# WORLD REPORT ON THE CULTURE OF PEACE

**Civil Society report at midpoint of the Culture of Peace Decade**
in accordance to the invitation in operative paragraph 10 of General Assembly Resolution A/59/143



**with the support of:**



Generalitat de Catalunya
Government of Catalonia
Ministry of Institutional Relations
and Participation
**Programme for the International Institute
for Peace**

Generalitat de Catalunya        Diputació de Barcelona        Ajuntament de Barcelona

For more information regarding the Foundation for a Culture of Peace:

**www.fund-culturadepaz.org**

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Foundation
Culture of Peace

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# Foreword

The United Nations General Assembly proclaimed the International Decade for a Culture of Peace and Non-Violence for the Children of the World during the period 2001-2010 in its resolution 53/25 of 10 November 1998.  Further, the General Assembly in 1999 approved the Declaration and Programme of Action for a Culture of Peace.

The Foundation for a Culture for Peace was created in 2000 with the aim of contributing to build and consolidate a Culture of Peace through reflection, research, education and on-the-spot action. The Foundation has actively followed-up the implementation of the UN Declaration and Programme of Action and the activities carried out during the International Decade.

In accordance with resolution 59/143 of 15 December 2004, the Foundation has therefore prepared and submitted to the UN Secretary-General for the General Assembly's consideration the present world report on the culture of peace. The report represents the Civil Society's Report at the midpoint of the Culture of Peace Decade. It includes information gathered and submitted by almost 700 organizations worldwide which have analyzed the activities undertaken to promote a culture of peace and non-violence as well as the progress made during the first half of the International Decade.

The Report also points out the obstacles encountered in the implementation of the values enshrined in the Declaration and Programme of Action. As reiterated by the General Assembly, Member States are still invited to continue to place greater emphasis on and expand their activities promoting a culture of peace and non-violence at the national, regional and international levels. Civil society also continues to be encouraged to strengthen its efforts to meet the objectives of the Decade, including by adopting its own programme of activities to complement the initiatives of Member States, the organizations of the UN system and other international and regional organizations.

All together we can meet the objective of the International Decade: to strengthen further the global movement for a culture of peace!

Federico Mayor
President
Foundation for a Culture for Peace

# Introduction

The year 2005 marks the midpoint of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) as proclaimed by the United Nations General Assembly.

The present report has been submitted to the UN Secretary-General for the General Assembly's consideration at its next session under the relevant agenda item which will review the midpoint of the Culture of Peace Decade. This initiative responds to the invitation contained in operative paragraph 10 of General Assembly resolution A/59/143.

The report is based on the accounts submitted by 700 organizations from all regions of the world. From the information received, it can be concluded that the culture of peace is advancing.

The report provides the first comprehensive view of the progress made by the global movement for a culture of peace, since it was called for in 1999 by General Assembly resolution A/53/243 (annexed to the end of this report).

The assessments of progress and obstacles are firstly presented in an introductory summary and then by region: International Organizations, Africa, Arab States, Latin America, Asia, Europe, North America and the Caribbean. There is also a summary of advice to the UN from participating organizations which addresses the eight programme areas for the culture of peace as included in General Assembly resolution A/53/243. The report can also be consulted at: www.decade-culture-of-peace.org.

The information gathered points out that the advance of the culture of peace comes despite almost total neglect from the mass media. Hopefully, this year will be a turning point, so that during the second half of the Decade, we can ensure that news of the global movement for a culture of peace are recognized and documented by both the mass media and alternative media.

David Adams
Coordinator of the report

# Civil Society Report at midpoint of Culture of Peace Decade

The global movement for a culture of peace is advancing. This is the conclusion of most organizations from around the world, as they report progress toward a culture of peace during the first five years of the International Decade for a Culture of Peace and Non-Violence for the Children of the World. It is documented by over 3000 pages of information submitted by almost 700 organizations from 100 countries which are freely available on the website http://decade-culture-of-peace.org/ cgi-bin/ib3/ ikonboard.cgi. This information is only the tip of the iceberg, since there are many other organizations promoting a culture of peace that were not contacted or did not respond to the questionnaire for this report, as indicated by the many partnerships listed by participating organizations. They number in the many thousands, corresponding to the call for partnerships for a culture of peace in General Assembly Resolution A/53/243 (para B.A.6).


Photo from WUNRN workshop in Pakistan

The advance is especially remarkable given that it has been only five years since UN General Assembly resolution A/53/243 first called for a global movement for a culture of peace. It is also remarkable because, as reported from around the world, the mass media has failed to report on news of the culture of peace, and the United Nations and the lead agency for the Decade, UNESCO, have given very little attention to it. In Brazil where 15 million people signed the Manifesto 2000, special credit is given to the International Year for the Culture of Peace for having launched the movement in the Year 2000.

The richness of the reports reflects the definition of a culture of peace provided by General Assembly resolution A/52/13 that first called for a "transformation from a culture of war and violence to a culture of peace and non-violence": 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 soli-

darity, 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." And the Programme of Action for a Culture of Peace (A/53/243) adopted by the General Assembly in 1999 encompasses eight programme areas: Education for a culture of peace: Equality of women; Democratic participation; Sustainable development; Human rights; Understanding, tolerance, solidarity; Free flow of information and knowledge; International peace and security. Advice to the UN in all of these areas is given here from the reporting organizations.

This General Assembly definition of the culture of peace is positive rather than negative, going far beyond the previous definition of peace as the absence of armed conflict. This is not always easy for people to understand. For example, "in Japan people are apt to think that peace means the situation without wars and nuclear weapons through the experience the World War. Peace Education means the teaching of the nuclear weapons in Hiroshima and Nagasaki, air raid attack and the battles in Okinawa… We spent a lot of time to make understood the difference between peace and culture of peace to fellow groups or people who made efforts for peace." Many other organizations also underline that it is important to explain the nature of the culture of peace.


"We strengthen up communities" - Eco-Cidadão, Brazil

Although highlights from reports are summarized here, the full information, available on the Internet, is far richer than any summary can indicate. Hundreds of photographs illustrate culture of peace activities, showing a complex picture of children, women, men working, playing, celebrating, demonstrating, engaging in hundreds of activities that promote life, cooperation, solidarity, hope, commitment to change and improvement of their lives and the lives of others, a view of the culture of peace that cannot be found

elsewhere in such a global and all-encompassing vision.


Traditional dances at the Gramsh dormitory fest - Albanian Disarmament Education Project

It is generally agreed that there is a remarkable "scarcity and difficulty of access to resources for the promotion of the culture of peace, in comparison with the immense expenses for the promotion of war and violence." One exception, perhaps, is the enormous resources devoted to tourism, which, as reported by the International Institute of Peace through Tourism, has a great potential to contribute to a culture of peace.


Photo from Concern Universal - Colombia

The qualitative indictors of progress in this report need to be further developed as quantitative indicators for a culture of peace during the second half of the Decade. Starting points are provided by the indicators of international peace and security, human rights and development provided by Escuela de Cultura de Paz, and indicators for peace education referenced by the Peace Studies Program of Clark University.

Sharing of information is essential to development of the global movement, as stated by the General Assembly in its resolution A/53/243, especially in view of the failure of the mass media to provide news of the culture of peace. It is generally agreed that systems of information exchange need to be greatly expanded in the second half of the

Decade. Important initiatives are already underway, including those described in reports from the Good News Agency, the Transnational Foundation for Peace and Future Research, the Peace Research Information Unit Bonn, the Danish Peace Academy, Education for Peace Globalnet and the International Coalition for the Decade, as well as others in the planning stage such as the Signis Asia Assembly from Malaysia.


In Morocco Enda is strengthening capacities of civil society & local authorities to improve mutual understanding and dialogue.

All of the arts are employed, e.g.: Agencia Internacional para el Fomento de Acciones con Hip-Hop; Conseil International de la Danse; International Forum for Literature and Culture of Peace; Jipa Moyo Comics, The Art Miles Mural Project. Two other Internet sources of culture of peace information have already been supported by General Assembly resolutions: the CP Internet pages of the UNESCO Website and the Culture of Peace News Network.


Peace protest by participants from the Peace Boat

# Progress and obstacles as seen by international organizations

**Excerpts from some of the 111 international organizations that have provided reports on the culture of peace (for full information see: http://decade-culture-of-peace.org/cgi-bin/ib3/ikonboard.cgi). Regional organizations are considered separately in the appropriate region.**

**Brahma Kumaris World Spiritual University**: "The BKWSU has certainly seen progress towards a culture of peace and non-violence within its domain of action … Around the world, the BKWSU's meditation classes and sessions have attracted greater attendance and there has been a growing awareness of the need to develop and maintain inner peace in order to create a lasting culture of peace."

**Hague Appeal for Peace**: "Collaborative effort (1996-1999) to bring together 10,000 individuals and organizations in The Hague, The Netherlands which launched 12 campaigns worldwide to foster nonviolent alternatives to war. The Hague Appeal for Peace adopted the Global Campaign for Peace Education. "Obstacles to the Hague Appeal for Peace mission to see peace education integrated into formal and non-formal education worldwide include lack of political will, resource constraints i.e., teacher availability, set school curricula, understaffing, and under funding, and resistance of teacher education institutions to broaden the scope of education."

**International Baccalaureate Organization**: "The International Baccalaureate Organization is educating this year approximately 200,000 children in 1,500 schools spread across 117 countries for a world that is free of violence and filled with understanding where the rights of children and adults are respected. The annual increase in IB schools and student numbers is 15%, so our contribution has been spreading as the decade for peace moves on."

**International Federation of University Women**: Many reports were received from IFUW national affiliates of progress in establishing a culture of peace and non-violence and they are published on the World Report website (see Internet address at top of this page) under the country concerned or under the main heading for IFUW.

**International Fellowship of Reconciliation**: "There is greater awareness of the reality of violence at the domestic level and greater awareness that the use of violence needs to be challenged in all levels of society. [especially] violence against women and children … The impact of the media and especially of the dominant American culture has been to entrench violence as an integral aspect of conflict resolution … the invasion of Iraq by the US and its allies was a major setback …"

**International Network of Engineers and Scientists for Global Responsibility**: "In the past years the INES activities were intensified … INES reinforced its contacts with international organizations like the Middle Power Initiative and the World Federation of Scientific Workers. INES participated in the European Social Forums of Paris and London by the organization of workshops and seminars in collaboration with other NGOs…"

**International Peace Bureau**: "Democracy-building, women's participation (esp. work on UNSC Resolution abolition, landmines, small arms, conflict prevention, non-violent intervention, human rights, human security and UN reform. In most of these areas - despite a very challenging political climate - we have seen some significant advances in the last 5 years." "The most severe hurdles for civil society relate to a) lack of resources, primarily financial and b) mobility restrictions such as refusal of visas for essential travel, and restrictions on UN access rights…"

**International Society of City and Regional Planners**: "As a non-governmental organisation with the aim to bring together professionals in the field of planning on our annual conferences ISoCaRP feels that it constantly contributes to a culture of peace; specifically by organising Young Professionals Workshops (in 2005: already the 15th one) until now supported by UNESCO." "However, due to a shift of priorities, UNESCO has informed our society that it can no longer support these workshops as of 2006."

**Life-Link Friendship-Schools Programme**: "There is progress since year 2000 *through formulation of an operative peace concept: "Care for Myself - Care for Others - Care for Nature", *through spread of a manual to schools in 70 countries, *by inspiring 400 schools to perform well above 2000 peace actions reported to the Life-Link interactive website. One of actions is named: "From a Culture of Violence to a Culture of Peace/Care". One obstacle is that "Teachers that are in contact with the Life-Link programme have told us that they have little time within their official working hours to engage and promote peace education and international programmes."

**Pax Christi International**: "We have seen progress, particularly in getting movement toward peace discussions among Palestinians and Israelis. We have sent our members to Israel and Palestine and organized meetings among professional and ordinary citizens of both parties." "The greatest obstacles are the governments and the unyielding religious conservatives who have an ideological determination to persist in what they believe is a God-given right to certain land and religious sites."

**Peace Boat**: "Overall, we would argue that there has been

progress towards a culture of peace and non-violence …emergence of civil society as the "other superpower" in the massive worldwide demonstrations against the Iraqi war, and in the reasonable amount coverage given to such activities in the mass media. The emergence of the World Social Forum movement, … significantly increased number of people joining our peace education voyages and our volunteer activities…" Obstacles "include a lack of cooperation between governments, UN and NGOs/CSO in the peace and security fields, and a lack of coordination of activities in NGO networks..."

**Peaceways-Young General Assembly**: "In July 2000, people under the age of 18 established an international organization dedicated to achieving a permanent Culture of Peace brought about with the assistance of Child Participation … There are 91 Member organizations in 57 countries involving over 2 1/2 million young people worldwide…" "The hardest obstacle to overcome is the attitude that people under 18 are not capable of making decisions or initiating responsible action towards building a Culture of Peace…"

**Soka Gakkai International**: "We have developed several educational programs to promote a culture of peace and nonviolence such as the 'Building a Culture of Peace and Nonviolence for the Children of the World' exhibition, the 'Victory Over Violence' initiative, and several initiatives related to the theme of 'Women and a Culture of Peace.'"

**Soroptimist International**: "Maybe that the progress is not measurable, but within the communities where the projects have been realised a better understanding, more tolerance and solidarity has been achieved." "Obstacles: Especially for the youth the influence of the media is negative. Very seldom we find positive examples, in the headlines we find war, violence, murder. We would need more positive role models. The media should observe their responsibility."

