



WORLD REPORT ON THE CULTURE OF PEACE 2010

Final Civil Society Report on the United Nations International Decade for a Culture of Peace and Non-violence for the Children of the World -2001-2010

Submitted to the Secretary General in accordance with the invitation contained in operative paragraphs 13 and 17 of the UN General Assembly Resolution A/RES/64/80 adopted under its agenda item on “Culture of Peace”

INDEX

Presentation by Federico Mayor	3
President of the Foundation for a Culture of Peace	
Foreword by Ambassador Anwarul K. Chowdhury	5
Lead sponsor and negotiator for the UNGA resolution 53/25 on the International Decade on behalf of Bangladesh	
Executive Summary of the Report	7
World Report on the Culture of Peace – 2010	
Final Civil Society Report of the UN International Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010)	
A. International Organizations	9
B. Africa	12
C. Arab States	14
D. East Asia and Australasia	16
E. Europe	18
F. Latin America and the Caribbean	20
G. North America	22
H. South and Central Asia	24
Annex I: List of Contributing Organizations	27
Organizations that have entered data for the Civil Society Report on Culture of Peace before 31 May 2010	
Annex II: Declaration and Program of Action for a Culture of Peace	
Resolution A/53/243 adopted by the General Assembly on 13 September 1999	41
Resolution A/RES/53/25 adopted by the UN General Assembly on 10 November 1998	53

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PRESENTATION

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 the year 2005, a first World Report on the Culture of Peace, coordinated by David Adams, was undertaken under the auspices of the Foundation, to study and visualise the enormous work done by World's Civil Society in the first half of the Decade.

This 2010 report represents the Civil Society contribution at the second half of the Culture of Peace Decade, and it includes information gathered and submitted by almost 1.000 organizations worldwide which have analyzed the activities undertaken to promote a culture of peace and non-violence.

The Report also points out the obstacles encountered in the implementation of the values enshrined in the Declaration and Programme of Action. However it demonstrates again the fact that Civil Society continues to be the main driving-force of the Decade and of the expansion of the Culture of Peace.

Today -more than ever- the principles, values and consequent action derived from the Declaration are of the highest urgency and priority. Let all of us ensure that the end of the Decade becomes an opportunity for renewed action in favour of a Culture of Peace.



Federico Mayor
President



FOREWORD

The adoption in 1999 by the United Nations General Assembly of the Declaration and Programme of Action on a Culture of Peace was a watershed event. Nine months of negotiations, which I had the honor to chair, led to the adoption of this historic, norm-setting document now considered one of the most significant and enduring legacies of the United Nations.

During the last ten years, the UN's work in this area has been particularly spearheaded by the broad-based advocacy and activism of numerous non-governmental organizations throughout the globe. The International Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010), which was proclaimed by the United Nations, is galvanizing a global movement for the culture of peace.

This Report of actions by civil society during the International Decade for a Culture of Peace and Non-violence for the Children of the World is provided to the Secretary-General for submission to the General Assembly in conformity with paras 13 and 17 of GA resolution A/Res./64/80. It is a sequel to the Report at the midterm of the Decade that is commended by the General Assembly in para 7 of the resolution. The Report is also in conformity with the aims and strategies of the Programme of Action on a Culture of Peace (GA resolution A/Res./53/243), which call for a global movement for a culture of peace, emphasizing that "civil society should be involved at the local, regional and national levels to widen the scope of activities on a culture of peace," and for the promotion of a culture of peace through the sharing of information by its various actors. The Report is organized in terms of the eight action areas identified in the Programme of Action.

The Report summarizes briefly the thousands of pages contributed by over 1,000 non-governmental organizations. The website for the Report at www.decade-culture-of-peace.org makes available all of their detailed information and photographs.

The collection and analysis of the data was carried out in 2010 by an international team of youth under the direction of David Adams, who was the initial director of the Decade before his retirement from UNESCO and who deserves our wholehearted appreciation for his able guidance and commitment in preparation of both the 2005 and the present Reports. The team members include Marcos Estrada (Brazil), Meghann Villanueva (Philippines), Cécile Barbeito (Spain), Lillian Solheim (Norway), Mayte Roitenburd (Mexico), Johanna Ospina (Colombia), Nikki Delfin (Philippines), Shreya Jani (India), Oliver Rizzi Carlson (Switzerland) and Himali Jinadasa (Sri Lanka). Support was provided by Alicia Cabezudo, the Associação Brasileira dos Organizadores de Festivais de Folclore e Artes Populares (ABrasOFFA), the United Network of Young Peacebuilders (UNOY), the Centre Unesco de Catalunya (UNESCOCAT), the Foundation Culture of Peace, the Escola de Cultura de Pau of the Universitat Autònoma de Barcelona, Fundació Privada Catalunya Voluntària and Generation Peace Youth Network among others.

The Culture of Peace Working Group of the NGO Committee on Spirituality, Values and Global Concerns, a Committee of the Conferences of NGOs in Consultative Relationship with the United Nations (CSVGC-NY) has sponsored this Report in the name of all civil society organizations worldwide.

In today's world, the culture of peace should be seen as the essence of a new humanity, a new global civilization based on inner oneness and outer diversity. The flourishing of a culture of peace will generate the mindset in us that is a prerequisite for the transition from force to reason, from conflict and violence to dialogue and peace. A culture of peace will provide the foundation for a stable, progressive, and prosperous world for all.

Let us all join together in dedicating ourselves to strengthen the Global Movement for the Culture of Peace!



Ambassador Anwarul K. Chowdhury
New York, 29 May 2010



EXECUTIVE SUMMARY

The global movement for a culture of peace is advancing, as called for in 1999 by the Declaration and Programme of Action on a Culture of Peace (A-53-243). This is the conclusion of most organizations from around the world, as they report progress toward a culture of peace at the conclusion of the International Decade for a Culture of Peace and Non-violence for the Children of the World. It is documented by over 5,000 pages of information, both text and photographs, submitted before 15 May 2010 by 1,054 organizations from over 100 countries which are freely available at <http://decade-culture-of-peace.org> on the website of the Decade Report. This information is the tip of an even larger iceberg, 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 the Programme of Action on a Culture of Peace (para B.A.6).

In the following pages, the data are described for 234 organizations from Europe, 230 from Latin America and the Caribbean, 126 from Africa, 95 from North America, 98 from South and Central Asia, 72 from the Arab States and 52 from East Asia and Australasia, as well as from 147 international organizations. The contributing organizations are listed in the Annex.

This Report is organized in terms of the eight programme areas for a culture of peace identified by the 1999 Programme of Action: *Culture of Peace through Education; Sustainable Economic and Social Development; Respect for all Human Rights; Equality between Women and Men; Democratic Participation; Understanding, Tolerance and Solidarity; Participatory Communication and Free Flow of Information and Knowledge; and International Peace and Security.*

Culture of Peace through Education is the highest priority for the majority of civil society organizations contributing to the Decade. Although progress is difficult to measure, it may be the most important factor in the long run for the transition to a culture of peace. The educational efforts by civil society, carried out by means of campaigns, solidarity projects, conferences, museums, publications, Internet websites, etc., have convinced millions of people throughout the world that a culture of peace is possible and desirable. They have disseminated the vision initiated by UNESCO and elaborated by the UN General Assembly in resolution A-52-13, that “*the creation of the United Nations system itself, based upon universally shared values and goals, has been a major act towards transformation from a culture of war and violence to a culture of peace and non-violence (...) which consists of values, attitudes and behaviors that reflect and inspire social interaction and sharing based on the principles of freedom, justice and democracy, all human rights, tolerance and solidarity, that reject violence and endeavor to prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation and that guarantee the full exercise of all rights and the means to participate fully in the development process of their society.*”

With regard to **Sustainable Economic and Social Development**, despite the involvement of many civil society organizations, progress is debatable. According to the report of Worldwatch, “The past decade has witnessed an unprecedented mobilization of efforts to combat the world’s accelerating ecological crisis (...) Despite all of this momentum, most of the world’s key ecological indicators signal a continued downward spiral, and the most important environmental summit of the past decade—in Copenhagen in December 2009—fell far short of expectations.” The apparent lack of success on the part of civil society to affect change in this area can of course also be partly explained by the fact that its power is limited to campaigning and influencing those who possess the political and economic power over pollution and exploitation of the world’s resources. An exceptional advance has been achieved in the field of microcredits, as described by the Grameen Bank.

