity-based conflicts in Bosnia and Herzegovina, Guatemala, Lebanon, Mozambique, Northern Ireland, Rwanda and Sri Lanka.

<http://www.ibe.unesco.org/conflict/ConflictSCohesion.htm>

- **UNESCO-UNHCR Inter-Agency Peace Education Programme**

The UNESCO-UNHCR Inter-Agency Peace Education Programme (PEP) has upgraded existing peace and human rights instructional materials for countries in conflict situations. Educators can access sixteen volumes of peace education materials that provide tools for teaching skills for constructive

and non-violent living. The materials have been used in education programmes conducted by UNESCO, UNHCR, UNICEF and NGOs in Pakistan, Southern Sudan, Somalia, Eritrea, Sierra Leone and Liberia.

<http://unesdoc.unesco.org/images/0014/001442/144251e.pdf>

- **iROOTS**

The UNESCO Education Sector is building a web-based platform to exchange information, tools and resources related to textbooks in Europe and the Arab States. The Inter-Regional Observatory on Textbooks (iROOTS) will establish an e-network of researchers, authors and teachers involved in textbook development through the UNESCO Education Web Portal.

UNESCO Intersectoral Initiatives

All five sectors of UNESCO (education, natural sciences, social and human sciences, culture, and communication and information) are involved in promoting and establishing efforts for education for peace and non-violence. Below are some examples of intersectoral initiatives:

- **UNESCO Prize for Peace Education**

Established in 1980, the UNESCO Prize for Peace Education rewards an outstanding example of an activity designed to alert public opinion and to mobilize the conscience of humankind in the cause of peace. Administered by UNESCO's Social and Human Sciences Sector, the Prize can be considered as an advocacy tool to draw attention to successful cases of peace education. The recipient of the 2006 Prize was Christopher Gregory Weeramantry of Sri Lanka. He is the founder and chairman of the Weeramantry International Centre for Peace Education and Research (WICPER). A

Examples of UNESCO Learning Materials

- The Practice of Citizenship (toolkit)
- Educating for Citizenship (multimedia CD-ROM)
- Education for Human Rights & Democracy in Southern Africa, A Teacher's Resource Manual
- Education for Human Rights, Peace and Democracy, A Handbook Resource & Teaching Material
- Peace and Human Rights for Croatian Primary Schools
- UNESCO: A Comprehensive Strategy for Textbooks and Learning Materials

special mention of the Prize was also presented to the Fundación para la reconciliación (Colombia).

http://portal.unesco.org/shs/en/ev.php-URL_ID=2126&URL_DO=DO_TOPIC&URL_SECTION=201.html

- **International Coalition of Cities against Racism**

The International Coalition of Cities against Racism was launched by UNESCO's Social and Human Sciences Sector as a way for cities to exchange experiences of fighting racism, discrimination, xenophobia and exclusion. Connected in this way, cities can share best practices to improve their anti-racism and anti-discrimination policies. The "Ten-Point Plan of Action" is composed of ten commitments, including education, housing, employment and cultural activities. Municipalities engaged in fighting discrimination and racism can take innovative action through these commitments.

www.unesco.org/shs/citiesagainstracism/

- **Power of Peace Network**

UNESCO's Communication and Information Sector, in association with the government of Indonesia, has created the "Power of Peace" network to identify practical measures for how mass media and information and communication tools can contribute to cultural self-expression and peace. Envisioned as a multi-media and multi-platform network, its function is to support local content production that is shared globally through radio, television, the Internet, cell phone devices and other new media.

www.unesco.org/webworld/powerofpeace/

- **Dialogue Among Civilizations**

UNESCO's strategic approach to the Dialogue among Civilizations and Cultures works towards bridging the gap in knowledge about other civilizations, cultures and societies, lays the foundations for dialogue based on universally shared values and undertakes concrete and practical activities in the areas of education, cultural diversity and heritage, the sciences and communication. The Dialogue among Civilizations and Cultures has a specific regional and sub-regional focus and includes dialogue between indigenous peoples, interfaith dialogue, as well as using dialogue as a vehicle for advancing women's human rights.

<http://www.unesco.org/dialogue/>

Recent UNESCO Publications on Education for Peace and Non-Violence

- **A Human Rights-Based Approach to Education for All**, UNESCO/ UNICEF, 2007
- **Expert Meeting: “Stopping Violence in Schools: What works?”**, UNESCO, 2007
- **Inter-Regional Experts’ Meeting: Thinking and Building Peace through Innovative Textbook Design**, UNESCO, 2007
- **Global Study: “Education under Attack”**, UNESCO, 2007
- **Plan of Action World Programme for Human Rights Education – first phase**, UNESCO, 2006
- **UNESCO Guidelines on Intercultural Education**, UNESCO 2006
- **Expert Meeting on Intercultural Education**, UNESCO 2006
- **Inter-Agency Peace Education Programme**, UNESCO, UNHCR, INEE, 2005
- **Tool for Quality Assurance of Education for Democratic Citizenship in Schools**, UNESCO/Council of Europe/CEPS 2005
- **Scaling up good practices in girls’ education**, UNESCO 2005
- **Eliminating Corporal Punishment – The way forward to constructive child discipline**, Hart, Durrant, Newell, Power, UNESCO 2005
- **Non-Violence in Education**, UNESCO 2004
- **Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy**, UNESCO Booklet 2004
- **Learning to Live Together: Building Skills, Values and Attitudes for the Twenty-first Century**, Margaret Sinclair, UNESCO IBE, 2004
- **Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments (7 ILFE Booklets)**, UNESCO 2004
- **Best practices of non-violent conflict resolution in and out of school**, UNESCO 2003
- **Education and Religion: The paths of tolerance**, Prospects Volume XXXIII n2, June 2003
- **Education for learning to live together**, Prospects Volume XXXII, n1, March 2002
- **Non-violence in education**, Jean-Marie Muller, UNESCO 2002
- **The Art of Living in Peace: Guide to Education for a Culture of Peace**, UNESCO, 2002
- **Education in and for Conflict**, UNESCO 2001
- **Education for a Culture of Peace in a Gender Perspective**, Betty Reardon, UNESCO 2001
- **The Culture of Peace Online Journal**: <http://www.copoj.ca/>



For more information please contact:

Section for the Promotion of Rights and Values in Education
Division for the Promotion of Basic Education

UNESCO
7, place de Fontenoy
75352 Paris SP 07, France

Tel: +33 1 45 68 09 67
Fax: +33 1 45 68 56 33
E-mail: rve@unesco.org

For more information: www.unesco.org/education



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