**The World Peace Prayer Society**: "Yes, the Culture of Peace has been greatly advanced during the past 5 years. The World Peace Prayer Society promotes the prayer and message 'May Peace Prevail on Earth' around the globe as a constant reminder for people to hold peace in their hearts. Peace Poles, which are monuments with the message 'May Peace Prevail on Earth' inscribed in various languages, have been dedicated in over 180 countries and now total well over 200,000…" "One of the greatest challenges to creating a Culture of Peace has been the prevailing culture of violence evident in much of today's media and popular culture…"

**Transcend**: "Progress: We have contributed to the peaceful resolution of a number of international conflicts. In 2005 alone, Transcend has mediated in Sri Lanka, the Middle East, Chiapas, Aceh, Uganda, Liberia and many other conflict regions. As an earlier example, one positive experience

was the creation of a BINATIONAL ZONE between Ecuador and Peru which has been an example for other conflicts…" Obstacles: "Only run by volunteer work, lack of permanent staff. No grants or financial support."

**United Network of Young Peacebuilders (UNOY)**: "We have seen progress since 2000 which is reflected in the number of new activities and organisations involved. Of particular importance we consider the involvement of organisations which do not traditional work on this issue, for example, students associations and clubs in secondary schools and universities and religious organizations …" "The main obstacles we have faced and are facing are: 1/Lack of coordination among all institutions and actors involved; 2/Leadership of the Decade is not determined enough. More efforts need to be made by UNESCO…."

**United Religions Initiative**: "URI has seen definite progress toward a culture of peace as our organization -- committed to promote enduring, daily interfaith cooperation, to end religiously motivated violence and to create cultures of peace, justice and healing for the Earth and all living beings -has grown from 85 Cooperation Circles (our local groups) in 2000 to nearly 280 CCs in 60 countries in 2005, with activities annually engaging over 1 million people. These numbers … don't measure a more critical factor-the depth of transformation that comes from forming mutually respectful communities whose members have rarely, if ever talked with each other and/or worked cooperatively to realize a shared vocation for peace, justice and healing."

**Women's International League for Peace and Freedom**: "Our organization, working in 37 countries, has seen minimal progress in the first half of the decade. We have, however, seen remarkable progress within our own education, and on a grassroots level. The growing awareness of a culture of peace and nonviolence within and without the organization has indeed progressed…" "Funding is one obstacle that has prevented us from completing some specific projects on furthering the decade."

**World Alliance of YMCAs**: "…The World Alliance of YMCAs has been promoting a culture of peace for many years through its 40 million members at local, national, regional and international levels. As a youth organisation the YMCA is particularly focused on engaging young people to promote a culture of peace. The World Council of YMCAs meets every 4 years. In the first World Council meeting after the Decade for the Culture of Peace, in Mexico 2002, the Council adopted three Global Youth Priorities, one of them being to promote a culture of peace."

**World Association of Girl Guides and Girl Scouts**: "Progress: Yes, through our joint peace work with our brother organization, WOSM, more girls and young women and boys and young men have taken part in peace activi-

ties. Together we have almost 40 million members. We are running many different peace projects - some long-running and some new - all of which are being taken up enthusiastically by different countries. For example, a small peace project developed on the Olympic games, involved over 13 countries."

**World Council of Churches - Decade to Overcome Violence (DOV)**: "There clearly is progress in making peace and nonviolence more of a priority in the constituency of the World Council of Churches. Several National or Regional councils have made overcoming violence and/or peace building the theme of their general assemblies, and church agencies have made overcoming violence a programmatic priority or a criterion for evaluation ... DOV and the UN-Decade for a Culture of Peace and Non-Violence for the Children of the World are in growing convergence and synergic development."

**World Federation of UNESCO Clubs, Centers and Associations**: "Since 2001, WFUCA has conducted numerous sub-regional and international projects in the domain of the culture of peace … These actions (see full report) address not only a broad public of youth and young adults, but also children who are sometimes the main actors…" "Despite a special website for 'Confluences - the Newsletter of WFUCA' - too many members of UNESCO Clubs in developing countries have no direct access to Internet…"

* * *

# Progress and obstacles in Africa

**(Based on data from 80 national organizations from Benin, Burundi, Cameroon, Cote d'Ivoire, Democratic Republic of Congo, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Kenya, Malawi, Nigeria, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Tchad, Togo and Uganda, as well as regional organizations including the Organisation Panafricaine des Femmes and the Federation of African Women's Peace Networks, which have member organizations in many states)**

**PROGRESS**: When looking at the entire continent of Africa, some accounts tend to be negative. For example, "Long-drawn wars, the type we had in Rwanda/Burundi in the last decade of the last decade of the last century were not commonplace in the first half of this decade. But the Darfour crisis, sporadic wars like skirmishes in West Africa and increasing displacement of people due to socio-political problems in many African countries nearly tend to suggest that many African societies are pushing more towards violence than they are towards a culture of peace. Obstacles include existence of violence-inducing situations which are mainly socio-economic... oil in Nigeria's Niger-Delta, diamond in Liberia/Sierra Leone, land in Rwanda/Burundi; and in various communal clashes that have broken out in Nigeria." Other views are more positive. For example, "In Africa, in country after country, advances result from the peoples' demands for a model of democracy founded on a State of rights, the efforts of promotion, of economic, cultural and social integration, both sub-regional and regional, the engagement of new authorities materialized by NEPAD (New Partnership for the Development of Africa) of which the fundamental principle is good governance."

When looking at local situations where organizations are active, except for two accounts from Somalia and the Niger Delta, the accounts are mostly positive. A Nigerian organization writes, "There has been tremendous progress towards a culture of peace in my state especially this year that is mid of the decade. The indicators to measure this progress are: 1/People returning to their homes after fleeing due to incidents of gun battles that occurred in those domains; 2/Economic activities resuming; 3/The youths that were at each others throat, publicly embracing each other and swearing an oath that the hostilities would not return; 4/The state government diverting their attention to developmental activities and utilizing funds to pursue developmental activities."

An organization from Ghana writes, "We have been successful bringing about peace between three rural and tropical villages in Ghana. They have also been educated on the importance of tolerance ... The communities now meet together to discuss development issues which was non existent previously as there were conflict and litigation."

From the Democratic Republic of the Congo: "Despite the armed violence and other forms of violence that afflicted our country, R.D.Congo, we can see ... the actions of civil society in the search for a lasting peace and culture of non-violence. Our work was difficult for the period ranging between 1998-2004 during which we passed from intimidation to dialogue, from violence to mediation between the various parties in conflict... "

And from Burundi: "A remarkable progress has been recorded in the culture of peace and non-violence in Burundi. …our new-look concept 'mine clearance of the spirit' … has and continues to allow, through appropriate actions, the uprooting of any sort of division and hatred, mutual acceptance and progressive reconciliation. With the campaigns undertaken since the end of 2004 on this concept of mine clearance of the spirits, more than 500 Burundian organizations and personalities adhered to the campaign against land mines 'in the spirit' of people, as well as anti-personnel land mines."

Youth are taking the lead: "In the schools, one notes the creation of clubs for peace and clubs for human rights." More than half of the organizations reporting are specifically run by youth and dedicated to youth. A typical example by a youth organization: "Peace building and conflict resolution activities were conducted among the youth at the grass root levels through participatory methodology." And a special case: "We were able to reach more than 100,000 people with a message of peace by use of a camel caravan ..."

Leadership is also taken by the women's organizations, at the international level, as mentioned at the top of this page, as well as national and local levels.

**OBSTACLES**: The chief obstacles mentioned by almost everyone are lack of funding and technical support, including means of transport and Internet facilities. Another issue is "poor level of collaboration or networks among NGOs."

The media is often mentioned as an obstacle: "Media were unwilling to support the campaign and those that did demanded money from the campaigners to cover the event;" and it promotes violence: "the proliferation of video games and local cinema halls diffusing violent films all day long." One organization has dealt with this directly: "We have engaged one person (a journalist) in each of the press houses in order to train them. Once trained, the journalists often write articles in their press about non-violence and the environment - and we do the same for those responsible for television broadcasts."

# Progress and obstacles in the Arab States

**(Based on data from 50 organizations from Algeria, Bahrain, Egypt, Iraq, Lebanon, Jordan, Libya, Morocco, Palestine, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, Yemen)**

**PROGRESS**: Where there is no peace, progress is difficult. For example: "our organization, based in the non-violent intervention in Palestine has seen a REGRESSION in our domain of action during now 4 years of our existence. More than 100 missions and 2000 citizens sent there register day after day the decay of the different aspects of the life situation of the Palestinians, the growing lack of hope. The most important obstacles that have prevented progress are the obstinacy of the Israeli government to deny the fundamental and national rights of the Palestinian people, the violent politics applied by those who call for a violent response." And a response from an organization that tried to maintain a peace center in Iraq: "In the beginning we in the Iraqi peace center thought that things will work out very well … We have planned to do so many programs in terms of peace culture and cultural exchange, but no one of them have been done. All of that happened because of the current financial situation of Iraq, and the huge waves of violence that have destroyed the country."

But progress is not impossible. For example, one organization working in Palestine says, "Peace is elusive. At the same time, there are more and more people that are getting involved in peace work. There is a record number of organizations that are trying to promote peace." The Palestinian/Israeli project "Good Water Makes Good Neighbors" by the international NGO Friends of the Earth Middle East has achieved "concrete and practical reconciliation actions on the ground implemented by volunteer youth water trustees created by the project in each community based on the common water and environment issues that they share." A conflict resolution institute in Ramallah has promoted "peaceful conflict resolution techniques among a generation of future leaders through the design and implementation of unique programs and services … reaching more than 50,000 beneficiaries in Palestine through the development of relief projects and programs." And in Iraq, a commission for civil society enterprises has "established a wide organizational network to arrange the work and activities of the different organizations to promote political participation, develop the community's capabilities and contribute to sustainable development."

In the rest of the region, progress is reported by all civil society organizations. There is an increase both in number of projects and in the number of organizations involved. Improvements are reported in democratic participation, the role of women and human rights activities, as well as dialogues for tolerance and inter-faith understanding. For example, "Yes, we have made progress. We have conducted a programme for dialogue between the diverse opposition parties, including Islamists, and together we worked out a national formula for political reform in Yemen. We have also managed, in cooperation with Yemeni women associations and international organizations operating in Yemen, to get an initial obligation from all political parties, including the governing party, to adopt a quota system for women participation in the coming elections." Many organizations recognize that the empowerment of women and the establishment of gender equality are essential to progress in democracy and a culture of peace, but only a few are working on women's political rights or civic education.

In general the growth of the role for civil society organizations in some countries has become an important element in policy formulation, and in blocking some public activities not in conformity with the Culture of Peace, e.g. in Egypt, Lebanon, Jordan, Yemen and Morocco. Also there has been success in certain partnerships between civil society organizations and governments in some countries such as in Algeria, Jordan and Egypt.

**OBSTACLES**: Insufficient, inadequate funding is a universal obstacle. Another major obstacle concerns human expertise. More technical assistance is needed to deal with building capacity, project implementation, sustainability and marketing to target more participation from civil society and the private sector.

Networking is increasing, but remains weak for joint activities and solid cooperation, especially for cooperation with NGOs abroad: "Another technical challenge is the lack of actual coordination on the ground either between international concerned institutions and local NGOs, or between the local NGOs themselves." Although a majority of Arab civil society organizations say they are part of networks with other Arab organizations, they do not report common projects that might give them a chance to expand their activity geographically or to benefit from their common potentials. Government cooperation depends on the country, but in general it is better for education, sustainable development and international peace, and more problematic for human rights and equality of women.

The mass media is found to be a major obstacle. Examples: An obstacle is "local and international media indifference to our activities" and the international media, "seems to be more interested in the region's violence and bombings while we would prefer to highlight the fact that there does exist dialogue, cooperation and joint activities between Israelis, Palestinians and Jordanians." Related to this is "mutual misunderstanding and lack of accurate information between the Arabs and the West, which has created an unhealthy environment for the achievement of our goals."

# Progress and obstacles in Latin America

**(Based on data from 142 national organizations from Argentina, Brazil, Chile, Colombia, Guatemala, Mexico, Nicaragua, Paraguay and Peru, as well as regional organizations, including Ciudades Educadores America Latina and Consejo Latinoamericano de investigación para la Paz that include member organizations in many Latin American states)**

**PROGRESS**: In Brazil there were 15 million signatures on the Manifesto 2000 during the International Year for the Culture of Peace, and many of the 75 Brazilian organizations represented here were started after that time. As one report describes, "UNESCO's Year for a Culture of Peace had a great impact. Millions of citizens gave their support and commitments in many universities, work-groups and research centres were created about the vital theme of peace and non-violence." The reports from civil society in Brazil are too rich and varied to do justice to them here. Remarkable cooperation for a culture of peace between civil society organizations and government agencies at local, city, state and national levels includes a national disarmament initiative. For example, "ConPAZ, Culture of Peace Parliamentary Advisory Board is a body of the São Paulo Legislative Assembly … the first organism of its kind in the world, gathering representatives of 36 institutions of the civil society and 12 deputies of the State Assembly … to formulate, supervise and assess parliamentary policies for a Culture of Peace based on the principles of the Manifesto 2000." At a national level, "in 2003 the theme 'Culture of Peace and Non-Violence' was introduced in the agenda of the municipal representatives of health care, through meetings of the CONASEMS, which represents as much as 5,562 municipal health care delegations of Brazil." Other reports come from the cities of Cajamar, Aparecida, Belo Horizonte, São Carlos, Porto Ferreira and the state of Espirito Santo. However, inter-sectoral programs of civil society and government are not easy, since, "Public policies and programs are interrupted every 4 years, when new governors, mayors and president are elected."