Respect for all Human Rights has been promoted by civil society organizations in all respects. Important advances have been achieved in the protection of the rights of workers and the reduction of child labor as described by the International Labor Rights Forum and in the development of restorative justice as described by the European Forum for Restorative Justice.

The leadership for **Equality between Women and Men**, already demonstrated by civil society organizations at the Fourth World Conference on Women (Beijing, 1995), has been expanded during the Decade. Organizations have included this as one of their priorities in every region, as exemplified by the following quotation: “We strongly believe that many of the good things that have happened at Grameen

Bank are a result of its decision to focus on women and we are definite that the culture of peace and non-violence can be strengthened by focusing on women empowerment.”

Although few contributing organizations have given their top priority to **Democratic Participation**, there has been a great increase in the involvement of local authorities, as described more fully below.

In the domain of **Understanding, Tolerance and Solidarity**, civil society has taken the lead, especially for inter-religious dialogue. In the words of Soka Gakkai, “As some call it a sea change, there has been a dramatic increase of the topic of interfaith dialogue and cooperation taken up not only by NGOs but also among the Member States and in partnership among the governments, UN and NGOs.”

Participatory Communication and Free Flow of Information and Knowledge has been advanced largely through use of the Internet by civil society corresponding to para 6 in the 1999 Programme of Action calling for the promotion of a culture of peace through sharing of information among actors in the global movement for a culture of peace.

Progress is especially evident in the domain of **International Peace and Security**, where civil society has taken the initiative. Important advances are described in detail by the Coalition for the International Criminal Court, the International Campaign to Ban Landmines (ICBL) and the Cluster Munition Coalition. On the other hand, progress continues to elude many civil society organizations working for the abolition of nuclear weapons.

Most organizations report that obstacles remain in the path of promoting the culture of peace. 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. Many point to lack of public awareness; as stated by the International Coalition for the Decade, “As during the first half of the Decade, media attention to the Decade and support by UNESCO have been insufficient.” In particular, UNESCO abandoned the communication and networking arrangements established during the International Year for the Culture of Peace that were meant to provide an instant update of developments related to the observance of the Decade.

What is the future for the culture of peace? The plans reported by contributing organizations indicate that most of them expect to continue and increase their efforts. One general trend that is already evident is the increased incorporation and mainstreaming of the culture of peace among local and national governments as well as among individuals and civil society organizations. The Decade began with the mobilization of non-governmental organizations and individuals during the International Year for the Culture of Peace in 2000 as 75 million people signed the Manifesto 2000, promising to work for a culture of peace in their daily lives. The Decade concludes with the additional mobilization for a culture of peace by institutions at the level of states and local communities.

The Global Alliance for Ministries and Departments of Peace has increased its campaigns and membership to 35 countries since 2005, and has contributed to the creation of two of the three existing Ministries for Peace in the world (now in Costa Rica, Nepal, and the Solomon Islands). At a more basic level, local authorities have mobilized for a culture of peace, as indicated by many reports from cities and towns in Europe, Latin America and North America. In addition, the culture of peace and its components are increasingly supported by international networks of local authorities including United Cities and Local Governments, representing most of the cities of the world, Mayors for Peace in 3,880 cities, and ICLEI – Local Governments for Sustainability involving over 1,100 cities, towns, counties, and their associations in 70 countries.

Most participating organizations seem to agree that, while the Decade for a Culture of Peace is ending, the global movement for a culture of peace is just beginning.

WORLD REPORT ON THE CULTURE OF PEACE

Final Civil Society Report of the UN International Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010)

A. International Organizations

Reports from 147 organizations at a regional or international level indicate the rich contribution of civil society to the Decade at these levels. They are described below according to the eight action areas of the UN Programme of Action on a Culture of Peace.

An important development in recent years has been the establishment and enlargement of global networks of local authorities working for a culture of peace. Mayors for Peace has long worked for nuclear disarmament and has grown to include 3,880 cities around the world. United Cities and Local Governments, representing most of the cities of the world, has established a number of commissions, including one for City Diplomacy, Peace Building and Human Rights. And ICLEI – Local Governments for Sustainability has grown to include over 1,100 cities, towns, counties, and their associations in 70 countries.

Regional organizations in every part of the world have contributed to the Decade, as described more fully in the sections below: in East Asia, the Asia-Pacific Centre of Education for International Understanding (APCEIU); in South Asia, the International Foundation for Human Development; in the Arab States, World Links Arab Region and the Suzanne Mubarak Women’s International Peace Movement; in Africa, the Centre Panafricain de Prospective Sociale; in Latin America, the Consejo Latinoamericano de Investigación para la Paz (CLAIP) and Mil Milenios de Paz; and in Europe, the network of the Center for Peace Research and Peace Education based in Austria.

The majority of the organizations put their highest priority on *Culture of Peace through Education*, followed by *Understanding, Tolerance and Solidarity, Respect for all Human Rights, and International Peace and Security* as indicated below by the percentages in parentheses.

Culture of Peace through Education (most important priority 47%, secondary priority 64%) Peace education in formal school programs is facilitated by numerous organizations, including the Association mondiale pour l’École instrument de paix, and Life-Link Friendship Schools. University programs in peace education are facilitated by the IAUP/UN Commission on Disarmament Education, Conflict Resolution and Peace; the International Institute on Peace Education; UNIPAZ – Universidade Internacional da Paz; the Peace Studies Program at Clark University; and the Center for Peace Research and Peace Education at the University of Klagenfurt, Austria. Both formal and non-formal peace education programs are facilitated by the Universal Peace Federation and the Association for Living Values Education International.

Important non-formal initiatives in peace education concentrate on youth, such as the World Alliance of YMCAs and the United Network of Young Peacebuilders. The former adopted a global priority of promoting a culture of peace among its 40 million members in 2002. The latter promotes the culture of peace through advocacy, student conferences, training seminars, internships, study sessions and newsletters.

Peaceboat has made seventeen voyages for peace in the second half of the Decade as a “floating peace village, encouraging a sense of community and enabling direct dialogue between those onboard and in the ports that we visit, [promoting] peace, human rights, sustainability and respect for the environment.”

Each year, Pathways to Peace submits a comprehensive report to the UN, documenting the annual growth of Peace Day and a global culture of peace. Their detailed reports for the International Day of Peace may be found under each country on the website for this report.

Several coalitions and foundations have a direct and special relationship with the Decade for a Culture of Peace. The Foundation for a Culture of Peace coordinated and published the Midterm Decade Report from Civil Society in 2005. The Foundation was established by Federico Mayor after leaving his post as Director General of UNESCO, where he had been responsible for the initiation of the Decade. The *Coordination internationale pour la Décennie internationale de la promotion d’une culture de la*

non-violence et de la paix au profit des enfants du monde (International Coalition for the Decade) brings together 15 national coordinating groups and 19 international organizations working for the goals of the Decade. In recent years they have lobbied for UN adoption of an International Declaration on the Right of Children for an Education without Violence and for Non-Violence and Peace. The Culture of Peace Working Group of the NGO Committee on Spirituality, Values and Global Concerns (a Committee of the Conferences of NGOs in Consultative Relationship with the United Nations) brings together NGO representatives at the UN to work for the goals of the Decade.

Sustainable Economic and Social Development (9%, 28%) The Grameen Bank has revolutionized development models with the success of its system of microcredits. This was recognized by the Nobel Prize for Peace in 2006.

At the level of local government, ICLEI – Local Governments for Sustainability promotes international performance-based, results-oriented campaigns and programs for sustainable development. This includes capacity-building events, development of action plans and measurement standards, management training, support for sustainable procurement, and specific programs for water management, biodiversity, local renewable resources and sustainable transport.

On a theoretical level, the Worldwatch Institute, an independent research organization, is recognized by opinion leaders around the world for its accessible, fact-based analysis of critical global issues. The Institute's three main program areas include Climate & Energy, Food & Agriculture, and the Green Economy. Its research is used by over 150 partners in 40 countries.

Respect for all Human Rights (7%, 33%) As social and consumer accountability has become more common there has been great progress in the power of the buyer. The report of the International Labor Rights Forum describes many campaigns based on educating and mobilizing consumers that have abolished child labor practices and promoted the labor rights of workers exploited by multinational corporations.

Throughout the Decade, the European Forum for Restorative Justice has promoted this important alternative approach to justice through its biennial conferences.

The indivisibility of human rights and extreme poverty has been at the heart of the many actions described by the Mouvement International ATD Quart Monde. These include, for example: encouragement of street children in West Africa to support their families; microcredits for women in Central America to buy land or housing; fresh water to rural communities in South America, etc.

Equality between Women and Men (8%, 24%) International organizations of women in Africa have been at the forefront of the struggle for women's equality. These include the Federation of African Women's Peace Networks, African members of the International Federation of University Women and the Organisation Panafricaine des Femmes. The project "Building Peace among Children" which trains young leaders in Africa to run peace projects is funded by the Soroptimists and described by the sponsoring organization, the World Association of Girl Guides and Girl Scouts.

Important UN initiatives for women's equality are supported by major civil society organizations. For example, the campaign to end violence against women is supported by the extensive work of Women in Cities International, as described in their report. The UN Study on Freedom of Religion or Belief and the Status of Women from the Viewpoint of Religion and Traditions is supported by the Women's United Nations Report.

Democratic Participation (3%, 23%) In 2008, United Cities and Local Governments organized the First World Conference on City Diplomacy, The Role of Local Governments in Conflict Prevention, Peace-building and Post-Conflict Reconstruction. The Conference issued the Hague Agenda for City Diplomacy, which stated, inter alia, "UCLG will stimulate the development of initiatives of local governments to promote a culture of peace within their own municipalities."

Understanding, Tolerance and Solidarity (10%, 39%) A great variety of action programs have promoted international understanding, tolerance and solidarity.

Inter-religious dialogue is promoted by many contributing organizations, including the Institute of Interreligious Studies, Pax Christi, United Religions Initiative (URI), the World Council of Churches and

the World Conference on Religion and Peace. For example, URI reports, “Since the signing of our charter in 2000, we have touched the lives of more than 1.5 million people of different faiths in over 73 countries through our 465 interfaith Cooperation Circles (CCs), whose 320,000 members are overcoming religious and cultural differences to work together in their communities and regions to combat violence and meet urgent human needs.”

Tourism can be a powerful force for the culture of peace, as shown by the International Institute for Peace through Tourism with its conferences, symposiums and workshops involving ministries of tourism and tourism businesses, peace tours, university seminars and courses, solidarity actions, etc.

The arts are employed for the culture of peace by international organizations such as the International Forum for the Literature and Culture of Peace, the Conseil International de la Danse, the Agencia Internacional para el Fomento de Acciones con Hip-Hop and the Art Miles Mural Project.

Service Civil International, with its 40 branches and 100 partner organizations in Europe, North America, Latin America, the Middle East, Asia and Africa, organizes “long and short-term voluntary work projects to give young people from different countries an opportunity to live and work together on a project with the aim of breaking down barriers between people and increasing international understanding.” In recent years these are increasingly dedicated to peace education.

Participatory Communication and Free Flow of Information and Knowledge (6%, 19%) Signis (World Catholic Association for Communication) has addressed the “big media” emphasis on violence, hatred, racism and terrorism by which some of their journalists perform the “specialized role of war correspondents.” They have asked their members, who work in many communication activities (from radio to internet, TV to cinema) in over 140 countries to make the promotion of a culture of peace through the media a priority.

The International Youth Media Summit trains youth from around the world in media literacy, media education and education in media as the main tool for peace and democracy.

Diffusion and exchange of culture of peace information via the Internet has become the major instrument for several international organizations, notably the Culture of Peace News Network, the Good News Agency and the Education for Peace Globalnet.

International Peace and Security (10%, 34%) The actions of the International Campaign to Ban Landmines (ICBL) were so successful that they received the Nobel Peace Prize for 1997. As described in their report, “the Mine Ban Treaty, adopted in 1997, has turned the vision of a mine-free world into a reality we can achieve in our lifetime. Use of antipersonnel mines is now a rare occurrence and trade is almost non-existent.” This was achieved, as they describe, through lobbying, dialogue, participation in meetings, correspondence, missions, campaigns using advocacy communication tools, and outreach with expert information to the media and public.

In recent years, the ICBL brought its collaboration and shared its knowledge to also bring about the Convention on Cluster Munitions. The report from the Cluster Munitions Coalition describes how this was achieved largely through the efforts of civil society.

Another major advance during the Decade, the International Criminal Court, was largely inspired by civil society, as described in the report by the Coalition for the International Criminal Court. The Coalition, founded in 1955, has grown exponentially over the years “as its original goal of establishing the Court has grown to include the larger goal of guaranteeing the Court’s fair, effective and independent functioning.”

Nonviolent Peaceforce, constituted in 2002, has deployed international, trained, civilian field teams to Guatemala, Sri Lanka, Philippines and Sudan upon invitation by local civil society. They have built “capacity for nonviolent intervention through trainings, assessment, recruitment, rosters, and rapid response mechanisms for crisis areas.”

The Global Alliance for Ministries and Departments of Peace, since 2005, has increased its membership to 35 countries, and has contributed to the creation of two of the three existing Ministries for Peace in the world (now in Costa Rica, Nepal and the Solomon Islands). It continues to carry out campaigns for: “a resolution to the UN General Assembly calling for ministries and departments of peace, or other

infrastructures of peace, in all countries; promoting the formation of national peace academies, national commissions on peace and civilian peace services to function both domestically and abroad.”

The struggle for nuclear disarmament continues to engage many international organizations including the International Peace Bureau, the Women’s International League for Peace and Freedom and Soka Gakkai, which launched in 2007 the People’s Decade campaign to increase the number of people who reject nuclear weapons and choose a culture of peace. Mayors for Peace runs campaigns in and around the framework of the Nuclear Proliferation Treaty (NPT): “We have attended all NPT-related conferences, working to build international consensus and coordination among abolitionists. We have held numerous conferences to bring cities and NGOs together to struggle together against nuclear weapons.”

Some **PROGRESS** is reported by all of the 51 reports of 2010 addressing this question, although in some cases the progress was accompanied by setbacks. Here are some representative quotations:

“In early 2006 few people believed a ban on clusters was possible, or even a specific law restricting their use; but less than four years later we have a global ban treaty signed by 103 countries.” – Cluster Munition Coalition

“As some call it a sea change, there has been a dramatic increase of the topic of interfaith dialogue and cooperation taken up not only by NGOs but also among the Member States and in partnership among the governments, UN and NGOs.” – Soka Gakkai

“The past decade has witnessed an unprecedented mobilization of efforts to combat the world’s accelerating ecological crisis. (...) Despite all of this momentum, most of the world’s key ecological indicators signal a continued downward spiral, and the most important environmental summit of the past decade—in Copenhagen in December 2009—fell far short of expectations.” – Worldwatch Institute

OBSTACLES are reported by nearly all of the 47 reports of 2010 addressing this question. Here are some representative quotations:

“As during the first half of the Decade, media attention to the Decade and support by UNESCO have been insufficient.” – International Coalition for the Decade

“A recurring challenge for youth peace organizations like UNOY Peacebuilders is obtaining funding for the various projects. This is related to the fact that funders tend to support existing, traditional, bigger organizations and not new youth organizations. (...) The concept of a Culture of Peace is still an unknown concept amongst the general public, especially in Europe. For instance, more people know about the Millennium Development Goals and their measurable and time-specific goals.” – United Network of Young Peacebuilders – UNOY

“The news media and entertainment media present a very real obstacle to peace for both adults and children. There is a steady stream daily of films, television shows, video games and Internet promotion of blatant sexuality, lack of self esteem, violent behaviors, lack of regard for human rights and lack of respect for human life.” – Committee on a Curriculum of Hope for a Peaceful World

B. Africa

A total of 136 African organizations have participated in the Decade Report. Testimonies of the efforts undertaken have been submitted from Burkina Faso, Burundi, Cameroon, Congo, Côte d’Ivoire, Democratic Republic of the Congo, Eritrea, Ethiopia, Gambia, Ghana, Kenya, Liberia, Malawi, Namibia, Nigeria, Rwanda, Senegal, Sierra Leone, Somalia, South Africa, Sudan, Swaziland, Tanzania, Uganda and Zambia.

Culture of Peace through Education, followed by Respect for all Human Rights, and Social and Economic Sustainable Development are the predominant domains of action. Most of the organizations are community-based organizations, and mainly develop activities as conferences and trainings related to peace issues, mostly targeted to youth.