In Colombia, to quote one report, "There are many projects for the development of a Culture of Peace, defense and promotion of human rights, reconciliation, works of women and equality, actions with and for children, both boys and girls, and young people. There is work of recognition and support for displaced populations and other vulnerable groups. Expressions come from all aspects of the life of the nation: children, young people, educational institutions, plastic arts, theater, Associations of Communal Action, the work of women and mothers, friends and relatives of those kidnapped and disappeared, the academy, union groups. Unfortunately, this activity has not been reflected in a substantial change of the levels of violence from armed conflict as well as other forms of violence in Colombian society." To explain the lack of effect, the report suggests that one factor may be "the lack of coordination of actions between the organizations … It is necessary to establish networks and free-flowing communication to avoid duplication of efforts and waste of resources and to obtain cooperation and greater social impact." The need for greater cooperation is echoed in similar comments from elsewhere in Latin America.

A report from Peru credits the government Ministry of Women and Human Development with making the culture of peace a theme of its program of "Apoyo al Repoblamiento (PAR)" and mentions a movement in Huánuco based on the recommendations of the Commission of Truth and Reconciliation, including the goal of "promoting a culture of peace on a regional level." In Mexico the culture of peace is linked to work for human rights. Of special importance in Guatemala is the widespread participation of indigenous peoples, which according to one account would have been unthinkable just 20 years ago.

Throughout Latin America, and especially in Argentina, young people are involved in promoting a culture of peace, in schools, in troops of scouts and guides, in international exchange programs, in sports, in universities and youth organizations and centers. On the other hand, there are references to lack of family infrastructure and lack of family involvement with the activities of young people as an obstacle to progress toward a culture of peace.

**OBSTACLES**: Most reports underline widespread unemployment, poverty and inequality, and many link them to neo-liberal economics and globalization. Many put blame on the mass media: "We feel immersed in a culture of war where distrust, absence of dialogue, fear, excessive competition, indifference to nature, and structural as much as direct violence, prevail…with the support of the media that privileges these values in detriment to the values of peace." At the same time there are efforts to develop positive media such as those by one organization that "promotes workshops of mediatic education… produces communal educative audiovisual products and organizes meeting and conferences for the democratization of communications. Finally, it tries to foment the creation and establishment of communal medias."

As elsewhere, most say there are insufficient financial and human resources available for what needs to be done. One report describes this as "the scarcity and difficulty of access to resources for the promotion of the culture of peace, in comparison with the immense expenses for the promotion of war and violence."

"The absence of a permanent information channel with UN agencies, which would allow the members of our board to better understand and apply the Culture of Peace principles" is a complaint that finds echoes in a number of reports. It is further stated that "to form a general common understanding of these principles not only among politicians, but throughout the civil society, is in fact, the great challenge."

# Progress and obstacles in South and West Asia

**(Based on data from 47 organizations from Bangladesh, India, Iran, Kyrgyzstan, Nepal, Pakistan and Sri Lanka)**

**PROGRESS**: Work is progressing on the root causes of violence in this region. It is said that "Fundamentalism and religious fanaticism have largely been the main obstacles in the path of progress toward enhancing and achieving adherence to culture of peace. In addition, under-development, unemployment, ignorance, injustice, poverty are liable to lead to violence." This is linked to education: "To achieve Peace Culture, living values, understanding, tolerance and even democracy should be taught from childhood." In response to these perceived needs, many organizations in this region report on progress in their work for local employment and health initiatives and for education. Work is also progressing for participatory democracy throughout the region, given that in the past, as described for one country, "Our political system was never people-led and based on people's wishes and aspirations. It has always been ruler-led."

At the same time, organizations are trying to overcome overt violence (inter-religious, inter-ethnic and international) with varying degrees of success. In some regions, the situation is described as urgent, such as in Nepal, Pakistan-Afghanistan, and some states of India (Gujarat, Kashmir). In others, relative peace is described, as in Bangladesh, Iran and some states of India (Tamilnadu, Maharashtra). But here, too, it is said that "the knowledge that past violence has broken out as a flash point, not even a slow build, as is often the case in communal violence, leaves an anxious vulnerability due to the uncertainty of what could spark it again in the future."

Many are emphasizing girls' education and employment since women are especially victimized by ignorance and poverty. It is said that for women, "poverty is not only the consequence of a lack of resources, but also due to certain discrimination … The realization of women's rights is a global struggle based on universal human rights and the rule of law." In general, lack of adequate education is seen as a major problem, especially in rural areas and among refugees.

**OBSTACLES**: Most organizations operate on small budgets and largely volunteer staffs, so funding and trained personnel are seen as major obstacles to progress.

There are complaints about "lack of coordination among NGOs, donor agencies and government departments." One organization expresses this as: "Leadership of the Decade is not determined enough. More efforts need to be made by UNESCO … [there are] difficulties in partnership building. We have not learnt to work together. We need to develop a sense of common project, building up on everyone's strengths and not fearing competition."

As elsewhere in the world, the mass media is often seen as an obstacle to progress: "bad news seems to be big news and good news seems to be no news."

# Progress and obstacles in East Asia

**(Based on data from 24 organizations from Australia, China, Japan, Korea, Malaysia, New Zealand, Philippines, Singapore and Thailand, as well as the regional organization, Asia-Pacific Centre of Education for International Understanding)**

**PROGRESS**: In China, Japan and Korea, organizations report that their priority is being put on international partnerships and international education in the schools. This may help overcome the history of war in this region, which, in some cases, remains distorted in the textbooks being distributed by the government to schools. The culture of peace may also seen as an alternative to violent culture where "corporal punishments and bullying at school and violent TV programs and videos at home [and] violent scenes in magazines, movies and comics … scenes that affirm violence are everywhere."

In the Philippines, several organizations describe their work to strengthen ceasefires and zones of peace in the areas where armed conflict has continued for several generations. Much of their work involves peace education in schools, where it is making progress despite some opposition by conservative school administrators and lack of adequate teacher training.

In Southeast Asia, among others, reports describe the "Path of Progress Ethics Quiz Contest" for a culture of peace in Thailand and the "SIGNIS Asia Charter: Promoting a Culture of Peace through Communicative Action" from Malaysia. The latter proposes a campaign to "seize communication opportunities for promoting a Culture of Peace. The existing social order that promotes a culture of violence and the highly-developed and complex media environment and the technology and institutions that support it offer great challenges and opportunities for the promotion of the Culture of Peace", including specifically 'Promoting transparent, reconciliatory, participative and dialogical communication processes and institutions in Asia.'

In Australia, organizations are working for reconciliation with indigenous peoples, a just refugee policy and inter-religious, inter-ethnic dialogue, in the face of governmental policies that are seen as giving support to global militarism abroad and continued social injustice at home. Increasingly,

individuals and organizations are participating in training for alternative dispute resolution, including mediation and negotiation.

**OBSTACLES**: Throughout the region, the lack of sustained funding is seen as an obstacle to progress. Another complaint is "lack of communication channels with UN and other international NGOs."

# Progress and obstacles in Europe

**(Based on data from 143 organizations, including schools and university programs, from Albania, Armenia, Austria, Belarus, Belgium, Bosnia and Herzogovina, Bulgaria, Cyprus, Czech Republic, Denmark, Finland, France, Georgia, Germany, Greece, Hungary, Ireland. Israel, Italy, Latvia, Lithuania, Malta, Netherlands, Norway, Romania, Russian Federation, Serbia, Spain, Sweden, Switzerland, Turkey, and Montenegro, Ukraine and United Kingdom.)**

**PROGRESS**: Organisations for the culture of peace are growing in Europe as indicated by reports from national networks for peace and the culture of peace in Austria, France, Italy, Greece, Netherlands, Norway and Spain representing hundreds of additional organizations, as well as a European Network for Peace Education in eight countries. City-wide mobilizations are described from Osnabruck (Germany), Donostia/San Sebastian (Spain), Malakoff (France), Rotterdam (Netherlands), as well as communes from Italy and Norway.

Many would agree with the assessment that the leadership comes from civil society: **"At level of the policy of the states, interstate organizations and international politics: No [there has been no progress]. The number of armed conflicts, of commercial tensions, increased criminal economy and violence in social relations has continued to increase. Only the pacifist and humanitarian organizations, as well as the citizenry in general have intensified their presence and activities in peace, non-violence and the resolution of conflicts."** Many complain that their national governments, as well as UN agencies, have not acted upon the Decade for the Culture of Peace and Non-Violence.

The teaching and practice of mediation and other alternative forms of conflict resolution is on the rise. Education for a culture of peace has been systematically introduced into school systems in France, Greece, Spain, and in all teachers' training in Sweden. As one organisation describes, "In our daily task to promote an education to peace and to study the conditions for the construction of peace, we have noted a true progression - slow as it may be but nonetheless real! - from a culture of war towards a culture of peace … in schools, high-schools and colleges where we act through exhibitions, presentations, conferences and lectures, we witnessed a growing interest for the issues of solidarity and global development which are important paths to peace." This is sometimes described as the "work of ants."

Many European organisations specialize in solidarity with ex-colonies and other countries of the South. For example, one Norwegian organisation celebrates a major victory in their efforts to help preserve the rainforest for the indigenous people in Brazil. Another "links about 190 communities with partners in the South." Other organisations are involved with protecting the human rights of those who have immigrated from countries of the South.

In Eastern Europe, the movement for a culture of peace, for the most part, is small but well dispersed throughout the region. For example, in the Russian Federation, reports have been received from UNESCO Schools, Clubs, University Chairs and Institutes that continue to work for a Culture of Peace in Nalchik (North Caucasus), Kazan (Tatarstan), Ufa (Bashkortistan), Novosibirsk (Siberia), Tula and Volgograd as well as in the major cities of Moscow and St. Petersburg. Their work flourished previously when the Russian government cooperated with UNESCO during the International Year for the Culture of Peace, but since that cooperation ended they have lost their national support. In other East European countries there are many reports from Life-Link Friendship Schools.

Major programs are underway in Albania for disarmament education and in Bosnia and Herzogovina devoted to education for a culture of healing and peace in 108 schools involving 80,000 students 5000 teachers and 150,000 parents.

Women are playing a leading role, as described by Women in Black (Belgrade, Serbia): "Throughout the region women initiated peace exchanges, dialogue amongst women activists and made numerous proclamations demanding an end to war and violence." See also the reports from NGO Women for Development (Armenia), Education of Mothers for the Education of Children (Hungary), and the Russian section of Women's International League for Peace and Freedom.

**OBSTACLES**: The "war on terrorism" is described as diverting attention from peace: "the fear in the world was used to put minds on war while we need these minds to prepare the road towards peace." In addition to psychological effects, there are sometimes political effects as well, as one group describes: "We had planned to undertake a lobby of governments at the UN in New York … but our colleagues were held up at the airport for 'random baggage checks' until the plane had left and their tickets were not reimbursed. Many of our colleagues withdrew into a shell of activities aimed at keeping a low profile." Many organizations see a major obstacle in the mass media's lack of interest in their activities and their emphasis on the news of violence instead.

Both non-governmental organizations and schools and universities find it difficult to obtain funds to support their work for a culture of peace, and, in the case of teachers, to obtain the authorization to spend time on peace in the schools. In addition, there are problems of priorities in education: "[Schools in our country] are obsessed with passing meaningless exams … and not enough time is given to social issues, to talk and debate - to visit and receive visitors from other cultures."

# Progress and obstacles in North America

**(Data from 53 organizations in Canada and United States)**

**PROGRESS**: Both Canadian and US organizations report progress toward a culture of peace in their own work. For the most part, they do not address the question of progress at a national or international level, but they do see increased awareness and cooperation in the particular cities where they work, including Hamilton (Ontario), Vancouver (British Columbia), Calgary (Alberta), Cincinnati (Ohio), Houston (Texas), Northfield and St Paul (Minnesota), New Haven (Connecticut), Quabbin (Massachusetts), New York City and in particular states (Connecticut, Minnesota). In Canada a nationwide Culture of Peace Program has been launched. Organizations specializing in non-violence like the Fellowship of Reconciliation report increasing membership and interest.

An advance is seen in the awareness and practice of mediation, restorative justice and other alternative forms of conflict resolution to settle disputes. There are many programs in schools, as well as in communities, and even prisons, often involving training programs that may involve local police departments and members of the communities they serve. In one community "We now teach conflict resolution and mediation to over 1,500 school children each year in this mostly rural region (and have) trained over 100 community members as mediators."

Regular peace vigils by many local groups receive an overwhelming positive response; this contradicts the impression given by the mass media that the population is evenly split between support and opposition to war and militarism. "People seem heartened to know that they were not alone or crazy in their yearning for peace." In both Canada and the US people are trying to get support for a Department of Peace at the level of the federal governments.

The "Student Pledge Against Gun Violence" has been signed by more than 10 million young people and may have contributed to a dramatic decrease in gun deaths among young people.

**OBSTACLES**: Many agree with the statement that "the invasions of Afghanistan and Iraq after 9/11 have made many people feel depressed and powerless to influence events." And many point to the emphasis on violence by the mass media as another obstacle: "people are constantly bombarded with daily images of violence on television, in the movies, at sports events, and in their popular video games." At the same time, the Internet is often seen as a positive mobilizing and consciousness-raising tool. At a local level, "The Internet has made it possible to get information out quickly to all concerned which has facilitated the work. The sense of community is enhanced." At a global level, "there is definitely more conversation between international peace organizations."
The Canadian Culture of Peace Program reports over a million visitors to their website since its inception in 1998.

Funding is a major obstacle for many of the organisations, since they rely on donations and volunteer labor. This is also a problem for the schools in both Canada ("BC teachers are under stress because of government budget cuts") and the US ("As the schools and youth groups have less funding, they are less able to join us.").