Culture of Peace through Education (most important priority 71%, secondary priority 81%) The most extended practices in this area are seminars and conferences on peace issues, followed by longer activities, as trainings on conflict resolution skills. Almost half of the organizations celebrate symbolic acts as the international day of peace, or other international days, vigils, peace caravans, peace camps, peace through arts or sports.

Culture of peace is enshrined in the schools' structures through the creation of peace groups, the designation of youth peace ambassadors, or the inclusion of peace education curriculum in all parts of the school along with the involvement of the community. Some initiatives not to be forgotten guarantee the access to education of those most needed as war orphans or children of detainee women. As the Somali Youth Development Network (SOYDEN) argues, peace education promotes "self-reliance and empowerment in the local community through application of transformation strategies aimed toward resolution of injustices."

Sustainable Economic and Social Development (8%, 47%) The most frequent projects in this field are sustainable development micro-projects, reforestation, environmental sanitation, or the invitation of politicians to needed areas that urge development measures. The Agenda for Community Development (AFCODE-Nigeria) offers professional skills' training "with community residents who are experienced professionals and artisans (...) as the springboard for broader community participation."

Respect for all Human Rights (8%, 51%) Actions regarding respect of human rights cover awareness and trainings about the rights of the people, advocacy activities such as reports on human rights violations, and intervention activities, as the assistance to victims of war, HIV infected orphans and less privileged children, or women ex-prisoners. The Cercle de Recherche sur les Droits et les Devoirs de la Personne Humaine (Cameroon), is "promoting within the UN mechanisms (...) new international standards relevant to human rights" such as a Declaration on the principles for validation of democratic elections, a General Convention on International Migrations, and a Code for freedom of expression and association.

Equality between Women and Men (4%, 40%) Some activities to promote an equitable role of women in society are related to training on gender mainstreaming, forums on women's role in peace advocacy, the promotion of women's cooperatives in rural areas, of women's alphabetization, etc. The Caucus for Women's Leadership (Kenya), for example, has organized several women peace exchanges.

Democratic Participation (2%, 35%) Workshops and trainings on democratic leadership and electoral issues are the most common educational actions to promote democratic participation. Other initiatives include electoral observation or the promotion of local participatory interethnic mechanisms with traditional elders, women and youth.

Understanding, Tolerance and Solidarity (3%, 43%) Organizations have promoted understanding, tolerance and solidarity by creating common inter-religious or interethnic spaces, as inter-ethnic dialogue with leaders and intellectuals, ecumenical prayers, or an interfaith youth network. Awareness activities such as conferences, workshops, or the publication of materials have also been undertaken. Regarding solidarity, some activities target people in need, such as refugees or internally displaced people.

Participatory Communication and Free Flow of Information and Knowledge (3%, 37%) Many organizations mention writing articles in newspapers for culture of peace. Organizing journalist trainings on peace journalism is another form for promoting the free flow of information. The UNESCO Club from Port-Bouet, as well, has empowered youth leaders by reinforcing "the climate of peace in Côte d'Ivoire through peace and nonviolence via information and computing technologies (ICTs)."

International Peace and Security (2%, 38%) While some organizations organize workshops and awareness programs on small arms or de-mining, others act on demobilized people, counseling them to leave the weapons and facilitating their reintegration. Some organizations as the Organisation Panafricaine des Femmes (OPF-Angola) work for the implementation of the Women's Agenda for Culture of peace in Africa. The Federation of African Women's Peace Networks (FERFAP-Rwanda) is also "campaigning for a profound reform of international organizations and institutions targeting world equity for the populations."

PROGRESS: In the second half of the Decade, more than two thirds (69%) of the relevant answers of the organizations report they have seen progress, either in their constituencies or at the state level; One

fifth consider some advances have been made, but there is still a lot to do, while only 10 % of the answers consider there is no progress at all. These results are slightly more pessimistic than in 2005. Most of the progress refers to the awareness of culture of peace, the development of skills for conflict resolution, and the reduction of violence at the school level.

At the state level, some organizations celebrate the end of civil wars, for example through “the adoption in Benin of a Family Code that points out equality between women and men.” – Centre Panafricain de Prospective Sociale (Benin) Some organizations, such as Teachers Without Borders (Nigeria) or the Rwanda Women Community Development Network have been internationally awarded for their good practices.

OBSTACLES: The most serious obstacle to peace is armed conflict, sometimes meaning a strong insecurity for peacebuilders, either because they are threatened because of their activity, or because armed conflict related violence makes their work difficult. More than 90% of the organizations mention significant financial difficulties. Many of them, especially the small ones, complain about the lack of support either by the state, the UN or both. The World Peace Embassy (Cameroon), for example, points out that this lack of cooperation “turns the integration [of peace education] in school institutions almost impossible.”

C. Arab States

Many of the 72 contributing organizations from Arab States are active at the local and national level. The majority are nongovernmental organizations and there are some educational, research and training centers, most of them hosted by local universities. Reporting organizations are active in Algeria, Bahrain, Egypt, Iraq, Jordan, Lebanon, Libya, Morocco, Palestine, Qatar, Saudi Arabia, Syria, Tunisia and Yemen.

The majority of the organizations put their highest priority in *Culture of Peace through Education* followed by *Sustainable Economic and Social Development and Respect for all Human Rights*, as indicated below by the numbers in parentheses. Almost all organizations work in more than one domain of action at the same time.

Culture of Peace through Education (most important priority 27%, secondary priority 86%) Educational activities for peace were organized mainly for youth populations. These activities focused on educational projects in schools and universities through training for teachers and students. Actions were also undertaken to promote a culture of peace through research, dissemination, publications and workshops. Several organizations have also been involved in policy and advocacy work, and sensitization activities were organized through congresses, conferences, marches, campaigns, festivals and exhibitions.

“Through various cultural events, such as the One World Peace Festival, the Movement encourages young minds not to combat differences, but instead to explain and understand them. It works to help them to appreciate the importance of social interaction and dialogue as foundations for promoting a culture of peace.” – The Suzanne Mubarak Women’s International Peace Movement (Arab region).

Sustainable Economic and Social Development (15%, 50%) Extensive activities were carried out, ranging from environment protection to the improvement of social and economic conditions at a local level.

“APNEK-Tunisia centered its activities on the concepts of ‘Environmental Citizenship’ whereby environmental protection is seen as an ideal way of getting people to experience citizenship as a focal point of participation / governance, democracy, rule of law, solidarity, peace.”

Respect for all Human Rights (19% 93%) Organizations working specifically on human rights engaged in reports, campaigns, seminars and workshops. Also they provided legal advice to victims (women, immigrants, refugees).

“[Our] most important activities [among others] are: conducting a study on the humanitarian condition of refugee camps in Lebanon, organizing an international conference advocating the Palestinians’

right of return [...] and calling for the entitlement to civil, political, social, cultural and economic rights.”
– Palestinian Association for Human Rights (Lebanon)

Equality between Women and Men (8%, 64%) Many of the women’s organizations were involved in the other domain actions as well as women’s equality. Their activities ranged from peace education trainings to income-generating activities and health-promotion activities.

For example, the Egyptian Foundation for Family Development works on “women rights [and] combating violence against women project; through raising the social and family awareness of violence and its bad sequences to put methodology for peace and tolerance; through special hearing center and providing legal, social and psychological support.”

Democratic Participation (13%, 64%) Some organizations encouraged democratic participation by organizing international seminars, multimedia workshops, summits and forums about media and democracy, often with a focus on young people.

“Adwar Initiative (...) has produced a basic system to manage the ongoing activities and the organization of the initiative. (...) All youth motivated to work for their society are accepted to become members in the general assembly. (...) The direct democratic system of the initiative organization itself is a very interesting and educative model for democratic and positive participation.” – Adwar Initiative (Egypt)

Understanding, Tolerance and Solidarity (10%, 86%) A number of faith-based and community organizations promoted understanding, tolerance and solidarity by organizing a variety of local activities. These activities were often aimed at providing people with the opportunity to discuss matters around identity, faith and local issues.