# Progress and obstacles in the Caribbean

**(Based on data from 22 organisations in Barbados, Cuba, Dominican Republic, Haiti and Puerto Rico.)**

**PROGRESS**: Reports from this region are often tied to particular campaigns for human rights and demilitarization. Organizations in Puerto Rico celebrated a victory in 2003 after many years of struggle to reclaim the Island of Vieques from the US military which used it for a bombing range. A leading role was played by women, using "civil disobedience, nonviolence, dialogue and consensus as forms of struggle and participation." As one organization explains, "Our people lived and proved the force of peace against the violence of the military." Most struggles are ongoing, such as those described for the rights of Haitian women and children refugees in the Dominican Republic and for access to water in certain Puerto Rican communities.

Progress is often described in terms of "consciousness development". For example, the UNESCO Chair for Peace Education in Puerto Rico engages in "education, research and action" for "the promotion and consciousness development for a culture of peace." Alternative methods of conflict resolution are increasingly taught and practiced throughout the region. A campaign is sensitizing people that children's toys should not glorify war and violence.

**OBSTACLES**: Organizations throughout the Caribbean,

like others around the world, find that the lack of funds is a serious obstacle to their work. Many emphasize that the inequalities between rich and poor, powerful and power-less, is a major obstacle. Another problem is "difficulties of integration and regular communication among the organi-sations and institutions working on these themes in the region, as well as distribution and access to materials they have produced on this matter." Organisations in Haiti report that they are especially hampered by political insta-bility and lack of democratic participation, while in Puerto Rico there is difficulty in international participation as a consequence of its "relation of political subordination."

# Advice to the Secretary-General and the General Assembly

**Representative excerpts from some of the 670 organiza-tions that have provided reports on the culture of peace (for full information see http://decade-culture-of-peace. org/cgi-bin/ib3/ikonboard.cgi). They are ordered by the eight programme areas of the Programme of Action for a Culture of Peace (Resolution A/53/243).**

### GENERAL

"All bodies of the United Nations system should use the language of the 'Culture of Peace' in as many places as pos-sible. Documents and speeches should include reminders about the culture of peace and the decade as a whole. The culture of peace presents a positive opportunity for people in all countries to overcome the negative issues of terrorism and security concerns."

"UNESCO, whereas it was mandated by the United Nations to be the promoter for it, executive and responsible for this campaign [Decade for the Culture of Peace], has greatly reduced the number of coordinators and person in charge working on this dimension; the survival of the department is completely called in question. If a real will exists among the Member States of the United Nations, all signatories of this campaign, why this lack of reactions, means and achievements?"

"Involve all UN agencies (and not only UNESCO) in the Culture of Peace efforts, and allot resources for the publica-tion and dissemination of books, videos, and audio recordings and other materials for implementing tools such as conflict mediation, deliberative democracy, inter-reli-gious and inter-ethnic dialogue, and the relation of traditional knowledge (of minority cultures, indigenous and others) and science."

"Focus upon the International Day of Peace as an annual highlight of measuring progress toward building a Culture of Peace for all Nations and Peoples. In support of these objectives, one suggestion is to reconvene the UN International Day of Peace Steering Group, which was for-med at the request of the Secretary-General … comprised of representatives of most UN Agencies and Departments, and invited UN NGOs."

"A week-long promotion of a culture of peace entitled "Living a Culture of Peace Week" from September 18 through 26 including the International Day of Peace. The designation of such a week by the General Assembly would help facilitate the promotion of a culture of peace in addition to the International Day of Peace."

"Declare the Year 2010 the International Year for Reconciliation."

### EDUCATION

"Promote education for peace in all levels of education, especially cultural exchanges and youth voluntary work."

"We would like the United Nations to undertake the inter-national training in conflict resolution and peace for young cadres from countries that are victims of armed conflict, to prepare a young generation capable of leading the Africa of Tomorrow with a culture of peace."

"Strengthen collaboration with NGOs specializing in peace education [and] appeal to Ministries of Education for the integration of peace education into national curricula and as a requirement of teacher training (pre-service, in-service and continuing professional development)… UN agencies i.e., UNESCO, UNICEF and UNDP that include education as a part of their mandate should broaden their programs to require peace education content and methodology."

"The first and foremost thing we realized is the need of spi-rituality and self awareness. … If children ever since their early age are helped to develop their inner potential and express their creativity: things would be much better."

### HUMAN RIGHTS

"Reinforce the mechanisms of follow-up and monitoring with respect to human rights in the Member States of the UN * Work more closely with countries like ours that are involved in violating human rights."

"Our advice to the UN for the second half of the Decade: to make efforts to be present in Palestine, more efficient, reso-lutions applied. You cannot ask people for peaceful convictions without rights."

"Implement all the UN resolutions equally and the world will look to the UN as a moral leader, not a politician. So let your morality speak."

## SUSTAINABLE DEVELOPMENT

"The attainment of a Culture of Peace … can only be realized side by side with meaningful Poverty Alleviation at grassroots community levels.   Our advice, therefore, is that as Peace and Poverty Alleviation are so intertwined, these two must be carried in an innovative manner by the UN System."

"Along with needed support and promotion of the Millennium Goals, peaceful development should also be prioritized, promoted, and financially supported. It is only upon the foundations of a peaceful society that the Millennium Goals are attainable."

"We think that the United Nations needs to commit to actions to eliminate the causes that generate violence such as ignorance and poverty. The subject of external debt and the programs of structural adjustment promoted by the International Monetary Fund and the World Bank have become one of the main obstacles, perhaps the main obstacle to development, especially of the poorest countries … Finally we think that the coordination between the agencies of the system of United Nations could be much greater, because for example, the approach of the World Bank does not agree with that of UNDP and other specialized agencies."

"[Tap the] potential of environmental peacemaking particularly as regards trans-boundary water issues. * Because of interdependence water can be a bridge towards peace building…. * pollution prevention and habitat protection benefits are long term - therefore cooperation requires 3rd party support … * Assistance should incorporate conflict prevention / peace building & identify peace dividend for all interventions made."

"Preservation of the Environment is most important and crucial to the future generations. Listen to the Indigenous and local communities in rural areas. They are aware of what is needed to preserve the environment. Wealth is dissipated in unfinished projects studies geared to the choices of the donors, not to the need of the recipients."

## DEMOCRATIC PARTICIPATION

"Restructure the United Nations so that the distribution of power between the nations that compose it is more equitable and the UN becomes an example of democracy."

"The promotion of a culture of peace during the next five years should be linked to community development and a real democracy in all the countries of Africa … It is well known that true democracy gives birth to a state of rights, which means that the people must find it to be on their side, and that there will be no more disorders, no more wars. That's what we call in our Association, the resurrection of Africa."

## EQUALITY OF WOMEN

"We would like to request to the Secretary General to please do something for the women, especially in the underdeveloped countries, who are suffering a lot from violence, torture and passing life with unsafe conditions."

"Assistance should be given to women's organizations and associations so that they can be provided effective and modern means of communication. Indeed, the communication is essential to carry out progress as regards culture of peace. However, NGOs or other continental or national organizations suffer much from this lack of communication between them. Thus it is very important, even essential that the modern means of communication are accessible to all the organizations which fight to support the living conditions of women and the African people."

## UNDERSTANDING, TOLERANCE, SOLIDARITY

"Motivate all faith communities and cultures to engage in interfaith dialogue as well as intra-faith dialogue. Specifically, UNESCO should: (a) sponsor a world commission on interfaith dialogue for building and educating for a culture of peace; (b) implement curriculum and teacher education projects for integrating interfaith dialogue and the contributions of faith and  spirituality traditions to a nonviolent and sustainable solution to conflict and violence."

"For every conflict in the world, there is a community that has learned to cope with the same factors in a peaceful way. Rather than focusing only on the areas of conflict that now need to be assuaged and rehabilitated, increase awareness of what it is that has allowed the peaceful community to develop. Learn how to replicate the positive in addition to stemming the flow of the negative. Studies such as this one are learning from the Grassroots movements."

## FREE FLOW OF INFORMATION AND KNOWLEDGE

"Invite national and regional organizations to interchange experiences on cultures of peace (in plural) in each region to learn of the other experiences, to empower the local groups or to promote peace. For these encounters they would have to develop methodologies appropriate to the countries of the South."

"Provide substantial financial support for the creation of Peace Literature, Theatre, Television films and Programs, Peace Literature Education, Prizes (as substantial as the Nobel), for Peace Literature for all ages, Peace Literature Competitions, Grants, and support to Peace NGO's."

"The United Nations ought to have its own television channel. This could be used to give unbiased news reports, and to support a global culture of peace. The UN TV Channel could broadcast cultural programs from various parts of

the world which would help to increase international understanding … For this project, and for its other activities, the UN needs much more money than it has at present. A Tobin Tax should be instituted, with proceeds going to the UN."

"Develop openly a campaign for the culture of peace together with the media and through it (TV, magazines, review, etc.) and with the film industry and through it, taking into consideration that they have been strong propagators of the culture of violence."

"Since China is the largest developing country in the world, we hope UN could set up an information center in China. So that Chinese NGOs could have easy access to and more involvement with UN activities."

### INTERNATIONAL PEACE AND SECURITY

"Work harder on reducing manufacturing and distribution of arms and ammunitions."

"Bring the Nuclear Nonproliferation Treaty into the 21st Century so that it addresses the realities of the threats we currently face … The prevention of weapons development in nations not having them now must be clearly tied to the systematic elimination of nuclear weapons among the existing nuclear powers. Verification must be universally applied to states that might produce a nuclear weapon and to those that already have them."

"Creation of a UN Agency for Mediation, with several thousand professionals and similar to other international organisations, who can detect emerging conflicts and help transform them peacefully before they lead to war. That would be an excellent investment for a more peaceful world."

* * *

# Appendix I: List of organisations

**Organisations that have entered data for the Civil Society Report on Culture of Peace before 30 September 2005**

**INTERNATIONAL ORGANISATIONS**

**INTERNATIONAL - EDUCATION FOR PEACE**

- APCEIU (Asia Pacific Centre of Education for International Understanding)
- Association for Living Values Education International
- Association Mondiale pour l'Ecole Instrument de Paix
- Bahá'í - International Community, Office of Public Information, Paris
- Brahma Kumaris World Spiritual University
- Centre for Peacebuilding and Conflict Management, Norway
- Centre International de Phonétique Appliquée
- Centre Panafricain de Prospective Sociale (CPPS)
- Children of the Earth
- Comité de liaison ONG-UNESCO
- Committee on A Curriculum of Hope for A Peaceful World/standing committee of CT/The Delta Kappa Gamma
- Coopération Internationale pour les Equilibres Locaux - CIELO
- Escola de Cultura de Pau - UAB
- EURED
- European University Center for Peace Studies (EPU)
- Fédération Mondiale des Associations, Centres et Clubs UNESCO
- Fundación Cultura de Paz
- Hague Appeal for Peace
- IAUP/UN Commission on Disarmament Education, Conflict Resolution and Peace
- Institute for Global Leadership
- INSTITUTE OF INTERNATIONAL SOCIAL DEVELOPMENT
- International Baccalaureate Organization
- International Coalition for the Decade
- International Council of Jewish Women
- International Education for Peace Institute (EFP International)
- International Fellowship of Reconciliation
- International Indigenous Youth Peace Summit
- JOURNEE MONDIALE POESIE-ENFANCE section de la Maison Internationale de la Poésie
- Letter of Peace addressed to the UN
- Life-Link Friendship-Schools Programme
- NGO Committee on Spirituality, Values and Global Concerns (CSVCG)
- Operation Peace Through Unity
- Pathways To Peace
- PAX 2100
- Pax Christi International
- Peace Action, Training and Research Institute of Romania (PATRIR)

- Peace Boat
- Peace Studies Program, Clark University"
- PeacefulSocieties.org
- Red Global de Religiones a favor de la Niñez para America Latina y el Caribe
- Soka Gakkai International
- The Art Miles Mural Project
- The Culture of Peace News Network
- The Goi Peace Foundation
- The Hope Project
- The Ribbon International
- The World Peace Prayer Society
- UNESCO Chair on Peace, Human Rights and Democracy - Stadtschlaining/Austria
- UNIPAZ International
- United Network of Young Peacebuilders (UNOY)
- We, The World
- World Alliance of YMCAs
- World Conference on Religion and Peace

**INTERNATIONAL - HUMAN RIGHTS**

- Acadia University/Conley-International
- AEAH-HS / ASOCIACON EMPRENDEDORA DE ACCIONES Y AYUDAS HUMANITARIAS
- Dominican Leadership Conference
- Franciscans International
- Institute for Victims of Trauma
- International Association for Religious Freedom
- LET SPIRIT RUN FREE
- Mouvement international ATD Quart Monde
- Signis International
- Twenty-First Century African Youth Movement

**INTERNATIONAL - DEMOCRATIC PARTICIPATION**

- Ciudades Educadoras América Latina - Municipalidad de Rosario
- Peaceways-Young General Assembly

**INTERNATIONAL - SUSTAINABLE DEVELOPMENT**

- A Better Future World
- Association Internationale des Charités (AIC)
- Coalition for Work With Psychotrauma and Peace
- CONGO NGO Committee on the UN and Sports
- CONSEIL NATIONAL DES DROITS DE L'HOMME "CNDH"
- ENDA
- Foundation for Self-Sufficiency in Central America
- Friends of the Earth Middle East
- Green Coalition Network
- INAUCO

- International Society of City and Regional Planners
- TradeArt Incorporated (TradeArt Abroad)
- Yachay Wasi

## INTERNATIONAL - FREE FLOW OF INFORMATION

- AGENCIA INTERNACIONAL PARA EL FOMENTO DE ACCIONES CON HIP-HOP
- Consejo Latinoamericano de investigación para la Paz: CLAIP
- Education for Peace Globalnet
- Good News Agency
- International League of Esperanto-Speaking Teachers (ILEI)
- Peace Research Information Unit Bonn (PRIUB)
- University of Colorado Conflict Research Consortium

## INTERNATIONAL - EQUALITY BETWEEN WOMEN AND MEN

- Federation of African Women's Peace Networks (FERFAP)
- International Federation of University Women
- Organisation Panafricaine des Femmes (OPF)
- Soroptimist International
- Women's International League for Peace and Freedom
- Transcend
- Women's UN Report Network
- World Association of Girl Guides and Girl Scouts

## UNDERSTANDING, TOLERANCE AND SOLIDARITY

- Association Mondiale pour l'espéranto/World Esperanto Association (UEA)
- Conseil International de la Danse (CID)
- European Centre for Conflict Prevention (ECCP)
- IFLAC PAVE PEACE
- International Foundation for Human Development
- International Institute for Peace through Tourism
- International Society for Human Values
- Peace Action International Committee
- United Nations Days & Years Meditation Initiative
- United Religions Initiative
- United Religions Initiative Cooperation Circle at the UN
- World Council of Churches - Decade to Overcome Violence (DOV)
- World Peace Flame Foundation

## INTERNATIONAL PEACE AND SECURITY

- Asociación para la Resolución de Conflictos y la Cooperación
- Center for Global Nonviolence
- Institut Hiroshima Nagasaki
- Instituto Galego de Estudos de Segurança Internacional e de Paz (IGESIP)
- International Network of Engineers and Scientists for Global Responsibility
- International Peace Bureau
- Nonviolent Peaceforce
- Nuclear Age Peace Foundation
- Psychologists for Social Responsibility
- Strategies for Peace
- The Transnational Foundation for Peace and Future Research

## NATIONAL AND LOCAL ORGANIZATIONS LISTED BY REGION AND COUNTRY

## AFRICA

### Democratic Republic of Congo
- Antenne pour la Reconnaissance de l'Environnement au Congo (AREC)
- Centre Africain d'Echange Culturel
- Complex Scolaire Maman Diakeise
- Congolese Action for Peace and Democracy
- Droits Humains Sans Frontières
- Fondation de la paix mondiale en R.D.Congo
- Groupement de Promotion Integrale
- INFOGROUPE INTERNATIONAL Inc
- Innovation & Formation pour le Développement et la Paix
- Jeunes et Femmes pour les droits de l'homme et la paix (J.F.D.HO.P)
- Jipa Moyo COMICS
- Organisation Sociale pour le Developpement - OSD - République Démocratique du Congo
- SADC YOUTH MOVEMENT
- Voix de sans Voix ni Liberté - VOVOLIB - RD Congo

### Nigeria
- AFRICAN AGENCY for an enhanced SOCIO-ETHICS AND TRADITIONAL ORDER (ASETO)
- Afro Center For Developement, Peace and Justice
- Agenda for Community Development  - AFCODE
- ALL NIGERIAN UNITED NATIONS STUDENTS AND YOUTHS ASSOCIATION
- CACF Nigeria
- Children Rights Agenda
- Environmental Sustainability and Human Development Project (ESHUDEP)
- GLOBAL ALERT FOR DEFENCE OF YOUTH AND THE LESS PRIVILEGED(GADYLP)
- International Day of Peace in Nigeria
- international women communication center (IWCC)
- Mark Makers International
- relief network project
- RESPECT-NIGERIA
- St. Louis Female Cisco Networking Academy
- TALENTED YOUTHS INTERNATIONAL
- Teachers Without Borders - Nigeria
- The Unarmed Youth (TUY)
- Unified Tribe of Plateau Association
- UNITED NATIONS OF YOUTH NETWORK NIGERIA
- YOUTH EFFECTUAL ORGANISATION

### Senegal
- Association Culturelle d'Auto Promotion Educative (ACAPES)
- Association Solidarité Active
- JONCTION
- Projet Ambassadeurs de la Paix

### South Africa
- International Day of Peace in South Africa
- The South African Association of Women Graduates (SAAWG)

### Other West African States
- Association du Village D' Enfants SOS Guinee
- Club des Amis de la Culture Universelle - Cote d'Ivoire
- Club Unesco de Port-Bouét - Cóte d'Ivoire
- Ecole Instrument de Paix (EIP-BENIN)
- GRASP ONG - BENIN
- HOPE FOR JUSTICE - GHANA
- Independent Youth Forum - Sierra Leone
- KIDS AND YOUTH ALLIES INTERNATIONAL NETWORK - COTE D'IVOIRE
- Kinte Kunda Lower Basic School, Gambia
- Network of Education & Peace Caretakers (NEPC) - Cóte d'Ivoire
- Organisation d'aide à la Jeunesse Africaine (O.A.J.A) - Benin
- ORGANISATION POUR LA PAIX AU SERVICE DE LA RENAISSANCE AFRICAINE - TOGO
- Rencontre Africaine pour la Science et la Technique (RASET) - Guinea
- Reseau UFEP - Tchad
- Saviour Experimental School, Ghana
- SOS KINDERDORF INTERNATIONAL REGIONAL OFFICE NORTH/WEST AFRICA
- West Africa Network for Peacebuilding
- World Peace Prayer Society, the Gambia Chapter
- YOUNG PEACE BRIGADES - GHANA
- Youth Movement for Peace and Non-Violence, Sierra Leone

### Other Southern African States
- Malawi Teachers for Peace (MATEPE)
- si jeunesse savait

### Other Central and East African States
- Afri youth - Kenya
- Africa Peace Point - Kenya
- AMECEA Justice and Peace Desk - Kenya
- Association Chrétienne pour le Développement Intégral (A.C.D.I.-asbl) 'New Vision' - Burundi
- Cameroon Association for the Protection and Education of the Child (CAPEC)
- Campus Youth Alliance - Uganda
- CIRID - Antenne du Burundi
- Citron Wood - Kenya
- fondation idole - Cameroun

- Interfaith Peace-building Initiative (IPI) - ETHIOPIA
- Kenya Volunteer Development Service
- National Union of Eritrean Youth and Students (NUEYS)
- RESEFAC - Congo - Brazzaville
- Service Oecuménique pour la Paix (SeP) - Cameroun
- SOMALI YOUTH DEVELOPMENT NETWORK (SOYDEN)
- Tanzania Youth Coalition
- United Nations Association of Uganda (UNAU)
- Voluntary Youth Philanthropist (VYP) - Kenya
- YOUTH HUMAN RIGHTS ASSOCIATION - BURUNDI
- YOUTH NETWORK FOR PEACE UGANDA
- WOMAN AND CHILD WELFARE LEAGUE

### Indian Ocean Small Island States
- Centre for Rights & Development (CEFRAD) - Seychelles

## ARAB STATES

### Lebanon
- 'TCCD' T raining Center For Community Development
- Al Mabarrat Association
- Lebanon Family Planning Association (LFPA)
- Near East School of Theology
- Palestinian Association for Human Rights (Witness Association)
- René Moawad Foundation (FRM)

### Morocco
- Chouala Association for Education and Culture (ACFC)
- FEZ-SAISS Association for Cultural, Social and Economic Development
- Women's Association for Development and Solidarity (AFDES)

### Egypt
- Arab International Cooperation Organization (AICO)
- Development of Business Women Export Abilities Association (DBWEAA)
- Friends of the Environment Association (FEA)
- General Federation of Social Agencies
- Gudran for Arts and Development
- Save the Children Society
- Sawiris Foundation for Social Development
- SEKEM Initiative
- The Environmental Pioneers Association (EPA)

### Jordan
- Abdul-Hameed Shoman Foundation
- Civil Society Development Centre - Jordan University of Science and Technology
- JORDAN YouthExchange Group
- Queen Rania Secondary School

### Palestine
- AEI-Open Windows

- Campagne civile internationale pour la protection du peuple palestinien
- CARE - Center For Applied Research in Education centre de la paix universitaire
- Community Service Center (CSC)
- Palestinians for Peace and Democracy
- Ta'awon: Palestinian Conflict resolution Institute

### Other Arab States
- Al Ghanem Organization for Civil Society Development - Yemen
- Association des Volontaires Algeriens Pour la Paix et l'Echange Culturel
- ASSociation tiflétois new life - Maroc
- Awal Women Society - Bahrain
- Fondation Pour la Promotion de la Santé et le Développement de la Recherche -FOREM
- Intellectual Multaka (Forum) for Innovation - Syria
- International Day of Peace in Sudan
- Iraqi Commission for Civil Society Enterprises (ICCSE)
- King Abdul Aziz Public Library (KAPL) - Saudi Arabia
- King Abdul Aziz Women Charity Association in Qassim (KAWCC) - Saudi Arabia
- Political Development Forum (PDF) - Yemen
- Purity Association for Environment Protection - Iraq
- sauvegarde jeunesse
- Social Development Centre (SDC) - Qatar
- The International Organization for Peace, Care, Relief (I.O.P.C.R) - Libya
- The Iraqi Peace Center
- Working for the Sake of Iraqi Women and Children Organization - Iraq
- Yarmouk-Syria

### Tunisia
- Association of Holiday Camps of Sousse
- Association of Training and Human Resources Managers
- Cultural Committee of the Electronic Center of Sousse
- Voice of the Child Organization

## AUSTRALASIA

### Australia
- Australian Catholic Social justice Council
- Australian Centre for Peace and Conflict Studies
- Australian Federation of University Women
- International Day of Peace in Australia
- Multi-Faith Centre, Griffith University
- National Council of Churches in Australia
- The Australian Youth Against Landmines Association (TAYALA)
- UNSW school of public health and community medicine

### New Zealand
- International Day of Peace in New Zealand
- The New Zealand Federation of Graduate Women (NZFGW)

- Waitakere City Council

## EAST ASIA

### China
- The Chinese People's Association for Friendship with Foreign Countries

### Japan
- Sakata Technical Senoir High School
- The Japanese Society for Developing the Culture of Peace
- Trans Cultural Studies (Conflict Resolution)

### Korea
- Women Making Peace

### Philippiines
- BALAY REHABILITATION CENTER (PHILIPPINES)
- Center for Peace Education, Miriam College
- Gaston Z. Ortigas Peace Institute
- International Day of Peace in the Philippines
- Message for a Better World-Philippines
- Mindanao Peace and Development Education Institute
- Peace Center of the Theosophical Society in the Philippines

### Malaysia
- Signis Asia Assembly 2004 - Kuala Lumpur

### Thailand
- International Buddhist Society

### Singapore
- The University Women's Association of Singapore (UWAS)

## SOUTH, WEST AND CENTRAL ASIA

### Bangladesh
- Green Step
- Human Rights Development Information Center
- Participatory Development Action Program
- PHALS (Programme for Helpless And Lagged Societies)

### India
- ALL INDIA MOMIN ANSAR WELFARE SOCIETY
- Asmita Samajik Sanstha
- Centre for Community Health Research
- Ecumenical Development centre of India
- eHealth-Care Foundation
- Gingee Alliance for Development
- GLOBAL HARMONY
- International Centre for Gandhian Thoughts (ICGT)
- International Day of Peace in India
- International Society for Alternative Medicine
- Jain Vishva Bharati Institute (Deemed University)

- NEED TO INDIA (NGO)
- Oneworld Educational Trust, Delta Training Campus
- Rehomfa Youth Track, Welfare Org.
- S.P.B.V.D. Sabha High School
- Saathi
- Saint Monica School
- Setu: Centre for Social Knowledge and Action
- The Saraswathy Shanmugam Public Charitable Trust
- United Human Resource
- United Schools Organization of India, Regional Centre
- UNITY CHARITABLE TRUST

### Iran
- DONYA Children's Research Institute
- Farzangan Educational Center
- Tazkiyeh Educational Complex

### Nepal and Bhutan
- International Day of Peace in Nepal
- Youth Advocacy Group
- Youth Society for Peace
- CARAVAN

### Pakistan
- Balochistan Social Development Programme
- HERA (Health and Education Relief Association)
- Karachi Human Walfere Organization
- Oasis Foundation
- Pakistan organization for human development
- Pakistan Press Foundation
- Participatory Rural Development Program (PRDP)
- Peace Worldwide
- Pilgrims of Peace
- Rehber Foundation
- RISE (Rural Initiatives in Sustainability and Empowerment)
- Shaheen Educational Society, Orangi, Karachi, Pakistan
- Trodden's Clarion Receptors Development Organization

### Sri Lanka
- International Day of Peace celebrations in Sri Lanka

### States of Central Asia
- Kyrgyz Civil Society for a Culture of Peace
- Peace Fund of Kyrgyzstan

## EUROPE

### Austria
- Österreichisches Netzerk für Frieden und Gewaltfreiheit
- Q - Qualified Migration Knowledge Network
- Soroptimist International Clubs Villach and Eisenstadt
- Women's Federation for World Peace, Europe

### Belgium
- Pax Christi Flanders

### Cyprus
- UNESCO Chair on 'Culture Diversity and Intercultural Dialogue for a Culture of Peace'

### Denmark
- Danish Peace Academy
- Dialogos
- Nepenthes

### Finland
- Åland Islands Peace Institute

### France
- AFCDRP -Association Française des Communes Départements et Régions pour la Paix
- Centre de Médiation et de Formation à la Médiation
- Coordination des Associations et Particuliers pour la Liberté de Conscience
- Coordination française pour la Décennie
- Ecole de la paix
- Etoile du Matin
- Union Chrétienne de Jeunes Gens UCJG-YMCA-France
- Ville de Malakoff (AFCDRP Association Française des Communes, Départements et Régions pour la Paix)

### Germany
- City of Osnabrück
- Institute for Peace Work and Nonviolent Conflict Transformation
- Pro Dialog
- Saphira
- Soroptimist International Clubs Bamberg-Kunigunde and Mänchen-Schwabing