“The Scouts Musulmans Algériens (SMA) (...) with more than 95,000 adherents [work] on all the national territory in the domain of the educational, social scientific and cultural development of the young boys and girls of Algeria on the basis of principle of fraternity aiming at peace among the population and peoples of the world.” – Scouts Musulmans Algériens – SMA (Algeria)

Participatory Communication and Free Flow of Information and Knowledge (6%, 71%) Although few organizations report that this is their highest priority, many provide information about peace to a wide audience. Several have established online libraries and many have distributed DVDs, videos, brochures or pamphlets that promote a culture of peace.

International Peace and Security (2%, 36%) Although just one organization reports that this is their highest priority, its activity seems to be very relevant:

“This was a pilot project and was targeting 130 officers from 5 security apparatus in Hebron area/West Bank. The aim of the project was the preparation of the security forces for the fusion in the peace process, and to enhance their capabilities for participating in building stable civil Palestinian society. During the project implementation the officers were trained in human rights concepts, culture of peace and the use of peaceful techniques in conflict management and resolution.” – Ta’awon: Palestinian Conflict Resolution Institute (Palestine)

PROGRESS is reported by all of the 17 reports of 2010 addressing this question. Many organizations report a growing interest in the issues of peace and tolerance amongst the people they are working with, including students, teachers and the general public. Here are some examples:

“Through training activities, we have witnessed an increasing number of participants and people becoming more interested in our activities and in peace actions in general.” – The Institute for Peace Studies (Egypt)

“It has been found out that schools dropout rates were reduced, youth became more engaged, online content increased drastically and collaborative projects among children across borders were produced and newsletters among nations were exchanged to communicate about issues of conflict in a friendly and peaceful manner.” – World Links Arab Region

OBSTACLES are reported by 15 of the 17 reports of 2010 addressing this question. Most of the obstacles mentioned in the 2005 Report remain the same. Insufficient, inadequate funding is a universal obstacle. Another major obstacle concerns human expertise, as more technical assistance is needed for building capacity, project implementation, sustainability and marketing to target greater participation from civil society and the private sector. The mass media is found to be a major obstacle. Likewise, the conflict between Israel and Palestine is a major hindrance to peace. Here are some examples:

“[S]ometimes the society is not ready for a positive change because of cultural meaning, lack of knowledge and skills, ways of communication which is not same from a region to another, and then at the end funding issues are always of the big problems to work on this arenas as long as the donors most of time don’t have this topic in their agenda.” – Association AGIR Pour le Développement et l’Épanouissement de la Jeunesse (Algeria)

“The biggest obstacle the CCRR faces in conducting its activities is the occupation. Many times the restriction of movement between the Palestinian cities caused the delay of workshops. In general, the occurrence of events such as assassinations, kidnappings, home demolitions or attacks inside Israel can affect the general mood tremendously.” – The Center for Conflict Resolution and Reconciliation – CCRR (Palestine)

D. East Asia and Australasia

Data were provided for the Decade by 52 organizations from the following countries: Australia, Cambodia, China, East Timor, Fiji, Indonesia, Japan, Korea, Malaysia, New Zealand, Papua New Guinea, Philippines, Singapore, Solomon Islands, Singapore, Taiwan, Thailand, Vietnam, as well as the regional organizations Asia-Pacific Centre of Education for International Understanding and Mayors for Peace.

Most organizations in the region work closely with other NGOs and municipal associations, community centers and schools, as well as in strengthening international links and collaboration with regional organizations and networks in the Asia Pacific region, as well as international organizations such as the United Nations and UNESCO.

Culture of Peace through Education (most important priority 64%, secondary priority 70%) Most efforts in the region are still being put on education for peace. The Asia Pacific Center for Education for International Understanding (APCEIU), in collaboration with National Commissions of UNESCO in the Asia-Pacific conducted situational analysis of Education for International Understanding (EIU) and Education for Sustainable Development (ESD) for educational planning towards the promotion of a culture of peace in the Asia-Pacific region. Peace Education has been widely promoted during the second half of the Decade through both formal and non-formal education, such as the expansion of the implementation of peace education to more schools in rural towns, as well as engaging parents and offering more access to parent education. The Center for Peace Education in the Philippines has advocated the mainstreaming of peace education in basic education and teacher education, and in China, teacher training courses are being standardized in academic programs.

Sustainable Economic and Social Development (3%, 16%) Reports of the International Day of Peace show initiatives linking ‘going green’ and ‘peace.’ In Hong Kong, the Chinese YMCA held local peace photography competitions to encourage environmental protection through reusing and recycling. In Australasia, initiatives include the Earthdance Prayer for Peace in Adelaide, where people came together with the intention of healing the Earth, and water-awareness raising activities related to peace and the environment were conducted.

Respect for all Human Rights (8%, 24%) Programs on this field are shown through local initiatives and celebrations of the International Day of Peace in the region, especially in the framework of the rights to freedom of religion, expression, and movement, as well as the promotion of the respect for the fundamental rights of vulnerable groups, such as women and children. Human rights are also further advocated for through educational resources, teacher-student programs, including interfaith gatherings. Recommendations on promoting culture-sensitive human rights education, and education in response to migration issues were formulated in the Asia-Pacific region.

Equality between Women and Men (0%, 11%) Actions in this area are reported through initiatives that address the Millennium Development Goals as well as gender equality. It has also been considered as a transversal element in the work of some organizations. Efforts are being made to showcase the leadership of women in peacemaking at home and abroad, to facilitate the equal participation of women in the settlement of conflicts and disputes, and raise awareness about women in armed conflict.

Democratic Participation (3%, 14%) Democratic participation is reflected by the participation of different groups in promoting the culture of peace at the local and regional level. Outreach to groups with fewer opportunities is seen to be clearly impacting the wider community. Organizations like World Youth Foundation (WYF) in Malaysia continue to work to advance youth participation in the region. This increased participation of different actors, from senior citizens, to multi-faith groups, to children and teachers and young people, was made possible through creative means in reaching out to different targets. One example is the participation of surfers who took peace messages to the waters of the bay and grandmothers brandishing pots, pans and drums for peace for one minute on 23 September 2006. In Thailand, simultaneous marches took place with participating organizations such as the Thai Action Committee for Democracy in Burma, International Burmese Monks Organization, as well as other organizations from other countries who joined in solidarity.

Understanding, Tolerance and Solidarity (11%, 35%) Increasing understanding and solidarity within the region's diverse cultures are evident through joint interfaith and intercultural events. Organizations mention the importance of promoting understanding of the diverse cultures and faith of countries, particularly among the younger generations, through live music, yoga, food fairs, meditation and multi-faith dialogues. In Japan, college students from six Asian nations discussed how to improve historic resentment between their countries and Japan. Programs have been developed to increase understanding between Muslims and Christians. The concept of "solidarity organizations" was also mentioned as the coming together of members of peace, human rights, environmental, and other types of groups in celebration of peace activities.

Participatory Communication and Free Flow of Information and Knowledge (0%, 8%) From 2006 to 2008, PeaceTech, Inc. (Philippines) has introduced the use of information and computing technology (ICT), particularly mass videoconferencing, to bridge the youth in interfaith dialogues and workshops. In their words, the culture of peace can be strengthened as a global movement "by leveraging ICT and using it as a way to connect peoples on a mass-scale." Efforts are being done in creating awareness of cultural differences at the local, national and international level as well as identifying existing common ground for understanding, and promoting the use of mass media and ICTs for the promotion of peace, dialogue and nonviolence.

International Peace and Security (11%, 30%) In the Philippines, the gun culture has become very attractive to young men, and advocating for a holistic approach and understanding of peace in relation to security has been a major aim of education. Seminars on small arms and light weapons (SALW) that highlight the need to challenge the war system are held at the global level, as well as educational workshops, arms control public events that reinforce the culture of peace. The region has also engaged in specific disarmament-related campaigns, such as the UN Arms Trade Treaty (ATT). In Japan, Mayors for Peace has engaged in campaigns in and around the Nuclear Non-Proliferation Treaty (NPT) framework and against gun violence, promoting and campaigning for arms control.

PROGRESS: Reported events for the International Day of Peace continue to grow year after year, as mentioned in all reports. The Teaching and Learning for Peace Foundation believes that teacher education and youth engagement in relation to community peacebuilding have been essential to continually build and sustain cultures of peace.