### Greece
- SOCIAL AID OF HELLAS
- UNESCO Chair on Education for Human Rights, Democracy and Peace / Aristotle University of Thessaloniki

### Ireland
- Anti-Bullying Centre
- Peace People

### Israel
- Baladna, Association for Arab Youth
- Soroptimist International Club Rehovot, Rishon Le Zion and Givatayim
- The Israel Center for Negotiation and Mediation
- The Young Israeli Forum for Cooperation (YIFC)

### Italy
- Annulliamo la Distanza Onlus
- ASSOCIAZIONE ICPC ITALIA
- Bandiera della Pace
- C.I.S.P.
- Comune di Casatenovo

## Malta
- IDEAL International (Malta)
- Malta Gay Rights Movement

## Netherlands
- ALL-WIN NETWORK
- Brahma Kumaris Spirituele Akademie (BKSA)
- De Wereld Is Niet Te Koop
- Doopsgezinde Vredesgroep
- Euro's voor Vrede
- House of Erasmus of Rotterdam
- Museum voor Vrede en Geweldloosheid
- NEAG, Nederlands Expertisecentrum Alternatieven voor Geweld
- Platform for Peace IJmond
- Platform Vredescultuur
- Silence for Peace
- Social Initiatief Netherlands
- vrije consumenten vereniging (free consumers association)
- Women for Peace Netherlands
- XminusY Solidarity Fund

## Norway
- Bamble Municipality
- Blekkulf (Inky's Environmental Detectives)
- Dissimilis
- Initiativ for Etisk Handel - Initiative for Ethical Trade
- Jondal Municipality
- Klepp kommune
- Kristiansand Municipality
- Lillehammer Municipality
- Norsk Bangladesh Fadderforening - Norwegian Bangladesh Association
- Norwegian Peace Alliance
- Rainforest Foundation Norway - Regnskogsfondet
- Stiftelsen Mangfold i Arbeidslivet (MiA)
- Vennskap Nord/Sør
- World Voices Norway

## Spain
- Acción de los Cristianos para la abolición de la Tortura
- AID Cooperación
- Asociación para las Naciones Unidas
- Asociación Pro Derechos Humanos de España
- Ayuntamiento de Donostia/San Sebastián
- Cátedra UNESCO de Filosofía para la Paz
- Dones de Negre Castello
- EDUCADORES POLA PAZ-NOVA ESCOLA GALEGA
- Escola Cultura de Pau - UAB
- Foundation for a Culture of Peace
- Fundación Paz y Cooperación
- Fundación Prodein
- Instituto Galego de Estudos de Segurança Internacional e da Paz
- La Ortiga, Cooperativa de consumidores ecológicos de Sevilla
- Manos Unidas

- Mestres per Bosnia
- MUJERES PARA EL DIÁLOGO Y LA EDUCACIÓN
- OSPAAAL-Solidaridad (Organización de Solidaridad con los Pueblos de Asia, Africa y América Latina
- Red de Comunicación y Recursos en Resolución y Transformación de Conflictos (rc2-uoc)
- Seminario Galego de Educación para a Paz
- Unescocat - Centre UNESCO de Catalunya

## Sweden
- Centerpartiets Ungdomförbund /The Center Party Youth of Sweden
- Fred i våra händer, a national project
- Swedish Peace and Arbitration Society (SPAS)
- SweFOR

## Switzerland
- Femmes pour la Paix
- Haute Ecole Pédagogique BEJUNE

## Turkey
- Soroptimist International Clubs  GOZTEPE, ALSANCAK, IZMIR, KORDON, KARSIYAKA, GALLIPOLI (CANAKK)

## United Kingdom
- British Federation of Women Graduates (BFWG)
- International Day of Peace in the United Kingdom
- Lisburn Community Relations Network & Training Consortium
- Yellow House

## Russian Federation
- Centre for Civic Education
- Creative association "Tolerance - the Way to Harmony"
- Educators for Peace and Understanding -Bashkortostan
- Federation for Peace and Conciliation
- High School 105
- Institute for the Culture of Peace - Kazan, Tatarstan
- International Committee of Citizen Diplomacy
- International Public Foundation for Survival and Development of Humanity
- Istoki (Baha'i)
- Moscow Secondary School 446
- Museum of Peacekeeping Operations
- Public Institute of Strategic Sphere (Tetrasociological) Studies)
- Russian Chapter of the Association for World Education
- Russian Section of Women's International League for Peace and Freedom (WILPF)
- Secondary school 476
- Secondary school No 1414
- Siberian center for Eurasian projects on behalf of Planet 3000 project
- UNESCO Chair in Education for a Culture of Peace and Human Rights - Nalchik
- UNESCO Club "Dignity of the child" - Volgograd regional charity voluntary organisation
- World Without Violence' Movement - Tula, Russia

### Balkan States
- Albanian Center for Peace and Disarmament Education
- Colegiul National 'Vasile Alecsandri', Galati, Romania
- First Bosniak High School, Bosnia and Herzegovina
- ION CREANGA School, Romania
- Jovan Jovanovic Zmaj Elementary School, Serbia and Montenegro
- Liceul Teoretic 'Mircea Eliade Resita', Romania
- National College 'Vasile Alecsandri', Bacau, Romania
- Soroptimist Club of Bucharest, Romania
- The Education for Peace Institute of the Balkans (EFP-Balkans)
- UNESCO club of school "Vicho Grancharov", Gorna Oriahovitsa, Bulgaria
- Women in Black, Belgrade

### States of the Caucasus
- Caucasian Center for proposing Non Traditional Conflict Resolution Methods, Armenia
- NGO Women for Development, Armenia"
- Rustavi Georgian Gymnasium, Georgia"

### East European States
- BOCS Foundation
- Education of Mothers for the Education of Children (Baha'i) - Hungary
- Eko Gymnázium - Eco High School Prague, Czech Republic
- Gymnasium 7, Minsk, Belarus
- International UNESCO Chair "Human Rights, Peace, Democracy, Tolerance & International Understanding" - Kiev, Ukraine
- Kelme 'Aukuras' Secondary School, Lithuania"
- Krimulda Secondary School, Riga, Latvia"
- Kupiskis Povilas Matulionis Secondary School, Lithuania
- Kursenai Laurynas Ivinskis Gymnasium, Lithuania
- Lugansk specialized school 36, Ukraine
- Pavenciu Secondary School, Lithuania
- Smorgon Boarding School, Belarus
- STORK (AIST) Family school, Ukraine
- The Colourful World Circle (CWC) - Hungary
- Ukrainian Movement 'Educators for Peace and Mutual Understanding'

## LATIN AMERICA

### Argentina
- Agrupacion La Hora de los Pueblos
- Aluminé Universidad del Hombre - UNIPAZ Argentina
- AMERICA MADRE (AMA) - INSTITUCION CULTURAL INTERNACIONAL - SEDE CENTRAL -
- Asociación Civil MAR
- Asociacion Civil Colegios del Mundo Unido de Argentina (ACCMUA)
- Asociacion de padres por los derechos del alumno - Jujuy
- Bilingual MCA
- Centro de las Culturas

- Centro de Participación para la Paz y los Derechos Humanos
- Ecoblub Embajada - Jujuy
- Escuela de Enseñanza Media Nº 432 "BERNARDINO RIVADAVIA"
- Fundación Instituto de Mediación - FIMe - Centro Internacional de Gestión de Conflictos
- Fundación Paz, Ecología & Arte (PEA)
- Fundación AVES
- Fundación Darlocab - Jujuy
- Fundación Linea Joven
- Grupo Scouts N° 057 Martín Guemes' (Scouts de Argentina)
- Hábitat Humano
- IFLAC La rama Argentina del IFLAC Foro Internacional de Literatura y Cultura de la Paz
- Instituto de Capacitacion, Promocion, Difusion e Investigacion de Economia Solidaria
- Instituto Politécnico Superior
- Jardín de Infantes 902 'Mariquita Sánchez'
- La Comunidad - Jujuy
- Mil Milenios de Paz
- Museo de Arte Decorativo "Firma y Odilo Estevez"
- ONG Juanita Moro - Jujuy
- Organizacion Vision Ambiental
- Red Solidaria Concepción del Uruguay
- Scouts de Argentina - Equipo Nacional
- SOCIEDAD DE LA PLEGARIA POR LA PAZ MUNDIAL
- Subsecretaria de Participación Comunitaria Minist. Seguridad Provincia de Buenos Aires
- Union Federal de Parlamentos

### Brazil
- Abaçaí Cultura e Arte
- ABrasOFFA - Associação Brasileira dos Organizadores de Festivais de Folclore e Artes Populares
- Ágere Cooperação em Advocacy
- Aliança pela Infancia
- AMARRIBO
- Amigos da Paz
- Antena Verde
- Assembléia Espiritual Nacional dos Bahá'ís do Brasil
- Assoçiacão Mineira das Vítimas de Erro Médico
- Associação Brasileira de Intercambio Cultural - ABIC
- Associação Comunitária Monte Azul
- Associação Cultural Constelação
- Associação Iko Poran
- Associação Imagem Comunitária
- Associação Palas Athena
- Associação Projeto Não Violência Brasil
- ATELIER DA PAZ
- Banco de Alimentos Associação Civil
- Cáritas Diocesana de São José dos Campos (SP)
- Cama Viva
- Círculo da Pedra Azul
- Centro de Direitos Humanos e Educação Popular de Campo Limpo
- Comisión de Defensa de los Derechos Humanos de la

Diócesis de Mogi das Cruzes
- Comunidade Zen Budista
- Conselho Nacional dos Secretários Municipais de Saúde (CONASEMS)
- COPIPAZ - Comitê da Primeira infância na cultura da PAZ
- Departamento de Arte e Cultura do Governo Participativo de São Carlos
- EcoArborizar
- Eco-cidadão
- eDeus.org Educadores para a Paz
- Educadores para a Paz
- Escola de Desenvolvimento HUmano Casa do Caminho
- FEDERAÇÃO DE BANDEIRANTES DO BRASIL
- Fundação Gol de Letra
- Fundação Movimento Direito e Cidadania (Fundação MDC)
- Governo do Estado do Espírito Santo: Secretaria de Estado da Justiça
- Guaimbê - Espaço e Movimento CriAtivo
- Ibase - Instituto Brasileiro de Análises Sociais e Económicas
- Iluminattis
- Instituto Arte Saúde
- INSTITUTO BRASILEIRO DE POLITICAS DE JUVENTUDE
- Instituto de Cidadania Empresarial (ICE) - Projeto Casulo
- INSTITUTO E CENTRO ALTERNATIVO PARA O DESENVOLVIMENTO E COMUNICAÇÃO
- Instituto Pró-Cidadania
- Instituto Roerich da Paz e Cultura do Brasil
- Instituto São Paulo Contra a Violência
- Instituto Ser Humano
- Instituto Sou de Paz
- Interação - Educação Corporal e Integração Humana
- Legiao da Boa Vontade
- Moradia e Cidadania
- Movimento Paz Espírito Santo - Paz-ES
- Município de Aparecida (SP) - Departamento da Família e Bem-Estar Social
- Município de Cajamar, Diretoria de Cultura
- Município de Porto Ferreira: Departamento M. de Educação
- ONG PARCEIROS VOLUNTÁRIOS
- Parliamentary Council for a Culture of Peace
- Pastoral da Criança (Child's Pastoral)
- Plugados na Educação
- Prefeitura Municipal de Belo Horizonte - Coordenadoria de Direitos da Mulher
- Prefeitura Municipal de Belo Horizonte - Coordenadoria de Direitos Humanos
- Programa Gente Que Faz Paz
- Projeto Cooperação
- Promoção social de Dirce Reis
- Serviço de Engajamento Comunitário - Secri
- Serviço de Paz - SERPAZ
- Sincronicidade e Expressão  - Projeto de Extensão UFG
- Transformar - Associação para o Desenvolvimento do Portador de Deficiência

- Unipaz
- Unipaz Paraná
- UNISOES: União de Sociedades Espiritualistas, Científicas, Filosóficas e Religiosas
- Universidad Federal de Rio Grande do Norte: Departamento de Sicología
- Universidade Estadual do Oeste do Paraná (UNIOESTE)
- Universidade Solidária - UniSol
- VIVA PAZ
- Viva Rio
- Yoga Real

### Chile
- Agrupación de Discapacitados Epsilon
- AMERICA MADRE (AMA) - Filial Villa Alemana- Chile
- La Comunidad Para El Equilibrio y Desarrollo del Ser Humano
- Liceo 'Jovina Naranjo Fernandez'

### Colombia
- Alianza de Educación para la construcción de cultura de paz
- Centro de Estudios Avanzados en Niñez y Juventud - CINDE
- Universidad de Manizales
- CONCERN UNIVERSAL-COLOMBIA, field office Concern Universal England
- COOPERACIÓN COLOMBIA
- Corporación Viva la Ciudadanía Programa Educación
- Fundación AlvarAlice
- FUNDACION COLOMBIA UNA NACION CIVICA
- FUNDACION ESCUELAS DE PAZ
- Fundación Paz y Bien
- Fundacion Mujeres por Colombia
- José Celestino Mutis
- Lazos Sociales y Culturas de Paz
- Programa de Educación y Formación para la Convivencia Universitaria-Universidad Pedagógica Nacional
- Secretaria de Educacion del Departamento del Valle del Cauca
- SECRETARIADO NACIONAL DE PASTORAL SOCIAL - CARITAS COLOMBIANA
- UNIVERSIDAD PEDAGÓGICA NACIONAL - PROGRAMA PEDAGOGÍA DE LA PAZ

### Central American States
- Fundación Propaz - Guatemala
- Instituto de Investigaciones y Acción Social 'Martin Luther King' - Nicaragua