"We have seen some progress but more needs to be done. At the local level people are more aware of one another's culture and respect and understand the sensitivities. At international level young people are keen to contribute as good ambassadors of peace." – World Youth Foundation (Malaysia)

"The issue of nuclear weapons has gone from total hopelessness and obscurity to a high-priority issue for the international community, including the nuclear-weapon states. Public awareness has increased greatly." – Mayors for Peace (Japan and International)

"It is also positively influencing the families of the children, potentially resulting in change of culture to one of cooperation, unity and caring." – The Children's Virtues Development Project (China)

OBSTACLES: As similarly reported in 2005, the lack of sustained funding is still seen as a major obstacle in the region. The lack of ‘quality’ resources, including information and knowledge transfer about peacebuilding efforts and the inefficiency in conducting peace programs has also been mentioned. Many organizations in the region report that the lack of coordination and connection with other global actors and peace movements has also affected the slow progress of the culture of peace. Organizations continue to refer to the lack of communication channels with the United Nations and other international NGOs, as mentioned also in 2005.

“The main obstacle in the culture of peace is the lack of knowledge of most partners [even] after campaigning for the culture of peace for a decade in the UN system.” – Generation Peace Youth Network (Philippines)

“In general, the subject of peace is new to the people of Hong Kong, especially with ‘peace education,’ which require[s] huge efforts to be effective. As a start-up, normally manpower and financial support are the constraints.” – Peace International Foundation (China)

“Media has no ears for the culture of peace and nonviolence, they never want to participate in peace activities.” – The Japanese Society for Developing the Culture of Peace (Japan)

E. Europe

Data were provided for the Report by 234 organizations from the following countries: Albania, Armenia, Austria, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Finland, France, Georgia, Germany, Greece, Hungary, Ireland, Israel, Italy, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia and Montenegro, Spain, Sweden, Switzerland, Ukraine and United Kingdom.

A large percentage of organizations gave high priority to the areas of *Culture of Peace through Education* as well as *Understanding, Tolerance and Solidarity*. Reports on the International Day of Peace were recorded by 36 countries, indicating that this campaign is considered a high priority to promote the culture of peace.

Culture of Peace through Education (most important priority 56%, secondary priority 89%) Throughout the Decade there have been many and varied initiatives of peace education. These include both formal and non-formal education as well as political participation with the community and the development of proposals submitted to local governments to improve the education system. Many of the formal education activities are in schools for teacher training, materials development and awareness and sensitization activities that accompany the curriculum. In higher education, there are graduate programs for research and the development of projects such as the UNESCO Chair of Philosophy for Peace, Universitat Jaume I in Spain.

With regards to non-formal education, the *Centro Internazionale per la Promozione dell’Educazione e lo Sviluppo* – CEIPES (Italy) has developed regional and local courses such as “Human Rights Education as a Tool to Promote Individual and Community Development” to guide teachers and workers on the various methodologies and pedagogical tools of non-formal education and its relevance to human rights education. The Center for Peace Research and Peace Education at Klagenfurt University (Austria) has established a network in 2006, involving educators in German-speaking countries such as Germany, Switzerland, Luxembourg and Austria.

In order to promote the importance of education for peace and facilitate access to resources on this topic, the organization *École de la Paix* from France, has developed a resource center, documentation and training in the Democratic Republic of the Congo that aims to contribute to development and financing of a global network of schools of peace.

Awareness-raising has been done through numerous conferences, festivals, workshops, artistic performances and exhibitions, including the “*Salon international des Initiatives de Paix*” with 10,000 visitors produced by the Coordination française pour la Décennie from France. It is also necessary to highlight the Forum 2010 organized by the Foundation for a Culture of Peace. This event will be held from 3 to

16 December 2010 in the city of Santiago de Compostela, in Spain, and aims to celebrate the end of the Decade through several activities being the central one a Thematic World Education Forum (linked to the WSF Process) on “Education, Research and a Culture of Peace”, as well as a High Level meeting on “Culture of Peace and the Alliance of Civilizations”, along with other thematic international conferences and meetings, accompanied by an intense program of cultural activities linked to the promotion of a culture of peace.

Finally, the European region has seen important contributions from three peace museums: Museum voor Vrede in Geweldloosheid (Museum for Peace and Nonviolence) in the Netherlands, the Museum of Peacekeeping Operations in the Russian Federation and the Peace Museum of Gernika in Spain. These museums report about actions on the promotion of the culture of peace, historical memory and reconciliation through activities such as art and thematic exhibitions, resource centers and commemorative events.

Sustainable Economic and Social Development (9%, 43%) Many activities are framed as the promotion and achievement of the Millennium Development Goals to influence local environmental protection, emphasizing shared responsibility between governments and citizens for security policy development and environmental sustainability. Organizations such as Netværket from Denmark have developed regional projects on sustainable urban development with emphasis on poverty eradication, as a fundamental step for people to advocate for theirs and everyone’s rights.

Respect for all Human Rights (8%, 65%) In the second half of the Decade organizations emphasized respect for rights such as freedom of religion and conscience. Similarly, they promoted respect for the rights of immigrants and vulnerable groups such as women, children, people with disabilities and older adults. Organizations such as the Aristotle University of Thessaloniki from Greece, held events to promote human rights such as “The dynamics of Human Rights” Interdisciplinary Round Table and the “Children’s rights: violations and protection – International Conventions and actions in the field” Round Table, in collaboration with the National Greek Committee of UNICEF. Both events were held in 2008. According to the Malta Gay Rights Movement, there is progress in the struggle for knowledge and respect of freedoms and rights of the LGBT community. According to Social Aid of Hellas from Greece there is also an increase in the participation of international and European networks through congresses, research and campaigns promoting the respect for human rights in the region.

Equality between Women and Men (2%, 46%) In this respect some organizations are making strategies for gender equality with a high component of peace education. Among these are from Armenia Women for Development from Armenia, who developed the project “Education for Peace and Conflict Resolution in Schools of Gyumri” where children are trained in the culture of peace and conflict resolution.

Democratic Participation (5%, 57%) Young people have organized local and regional seminars, forums and multimedia workshops to increase the participation of youth as well as society at large in building community projects. Youth organizations have fostered democratic participation in various ways. As an example, Jeugd & Vrede in Belgium has promoted the International Decade for a Culture of Peace and Non-violence for the Children of the World 2001-2010 in both Belgium and in advocacy at the United Nations. Another form of participation is promoted by the organization Berghof Conflict Research (BCR) from Germany, which sponsored during 2000 and 2003 a project of participation and peaceful integration of youth and civil society who were refugees in the Drina region.

Understanding, Tolerance and Solidarity (14%, 73%) Most of the faith-based organizations promote reflection and practice of these values to promote intercultural dialogue and youth participation in solving local problems. Other organizations such as The World Academy of Arts, Literature, and Media in England promote this area through cultural diplomacy. They presented international academy awards in 2005, 2006 and 2008 in Budapest and London in festivals involving artists, journalists, musicians, writers and human rights advocates from more than 10 nationalities.

The organization House of Erasmus of Rotterdam (Netherlands), has promoted dialogue, tolerance, respect and responsibility through events like the Symposium on World Citizens and Cosmopolitans, entitled “Kosmopolis: Het Ei van Erasmus,” co-organized with Erasmus University Rotterdam and the Foundation for Peace Sciences. To celebrate the birthday of Erasmus (28 October) a symposium entitled: “Erasmus en Gülen: Inspirators voor Vrede en Dialoog” (Erasmus and Gülen: Inspirers for Peace and Dialogue) was organized by the Dialog Academie together with House of Erasmus in 2007 and 2008.

Finally, the Asociación Centro de Investigación por la Paz Gernika Gogoratuz from Spain, has celebrated since 1991 the International Conference on Culture and Peace, which include subjects as: “The recognition of people and communities between control, justice and love in peace building” (2010), “Stories of life, symbolic places and reconstruction of identities in the peace building” (2009) and “Cosmopolitanism and local peace building” (2008).

Participatory Communication and Free Flow of Information and Knowledge (0%, 38%) In this area one can appreciate two kinds of action. The first is by organizations whose main task is to promote and support alternative media to develop information and communication skills promoting the culture of peace and respect for human rights. The second consists of communication strategies that organizations carry out internally and externally to promote their work, provide accountability and community participation through videos, websites, publications, etc.