### Mexico
- Academia Mexicana de Derechos Humanos, A.C.
- Asociación Internacional de Educadores para la Paz
- Càtedra UNESCO de Derechos Humanos de la Universidad Nacional Autònoma de Mèxico
- FUNDACION CEGEA

**Paraguay**
- Academia Tecnica de Estudios Jurídicos y Sociales (ATEJUS) Facultad de Derecho y Cs. Sociales UNA

**Peru**
- Asociación de Cada Ciudadano (Red Juvenil de la Fundación Konrad Adenauer Stiftung,Huancayo
- AVC
- Consejo Por la Paz de Mochumí, Región Lambayeque
- Equipo Docente de Celendín (EDOCEL)
- Instituto Regional por la Paz - IREPAZ
- Municipalidad de Paita
- UNOY -Sullana- Piura- Peru

**Uruguay**
- Centro UNESCO de Montevideo

**Venezuela**
- Asociación Venezolana para el Avance de las Ciencias del Comportamiento
- CENTRO DE INICIATIVAS PARA EL DESARROLLO LOCAL
- CONVENEZUELA

**CARIBBEAN**

**Barbados**
- Barbados Association of Non Governmental Organisations
- Universal Day of Hope Trust

**Cuba**
- Centro Félix Varela
- Grupo de investigación sobre Cultura de paz y no violencia de la Universidad Pedagógica

**Dominican Republic**
- Centro de Servicios Legales para la Mujer, Inc.
- Escuela Shaolin Tsu, Inc.
- Movimiento de Mujeres Dominico Haitiana

**Haiti**
- Association Femmes Soleil Haiti
- Klib Timoun Kè Kontan - Haïti

**Puerto Rico**
- Alianza de Mujeres Viequenses
- Alianza Laura Aponte por la Paz Social (ALAPAS)
- Asociación Puertorriqueña de Estudiantes de Periodismo
- Asociación Puertorriqueña de Historiadores
- Cátedra UNESCO de Educación para la Paz
- Ciudadanos del Karso
- Comisión de Ciudadanos al Rescate de Caimito
- COMITE PRO RESCATE Y DESARROLLO DE VIEQUES
- Junta de Acción Comunitaria San Mateo de los Cangrejos
- Misión Industrial de Puerto Rico, Inc.

- Movimiento Agua Para Todos
- Museo del Barrio, la casa de todos
- Proyecto Caribeño de Justicia y Paz

**NORTH AMERICA**

**Canada**
- BC Peace Ed
- Canadian Culture of Peace Program (CCOPP)
- Canadian Federation of University Women  (CFUW)
- Canadian Voice of Women for Peace/La Voix des Femmes Canadiennes Pour la Paix
- International Day of Peace in Canada
- Kootenay Region Branch of the United Nations Association in Canada
- Les Ambassadeurs et Ambassadrices de la paix (Peace Ambassadors)
- mount saint vincent university
- Secular Franciscan Order
- The Hamilton Culture of Peace Network
- The Society for Safe and Caring Schools and Communities
- Women in Black, Calgary
- Working Group for a Federal Department of Peace

**United States**
- A Course in Miracles International
- Association for Conflict Resolution - North Carolina Chapter
- Athletes United for Peace
- Center for Nonviolence
- Center for Peace Education
- City of Northfield (Minnesota)
- Community Mediation, Inc.
- Decade of Nonviolence-Houston
- Education for Conflict Resolution, Inc.
- Evangelical Lutheran Church in America (ELCA)
- Fellowship of Reconciliation USA
- Gandhi-King-Carter International Airport
- Global Coalition for Peace
- Global Kids, Inc.
- Growing Communities for Peace
- Hampton Roads Network for Nonviolence Hiroshima/Nagasaki
- Remembrance Committee International Day of Peace in the United States
- Minnesota Alliance of Peacemakers
- Nobel Peace Prize Forum
- Northfield (MN) A Community Action Center
- Northfield (MN) Human Rights Commission
- Northfield (MN) League of Women Voters
- Northfield (MN) People for Peace and Goodwill
- Northfield Healthy Community Initiative
- Northfield, MN, Public Schools
- Partners for Violence Prevention
- Pax Educare, Inc. The Connecticut Center for Peace Education

- PROGRESSIVE DEMOCRATS OF AMERICA (PDA) - NJ
  Chapter
- Quabbin Mediation
- Rice County (MN) Community Corrections
- Rice County Sheriff's Office
- Roughrider Focus Group, Inc.
- Snohomish County Women in Black
- South Jersey Department of Peace
- Southern California Regional Council of Organizations
- St. John's Lutheran Church (Northfield, MN)
- St. Joseph's College
- Student Pledge Against Gun Violence
- Students for Culture of Peace
- The Globe Ecological Restoration and Development
  Foundation, Inc.
- The National Service Conference of The American Ethical
  Union
- The Village School of Northfield (MN)
- United Nations Association-Minnesota
- World Citizen, Inc.

* * *

**To consult the reports of the above organizations, or to
add yours:
www.decade-culture-of-peace.org**

# Appendix II: Declaration and Programme of Action on a Culture of Peace

**Resolution A/53/243 adopted by the General Assembly on 6 October 1999**

**UNITED NATIONS**

**A**

**General Assembly**

Distr.
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A/RES/53/243
6 October 1999

Fifty-third session
Agenda item 31

**RESOLUTIONS ADOPTED BY THE GENERAL ASSEMBLY**

[*without reference to a Main Committee (A/53/L.79)*]

**53/243. Declaration and Programme of Action on a Culture of Peace**

**A**

DECLARATION ON A CULTURE OF PEACE

*The General Assembly,*

*Recalling* the Charter of the United Nations, including the purposes and principles embodied therein,

*Recalling also* the Constitution of the United Nations Educational, Scientific and Cultural Organization, which states that "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed",

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/...

*Recalling further* the Universal Declaration of Human Rights[1] and other relevant international instruments of the United Nations system,

*Recognizing* that peace not only is the absence of conflict, but also requires a positive, dynamic participatory process where dialogue is encouraged and conflicts are solved in a spirit of mutual understanding and cooperation,

*Recognizing also* that the end of the cold war has widened possibilities for strengthening a culture of peace,

*Expressing deep concern* about the persistence and proliferation of violence and conflict in various parts of the world,

*Recognizing* the need to eliminate all forms of discrimination and intolerance, including those based on race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status,

*Recalling* its resolution 52/15 of 20 November 1997, by which it proclaimed the year 2000 as the "International Year for the Culture of Peace", and its resolution 53/25 of 10 November 1998, by which it proclaimed the period 2001–2010 as the "International Decade for a Culture of Peace and Non-Violence for the Children of the World",

*Recognizing* the important role that the United Nations Educational, Scientific and Cultural Organization continues to play in the promotion of a culture of peace,

*Solemnly proclaims* the present Declaration on a Culture of Peace to the end that Governments, international organizations and civil society may be guided in their activity by its provisions to promote and strengthen a culture of peace in the new millennium:

*Article 1*

A culture of peace is a set of values, attitudes, traditions and modes of behaviour and ways of life based on:

(*a*) Respect for life, ending of violence and promotion and practice of non-violence through education, dialogue and cooperation;

(*b*) Full respect for the principles of sovereignty, territorial integrity and political independence of States and non-intervention in matters which are essentially within the domestic jurisdiction of any State, in accordance with the Charter of the United Nations and international law;

(*c*) Full respect for and promotion of all human rights and fundamental freedoms;

(*d*) Commitment to peaceful settlement of conflicts;

(*e*) Efforts to meet the developmental and environmental needs of present and future generations;

(*f*) Respect for and promotion of the right to development;

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[1] Resolution 217 A (III).

(*g*) Respect for and promotion of equal rights and opportunities for women and men;

(*h*) Respect for and promotion of the right of everyone to freedom of expression, opinion and information;

(*i*) Adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations;

and fostered by an enabling national and international environment conducive to peace.

## *Article 2*

Progress in the fuller development of a culture of peace comes about through values, attitudes, modes of behaviour and ways of life conducive to the promotion of peace among individuals, groups and nations.

## *Article 3*

The fuller development of a culture of peace is integrally linked to:

(*a*) Promoting peaceful settlement of conflicts, mutual respect and understanding and international cooperation;

(*b*) Complying with international obligations under the Charter of the United Nations and international law;

(*c*) Promoting democracy, development and universal respect for and observance of all human rights and fundamental freedoms;

(*d*) Enabling people at all levels to develop skills of dialogue, negotiation, consensus-building and peaceful resolution of differences;

(*e*) Strengthening democratic institutions and ensuring full participation in the development process;

(*f*) Eradicating poverty and illiteracy and reducing inequalities within and among nations;

(*g*) Promoting sustainable economic and social development;

(*h*) Eliminating all forms of discrimination against women through their empowerment and equal representation at all levels of decision-making;

(*i*) Ensuring respect for and promotion and protection of the rights of children;

(*j*) Ensuring free flow of information at all levels and enhancing access thereto;

(*k*) Increasing transparency and accountability in governance;

(*l*) Eliminating all forms of racism, racial discrimination, xenophobia and related intolerance;

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(*m*)  Advancing understanding, tolerance and solidarity among all civilizations, peoples and cultures, including towards ethnic, religious and linguistic minorities;

(*n*)  Realizing fully the right of all peoples, including those living under colonial or other forms of alien domination or foreign occupation, to self-determination enshrined in the Charter of the United Nations and embodied in the International Covenants on Human Rights,[2] as well as in the Declaration on the Granting of Independence to Colonial Countries and Peoples contained in General Assembly resolution 1514 (XV) of 14 December 1960.

*Article 4*

Education at all levels is one of the principal means to build a culture of peace. In this context, human rights education is of particular importance.

*Article 5*

Governments have an essential role in promoting and strengthening a culture of peace.

*Article 6*

Civil society needs to be fully engaged in fuller development of a culture of peace.

*Article 7*

The educative and informative role of the media contributes to the promotion of a culture of peace.

*Article 8*

A key role in the promotion of a culture of peace belongs to parents, teachers, politicians, journalists, religious bodies and groups, intellectuals, those engaged in scientific, philosophical and creative and artistic activities, health and humanitarian workers, social workers, managers at various levels as well as to non-governmental organizations.

*Article 9*

The United Nations should continue to play a critical role in the promotion and strengthening of a culture of peace worldwide.

*107th plenary meeting*
*13 September 1999*

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[2] Resolution 2200 A (XXI), annex.

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**B**

PROGRAMME OF ACTION ON A CULTURE OF PEACE

*The General Assembly,*

*Bearing in mind* the Declaration on a Culture of Peace adopted on 13 September 1999,

*Recalling* its resolution 52/15 of 20 November 1997, by which it proclaimed the year 2000 as the "International Year for the Culture of Peace", and its resolution 53/25 of 10 November 1998, by which it proclaimed the period 2001–2010 as the "International Decade for a Culture of Peace and Non-violence for the Children of the World";

*Adopts* the following Programme of Action on a Culture of Peace:

A. *Aims, strategies and main actors*

1.    The Programme of Action should serve as the basis for the International Year for the Culture of Peace and the International Decade for a Culture of Peace and Non-violence for the Children of the World.

2.    Member States are encouraged to take actions for promoting a culture of peace at the national level as well as at the regional and international levels.

3.    Civil society should be involved at the local, regional and national levels to widen the scope of activities on a culture of peace.

4.    The United Nations system should strengthen its ongoing efforts to promote a culture of peace.

5.    The United Nations Educational, Scientific and Cultural Organization should continue to play its important role in and make major contributions to the promotion of a culture of peace.

6.    Partnerships between and among the various actors as set out in the Declaration should be encouraged and strengthened for a global movement for a culture of peace.

7.    A culture of peace could be promoted through sharing of information among actors on their initiatives in this regard.

8.    Effective implementation of the Programme of Action requires mobilization of resources, including financial resources, by interested Governments, organizations and individuals.

B. *Strengthening actions at the national, regional and international levels by all relevant actors*

9.    Actions to foster a culture of peace through education:

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(a)   Reinvigorate national efforts and international cooperation to promote the goals of education for all with a view to achieving human, social and economic development and for promoting a culture of peace;

(b)   Ensure that children, from an early age, benefit from education on the values, attitudes, modes of behaviour and ways of life to enable them to resolve any dispute peacefully and in a spirit of respect for human dignity and of tolerance and non-discrimination;

(c)   Involve children in activities designed to instill in them the values and goals of a culture of peace;

(d)   Ensure equality of access to education for women, especially girls;

(e)   Encourage revision of educational curricula, including textbooks, bearing in mind the 1995 Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy[3] for which technical cooperation should be provided by the United Nations Educational, Scientific and Cultural Organization upon request;

(f)   Encourage and strengthen efforts by actors as identified in the Declaration, in particular the United Nations Educational, Scientific and Cultural Organization, aimed at developing values and skills conducive to a culture of peace, including education and training in promoting dialogue and consensus-building;

(g)   Strengthen the ongoing efforts of the relevant entities of the United Nations system aimed at training and education, where appropriate, in the areas of conflict prevention and crisis management, peaceful settlement of disputes, as well as in post-conflict peace-building;

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

10.   Actions to promote sustainable economic and social development:

(a)   Undertake comprehensive actions on the basis of appropriate strategies and agreed targets to eradicate poverty through national and international efforts, including through international cooperation;

(b)   Strengthen the national capacity for implementation of policies and programmes designed to reduce economic and social inequalities within nations through, *inter alia*, international cooperation;

(c)   Promote effective and equitable development-oriented and durable solutions to the external debt and debt-servicing problems of developing countries through, *inter alia*, debt relief;

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[3] United Nations Educational, Scientific and Cultural Organization, *Records of the General Conference, Twenty-eighth Session, Paris, 25 October–16 November 1995*, vol. 1: *Resolutions*, resolution 5.4, annexes.

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(*d*)  Reinforce actions at all levels to implement national strategies for sustainable food security, including the development of actions to mobilize and optimize the allocation and utilization of resources from all sources, including through international cooperation, such as resources coming from debt relief;

(*e*)  Undertake further efforts to ensure that the development process is participatory and that development projects involve the full participation of all;

(*f*)  Include a gender perspective and empowerment of women and girls as an integral part of the development process;

(*g*)  Include in development strategies special measures focusing on needs of women and children as well as groups with special needs;

(*h*)  Strengthen, through development assistance in post-conflict situations, rehabilitation, reintegration and reconciliation processes involving all engaged in conflicts;

(*i*)  Incorporate capacity-building in development strategies and projects to ensure environmental sustainability, including preservation and regeneration of the natural resource base;

(*j*)  Remove obstacles to the realization of the right of peoples to self-determination, in particular of peoples living under colonial or other forms of alien domination or foreign occupation, which adversely affect their social and economic development.

11.  Actions to promote respect for all human rights:

(*a*)  Full implementation of the Vienna Declaration and Programme of Action;[4]

(*b*)  Encouragement of development of national plans of action for the promotion and protection of all human rights;

(*c*)  Strengthening of national institutions and capacities in the field of human rights, including through national human rights institutions;

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[4] A/CONF.157/24 (Part I), chap. III.

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(*d*)   Realization and implementation of the right to development, as established in the Declaration on the Right to Development[5] and the Vienna Declaration and Programme of Action;

(*e*)   Achievement of the goals of the United Nations Decade for Human Rights Education (1995–2004);[6]

(*f*)   Dissemination and promotion of the Universal Declaration of Human Rights at all levels;

(*g*)   Further support to the activities of the United Nations High Commissioner for Human Rights in the fulfilment of her or his mandate as established in General Assembly resolution 48/141 of 20 December 1993, as well as the responsibilities set by subsequent resolutions and decisions.

12.   Actions to ensure equality between women and men:

(*a*)   Integration of a gender perspective into the implementation of all relevant international instruments;

(*b*)   Further implementation of international instruments that promote equality between women and men;

(*c*)   Implementation of the Beijing Platform for Action adopted at the Fourth World Conference on Women,[7] with adequate resources and political will, and through, *inter alia*, the elaboration, implementation and follow-up of the national plans of action;

(*d*)   Promotion of  equality between women and men in economic, social and political decision-making;

(*e*)   Further strengthening of efforts by the relevant entities of the United Nations system for the elimination of all forms of discrimination and violence against women;

(*f*)   Provision of support and assistance to women who have become victims of any forms of violence, including in the home, workplace and during armed conflicts.

13.   Actions to foster democratic participation:

(*a*)   Reinforcement of the full range of actions to promote democratic principles and practices;

(*b*)   Special emphasis on democratic principles and practices at all levels of formal, informal and non-formal education;

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[5] Resolution 41/128, annex.

[6] See A/49/261–E/1994/110/Add.1, annex.

[7] *Report of the Fourth World Conference on Women, Beijing, 4–15 September 1995* (United Nations publication, Sales No. E.96.IV.13), chap. I, resolution 1, annex II.

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(*c*)   Establishment and strengthening of national institutions and processes that promote and sustain democracy through, *inter alia*, training and capacity-building of public officials;

(*d*)   Strengthening of democratic participation through, *inter alia*, the provision of electoral assistance upon the request of States concerned and based on relevant United Nations guidelines;

(*e*)   Combating of terrorism, organized crime, corruption as well as production, trafficking and consumption of illicit drugs and money laundering, as they undermine democracies and impede the fuller development of a culture of peace.

14.   Actions to advance understanding, tolerance and solidarity:

(*a*)   Implement the Declaration of Principles on Tolerance and the Follow-up Plan of Action for the United Nations Year for Tolerance[8] (1995);

(*b*)   Support activities in the context of the United Nations Year of Dialogue among Civilizations in the year 2001;

(*c*)   Study further the local or indigenous practices and traditions of dispute settlement and promotion of tolerance with the objective of learning from them;

(*d*)   Support actions that foster understanding, tolerance and solidarity throughout society, in particular with vulnerable groups;

(*e*)   Further support the attainment of the goals of the International Decade of the World's Indigenous People;

(*f*)   Support actions that foster tolerance and solidarity with refugees and displaced persons, bearing in mind the objective of facilitating their voluntary return and social integration;

(*g*)   Support actions that foster tolerance and solidarity with migrants;

(*h*)   Promote increased understanding, tolerance and cooperation among all peoples through, *inter alia*, appropriate use of new technologies and dissemination of information;

(*i*)   Support actions that foster understanding, tolerance, solidarity and cooperation among peoples and within and among nations.

15.   Actions to support participatory communication and the free flow of information and knowledge:

(*a*)   Support the important role of the media in the promotion of a culture of peace;

(*b*)   Ensure freedom of the press and freedom of information and communication;

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[8] A/51/201, appendix I.

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(*c*)   Make effective use of the media for advocacy and dissemination of information on a culture of peace involving, as appropriate, the United Nations and relevant regional, national and local mechanisms;

(*d*)   Promote mass communication that enables communities to express their needs and participate in decision-making;

(*e*)   Take measures to address the issue of violence in the media, including new communication technologies, *inter alia*, the Internet;

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

16.   Actions to promote international peace and security:

(*a*)   Promote general and complete disarmament under strict and effective international control, taking into account the priorities established by the United Nations in the field of disarmament;

(*b*)   Draw, where appropriate, on lessons conducive to a culture of peace learned from "military conversion" efforts as evidenced in some countries of the world;

(*c*)   Emphasize the inadmissibility of acquisition of territory by war and the need to work for a just and lasting peace in all parts of the world;

(*d*)   Encourage confidence-building measures and efforts for negotiating peaceful settlements;

(*e*)   Take measures to eliminate illicit production and traffic of small arms and light weapons;

(*f*)   Support  initiatives, at the national, regional and international levels, to address concrete problems arising from post-conflict situations, such as demobilization, reintegration of former combatants into society, as well as refugees and displaced persons, weapon collection programmes, exchange of information and confidence-building;

(*g*)   Discourage the adoption of and refrain from any unilateral measure, not in accordance with international law and the Charter of the United Nations, that impedes the full achievement of economic and social development by the population of the affected countries, in particular women and children, that hinders their well-being, that creates obstacles to the full enjoyment of their human rights, including the right of everyone to a standard of living adequate for their health and well-being and their right to food, medical care and the necessary social services, while reaffirming that food and medicine must not be used as a tool for political pressure;

(*h*)   Refrain from military, political, economic or any other form of coercion, not in accordance with international law and the Charter, aimed against the political independence or territorial integrity of any State;

(*i*)   Recommend proper consideration for the issue of the humanitarian impact of sanctions, in particular on women and children, with a view to minimizing the humanitarian effects of sanctions;

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(*j*)   Promote   greater involvement of women in prevention and resolution of conflicts and, in particular, in activities promoting a culture of peace in post-conflict situations;

(*k*)   Promote initiatives in conflict situations such as days of tranquillity to carry out immunization and medicine distribution campaigns, corridors of peace to ensure delivery of humanitarian supplies and sanctuaries of peace to respect the central role of health and medical institutions such as hospitals and clinics;

(*l*)   Encourage training in techniques for the understanding, prevention and resolution of conflict for the concerned staff of the United Nations, relevant regional organizations and Member States, upon request, where appropriate.

*107th plenary meeting*
*13 September 1999*

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# Appendix III: Resolution A/59/143 adopted by the General Assembly on 25 February 2005

**Referent to the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010**

United Nations                                                          A/RES/59/143

**General Assembly**

Distr.: General
25 February 2005

**Fifty-ninth session**
Agenda item 35

## Resolution adopted by the General Assembly

*[without reference to a Main Committee (A/59/L.21 and Add.1)]*

### 59/143. International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001–2010

*The General Assembly,*

*Bearing in mind* the Charter of the United Nations, including the purposes and principles contained therein, and especially the dedication to saving succeeding generations from the scourge of war,

*Recalling* the Constitution of the United Nations Educational, Scientific and Cultural Organization, which states that, "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed",

*Recalling also* its previous resolutions on a culture of peace, in particular resolution 52/15 of 20 November 1997 proclaiming 2000 the International Year for the Culture of Peace, resolution 53/25 of 10 November 1998 proclaiming the period 2001–2010 the International Decade for a Culture of Peace and Non-Violence for the Children of the World, and resolutions 56/5 of 5 November 2001, 57/6 of 4 November 2002 and 58/11 of 10 November 2003,

*Reaffirming* the Declaration[1] and Programme of Action[2] on a Culture of Peace, recognizing that they serve, inter alia, as the basis for the observance of the Decade, and convinced that the effective and successful observance of the Decade throughout the world will promote a culture of peace and non-violence that benefits humanity, in particular future generations,

*Recalling* the United Nations Millennium Declaration,[3] which calls for the active promotion of a culture of peace,

*Taking note* of Commission on Human Rights resolution 2000/66 of 26 April 2000, entitled "Towards a culture of peace",[4]

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[1] Resolution 53/243 A.
[2] Resolution 53/243 B.
[3] See resolution 55/2.
[4] See *Official Records of the Economic and Social Council, 2000, Supplement No. 3* and corrigendum (E/2000/23 and Corr.1), chap. II, sect. A.

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*Taking note also* of the report of the Secretary-General on the International Decade for a Culture of Peace and Non-Violence for the Children of the World,[5] including paragraph 28 thereof, which indicates that each of the ten years of the Decade will be marked with a different priority theme related to the Programme of Action,

*Noting* the relevance of the World Summit on Sustainable Development, held in Johannesburg, South Africa, from 26 August to 4 September 2002, the International Conference on Financing for Development, held in Monterrey, Mexico, from 18 to 22 March 2002, the special session of the General Assembly on children, held in New York from 8 to 10 May 2002, the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, held in Durban, South Africa, from 31 August to 7 September 2001, and the United Nations Decade for Human Rights Education, 1995–2004, for the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001–2010, as well as the need to implement, as appropriate, the relevant decisions agreed upon therein,

*Recognizing* that all efforts made by the United Nations system in general and the international community at large for peacekeeping, peacebuilding, the prevention of conflicts, disarmament, sustainable development, the promotion of human dignity and human rights, democracy, the rule of law, good governance and gender equality at the national and international levels contribute greatly to the culture of peace,

*Noting* that its resolution 57/337 of 3 July 2003 on the prevention of armed conflict could contribute to the further promotion of a culture of peace,

*Taking into account* the "Manifesto 2000" initiative of the United Nations Educational, Scientific and Cultural Organization promoting a culture of peace, which has so far received over seventy-five million signatures of endorsement throughout the world,

*Taking note with appreciation* of the report of the Director-General of the United Nations Educational, Scientific and Cultural Organization on the implementation of General Assembly resolution 58/11,[6]

1.    *Reiterates* that the objective of the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001–2010, is to strengthen further the global movement for a culture of peace following the observance of the International Year for the Culture of Peace in 2000;

2.    *Invites* Member States to continue to place greater emphasis on and expand their activities promoting a culture of peace and non-violence, in particular during the Decade, at the national, regional and international levels and to ensure that peace and non-violence are fostered at all levels;

3.    *Commends* the United Nations Educational, Scientific and Cultural Organization for recognizing the promotion of a culture of peace as the expression of its fundamental mandate, and encourages it, as the lead agency for the Decade, to strengthen further the activities it has undertaken for promoting a culture of peace,

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[5] A/56/349.
[6] See A/59/223.

including the dissemination of the Declaration[1] and Programme of Action[2] on a Culture of Peace and related materials in various languages across the world;

4.  *Also commends* the relevant United Nations bodies, in particular the United Nations Children's Fund, the United Nations Development Fund for Women and the University for Peace, for their activities in further promoting a culture of peace and non-violence, including the promotion of peace education and activities related to specific areas identified in the Programme of Action on a Culture of Peace, and encourages them to continue and further strengthen and expand their efforts;

5.  *Encourages* the appropriate authorities to provide education, in children's schools, that includes lessons in mutual understanding, tolerance, active citizenship, human rights and the promotion of a culture of peace;

6.  *Encourages* civil society, including non-governmental organizations, to strengthen its efforts in furtherance of the objectives of the Decade, inter alia, by adopting its own programme of activities to complement the initiatives of Member States, the organizations of the United Nations system and other international and regional organizations;

7.  *Encourages* the involvement of the mass media in education for a culture of peace and non-violence, with particular regard to children and young people, including through the planned expansion of the Culture of Peace News Network as a global network of Internet sites in many languages;

8.  *Welcomes* the efforts made by the United Nations Educational, Scientific and Cultural Organization to continue the communication and networking arrangements established during the International Year for providing an instant update of developments related to the observance of the Decade;

9.  *Invites* Member States to observe 21 September each year as the International Day of Peace, as a day of global ceasefire and non-violence, in accordance with General Assembly resolution 55/282 of 7 September 2001;

10.  *Invites* Member States as well as civil society, including non-governmental organizations, to provide information to the Secretary-General on the observance of the Decade and the activities undertaken to promote a culture of peace and non-violence;

11.  *Emphasizes* the significance of the plenary meetings on the item planned for its sixtieth session,[7] and in that regard encourages participation at a high level, and decides to consider, at an appropriate time, the possibility of organizing those meetings as close as possible to the general debate;

12.  *Requests* the Secretary-General to submit to the General Assembly at its sixtieth session a report on the implementation of the present resolution;

13.  *Decides* to include in the provisional agenda of its sixtieth session the item entitled "Culture of peace".

*72nd plenary meeting*
*15 December 2004*

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[7] See resolution 55/47, para. 13.