International Peace and Security (6%, 58%) A wide range of initiatives for peace and security were organized across the European region. The most noteworthy campaigns involved videos, publications and conferences against nuclear proliferation and arms transfers. Organizations such as Mouvement de la Paix from France have sent delegations to Hiroshima, Israel and Palestine for the resolution of armed conflict and to the UN to revise the Non-Proliferation Treaty. Finally, there are those actions aimed at peacebuilding through education of children and youth and campaigns such as the International Day of Peace, which has enjoyed the participation of 35 countries in the region.

PROGRESS is reported by 90 of the 109 reports addressing this question in 2010.

The United Nations Association of Sweden and many other organizations say that it is difficult to measure and assess their progress in an objective way, because the culture of peace culture is a wide and complex subject, the analysis of which requires an extensive time perspective.

Organizations value highly the enrichment of the concepts of peace and culture of peace and its positive impact on educational, community and political participation in local government. According to Youth Action for Peace (YAP) from Italy, the enrichment of these concepts has expanded the network of international and regional organizations that help promote a culture of peace.

Many of the organizations believe that one of the major breakthroughs of the Decade has been the development, consolidation and expansion of peace education at all levels of education. This development contributes to the work of organizations like the Center for Research on Peace Education (CERPE) of Israel, which has confirmed the importance of peace education as a way to decrease participation in war and increase social participation of young people.

OBSTACLES are reported by 55 of the 109 reports addressing this question in 2010.

Some organizations indicate that there are still major obstacles, especially ones related to individual and social attitudes toward peacebuilding, because the media often use violent and discriminatory language while local media needs to have more space for participation.

Likewise, some organizations note with concern the rise of Islamophobia in many countries in Europe and the activism of the extreme right. These have a negative impact on religious freedom and the inter-religious dialogue. Finally, organizations face financial difficulties that prevent them from having a stronger local impact.

F. Latin America and the Caribbean

This section is based on reports from the following countries in the region: Argentina, Aruba, Barbados, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, El Salvador, Guatemala, Guyana, Haiti, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, Trinidad and Tobago, Uruguay and Venezuela.

230 organizations from Latin America and the Caribbean have contributed to the Decade Report. As in other regions, most of them have been working actively at the local level.

Both national and international organizations have been working in the region on different action domains, for example: Cooperation Internationale pour les Équilibres Locaux – CIELO (*Culture of Peace through Education*); Red Global de Religiones a favor de la Niñez para América Latina y el Caribe (*Culture of Peace through Education*); Foundation for Self-Sufficiency in Central America (*Sustainable Economic and Social Development*); INAUCO (*Sustainable Economic and Social Development*); Yachay Wasi (*Sustainable Economic and Social Development*); Let Spirit Run Free (*Respect for all Human Rights*); Ciudades Educadoras América Latina, Municipalidad de Rosario (*Culture of Peace through Education*); Consejo Latinoamericano de investigación para la Paz – CLAIP (*Democratic Participation*).

Organizations from different countries and working in different areas made a significant contribution both in the Midterm Decade Report of 2005 and in this Final Report, including: Mil Milenios (Argentina), Associação Brasileira dos Organizadores de Festivais de Folclore e Artes Populares – ABRAOFFA (Brazil), América Madre (Argentina), UNIPAZ (Brazil), Education for Peace Globalnet (Brazil), and Eco-cidadão (Brazil). Additional organizations joined in the Final Report: the Instituto Brasileiro de Educação para a Vida – IBEV (Brazil) (created during the elaboration of the Midterm Decade Report) and the Centro de Instrução para Operações de Paz – CI Op Paz (Peacekeeping Operation Training Center) (Brazil).

Culture of Peace through Education (most important priority 58%, secondary priority 94%) A large number of organizations in the region have *Culture of Peace through Education* as the main priority. Education in the formal, non-formal and informal domains has been pointed out as the main tool for promoting the culture of peace. The Universidad de Los Andes in Venezuela presents a good overview of the progress: “We have seen that, after having received training through our programs, organizations and institutions have adopted the notion of a Culture of Peace in the way they operate and respond to their sociopolitical context.” At the personal level, the Instituto de la Paz Juan F. Pepén, in the Dominican Republic, reports various participant testimonies, which gives a grasp of how a culture of peace can improve human life. A participant states, “In reality, I did not even have a clear vision about peace. Now I understand better what is the true peace and what I have to incorporate with my actions to build it. My way of seeing and being has changed.”

Sustainable Economic and Social Development (8%, 56%) Various culture of peace initiatives focusing on this area have contributed to improving people’s lives. For example, the organization Onward Colombia has been “structuring projects for community organizations and micro-business, aiming to manage resources to be able to make productive or to improve existing activities which will allow people to obtain their own income and job from that.”

Respect for all Human Rights (14%, 82%) Human rights have been a priority in most of the reports. In Colombia, the Department of Philosophy at the Pontificia Universidad Javeriana has been implementing the program Provisame: “a supporting program for victims of violence, aimed at the reconstruction of community and personal life projects.”

Equality between Women and Men (3%, 73%) Gender issues have been present in the culture of peace issues and women have been gaining space. The Federación Mexicana de Universitarias “has been working in favor of the development of women as a fundamental element to achieve the integral development of communities.”

Democratic Participation (4%, 74%) Democratic participation is another important action domain in the region. In Panama, the Consejo de Educación de Adultos de América Latina – CEAAL gives a typical example of the activities carried out during the Decade: “contributions to strengthen civil society networks in the region and the promotion of timely discussions about the impact of civil society.”

Understanding, Tolerance and Solidarity (9%, 75%) the organization América Madre has contributed immensely with reports showing activities being developed in different countries at different levels. América Madre says: “Our organization will continue expanding, creating networks which will take us to strengthen our project activities.”

Participatory Communication and Free Flow of Information and Knowledge (3%, 60%) Organizations have been promoting media literacy and alternative media in order to develop critical thinking, hence promoting the culture of peace.

International Peace and Security (1%, 60%) The Centro de Instrução para Operações de Paz – CI Op Paz (Peacekeeping Operation Training Center) (Brazil) affirms that being “part of a military institution whose main mission is to form and prepare combatants to war” is controversial. However, its “preparation of ‘soldiers of peace’” is spreading “nonviolence awareness (...) in the armed forces.” Soldiers are starting to understand that “peace and security would only be achieved in peace missions when the troops, the military staff and observers developed a vision of commitment to a culture of peace and nonviolence in UN peace missions.”

PROGRESS is clearly pointed out in the reports of over 70 out of 78 organizations addressing the question during the second half of the Decade. Examples of their statements include:

“Yes, each day the network expands and actions are multiplied in favor of peace.” – Consejo de Paz de la República Argentina

“ABrasOFFA, along with other actors promoting a culture of Peace and nonviolence, has created a Peace Committee in our city.” – Associação Brasileira dos Organizadores de Festivais de Folclore e Artes Populares – ABrasOFFA (Brazil)

“The results achieved are very positive; people participating in culture of peace projects have become aware of how an active and conscious participation in actions towards peace promotes improvements in their lives.” – Eco-cidadão (Brazil)

“Yes, this organization [itself] is an example [of progress]. We are the result of the effort of a group of people to strength the Culture of Peace movement. Children, adults and elderly people have seen the need for strengthening peace initiatives.” – Instituto Brasileiro de Educação para a Vida – IBEV (Brazil)

OBSTACLES have been mainly related to lack of funding and governmental support, and not to the implementation of a culture of peace at the local level.

“No commitment from governmental authorities to finance initiatives to promote a culture of peace based on strategies to transform economic, cultural and structural violence.” – Centro de Participación para la Paz y los Derechos Humanos – CePaDeHu (Argentina)

“The only obstacles are strictly financial, because it is evident that international cooperation is more in favor of development programs or purely political interests than giving support to culture of peace programs in its different expressions: human rights, education for a Culture of Peace, conflict transformation, violence, etc.” – Instituto “Martin Luther King” de la Universidad Politécnica de Nicaragua

“Our obstacles were not having enough funds to conduct our workshops, to reach out to more communities. The support and need for the projects are always with us, within and without our boundaries, it is global – hence the reason we are online with the promotion.” – International Education and Resource Network Trinidad and Tobago - iEARNTnT

“Puerto Rico lacks public policies towards a culture of peace, human rights and sustainable development. For example, there is no national plan for Human Rights Education, and not even a systematic plan to incorporate peace education in the formal education curriculum in the long term.” – Cátedra UNESCO de Educación para la Paz – Universidad de Puerto Rico

G. North America

Many of the 95 participating organizations from North America (Canada and the United States) are active at the local level in their communities. In the 2005 Report, organizations were active in Calgary (Alberta), Cincinnati (Ohio), Hamilton (Ontario), Houston (Texas), New Haven (Connecticut), New York (New York), Northfield and St. Paul (Minnesota), Quabbin (Massachusetts), and Vancouver (British Columbia). In 2010 they are joined by additional organizations working in Atlanta (Georgia), Eugene (Oregon), Riverton (New Jersey) and Worcester (Massachusetts). Organizations working at a statewide level in 2005 in Connecticut and Minnesota are joined by additional organizations in 2010 working at a state or provincial level in Alberta, Iowa and New Hampshire. Reports about the celebration of the International Day of Peace are posted from 206 communities in Canada and the United States just for 2009.

The majority of the organizations put their highest priority on *Culture of Peace through Education* as well as *Understanding, Tolerance and Solidarity* as indicated below by the numbers in parentheses.

Culture of Peace through Education (most important priority 60%, secondary priority 91%) The largest number of local actions continues to involve the teaching and practice of mediation, restorative justice and other alternative forms of conflict resolution to settle disputes. In many cases this includes extensive programs in schools. Here is a typical description from Pax Educare: “We have continued our active promotion of the pedagogy of peace, through networking, mentoring and teaching, speaking, publication of our newsletter, resource and curricula support, youth nonviolence and leadership development workshops, sponsoring, with other organizations, educational venues which promote peace education.” One initiative, Gandhi & King: A Season for Nonviolence, initiated in 1998, has grown to be celebrated, in 467 cities and 18 countries according to the report by its conveners, the Association for Global New Thought. Two US initiatives, the Nobel Peace Prize Forum and the Nobel Peace Laureate Project have brought the wisdom of Nobel peace laureates to a wide audience.

Sustainable Economic and Social Development (8%, 40%) At the local level this is achieved by programs such as the following reported from Northfield, Minnesota: “The Community Action Center provides food programs, housing and homeless services, clothing, information and medical service referral currently for about 1,000 households in the region. Most are employed/underemployed; many have suffered loss due to the downturned economy.”

Respect for all Human Rights (6%, 47%) The Human Rights Commission of Northfield, Minnesota, reports that “each year the Commission has become more visible in the community and is looked to for support in various human rights efforts.”

Equality between Women and Men (0%, 36%) While their highest priority is peace education in general, the US organization Women Against Military Madness exemplifies the leadership of women for peace through their major peace marches, weekly vigils and other peace-oriented initiatives and programs.

Democratic Participation (4%, 42%) The report of the US-based National Peace Academy provides details of considerable progress achieved in the last few years towards its establishment as an “an infrastructure for peace, sustainability, well-being, and cooperation.”

Understanding, Tolerance and Solidarity (16%, 66%) During the Decade, People to People International has emphasized development of programs for students. “The result has been the creation of 141 student and university chapters worldwide, in addition to our community chapters for adults; Peace Camps thus far, with 185 students from 51 countries); educational Global Youth Forums. EXPERIENCE travel programs for students; and the School and Classroom Program, has served 184,405 students and 2,352 teachers in 118 countries.” Several organizations describe their actions to promote peer relationships of students in North America with students in war-torn countries elsewhere in the world such as Afghanistan, Iraq, Haiti, Guatemala, Nigeria and Sudan. Specific actions are undertaken in solidarity with Darfur. Many of the thousands of actions undertaken during the International Day of Peace are aimed at solidarity with people of other cultures.

Participatory Communication and Free Flow of Information and Knowledge (1%, 36%) Although few organizations report that this is their highest priority, many provide information about peace to a wide audience, and they attempt to counter what they see as negative information in the mass media by developing and distributing videos and websites that promote a culture of peace.

International Peace and Security (5%, 39%) The Canadian Department of Peace Initiative has achieved considerable parliamentary support, and developed a network of local chapters and sponsoring organizations representing over a million Canadians.

PROGRESS is reported by 37 of the 40 reports of 2010 addressing this question. Here are some examples:

“Yes there has been progress. Training provides essential skills and understanding that help transform attitudes and behavior. (...) Today there is a much greater understanding of differences of all kinds and consciousness that we need to be more tolerant and accepting of others. With access to the internet and

greater global movement people are connected with different cultures, ideologies, ethnicities, etc that helps break down barriers.” – Institute for Peacebuilding (United States)

“We’ve seen growth in the number of people interested in receiving our newsletter and participating in project teams.” – Eugene City of Peace (United States)

OBSTACLES are reported by 33 of the 37 reports of 2010 addressing this question. Here are some examples:

“The intractable U.S. wars in Iraq and Afghanistan have resulted in an unfortunate rise in military propaganda in this country. So much misinformation has been spread by governments and media during the past decade that the average citizen appears unsure about what to think and is largely uninformed about peace issues.” – The Hamilton Culture of Peace Network (Canada)

“As a not-for-profit organization, we rely on grants and donations. Our biggest challenge continues to be securing the funding necessary to continue operating and delivering projects and resources to Alberta’s schools and communities.” – The Society for Safe and Caring Schools & Communities (Canada)

“Finances: We are unable to fully support participants who need the training the most but have the least resources to attend. Visa: Many of the CONTACT applicants are denied visa and entry in the US.” – Conflict Transformation Across Cultures (United States)

H. South and Central Asia

Data collected for the Decade was made possible through the contributions of 98 organizations from Afghanistan, Bangladesh, India, Iran, Kyrgyzstan, Maldives, Mongolia, Nepal, Pakistan, Seychelles, Sri Lanka and Tajikistan.

Culture of Peace through Education (most important priority 41%, secondary priority 77%) According to a study done by Prajnay Trust (India) “There are peace education programmes in the region: many in number and diverse in character. The numbers inevitably vary from one country to another, with relatively more programmes in India, Pakistan and Sri Lanka, virtually none in Bhutan and the Maldives, and a paucity of information on any possible programmes in Bangladesh and Nepal. [P]rogrammes were initiated for several reasons but primarily in response to specific phases of violence. Curriculum development and teacher training are the two main activities for the majority of programmes.”

Sustainable Economic and Social Development (18%, 67%) According to Navdanya (India) “Keeping seeds, biodiversity and traditional knowledge in people’s hands to generate livelihoods and provide basic needs is core for removal of poverty.” Activities such as workshops, training, conventions and small practice models of community living were also reported. Further, a few organizations also focused on proper health care facilities and awareness for a peaceful and sustainable future.

Respect for all Human Rights (16%, 82%) According to the Maldives Detainee Network the key areas of work in this field are “to setup a Network of Human Rights Defenders. This volunteer Network has two major purposes. The first is to effectively monitor the Human Rights situation across the country while reducing our reliance on the media for doing so. The second purpose of the Network is to advocate for Human Rights principles in local communities on a sustained basis.” Offering free legal advice was another action reported from Iran by the Isfahan Association for Protection of Human Rights.

Equality between Women and Men (7%, 72%) Many activities especially by the South Asian Feminist Network (SANGAT) were reported such as a national workshop on women’s land rights, an international course on gender identity, peace and conflict, South Asian Feminist Meet; Future of Asian Feminisms: confronting fundamentalisms, conflict and neo-liberalisms. Sharing their vision for the Global Movement for Culture of Peace, The Grameen Bank (Bangladesh) says, “We strongly believe that many of the good things that have happened at Grameen are a result of its decision to focus on women and we are definite that the culture of peace and non violence can be strengthened by focusing on women empowerment.”

Democratic Participation (0%, 67%) A report from Sri Lanka illustrates activities “community consultation has been integrated into government key decision-making mechanisms ensuring public participation in economic and social development programs e.g. District Government Agents hold District weekly meetings including influential such as religious and community leaders, businessmen and representatives from youth groups.”

Understanding, Tolerance and Solidarity (9%, 69%) Many organizations working in this field are promoting interfaith dialogue youth camps and workshops dealing with combating prejudice. The Foundation for Universal Responsibility of His Holiness the Dalai Lama emphasized effective tools such as dialogue, visual and cultural media- documentaries, plays, concerts and art.

Participatory Communication and Free Flow of Information and Knowledge (4%, 49%) A report by the Social Fund “TVC editorial staff” (Kyrgyzstan) highlighted the use of Television programs such as “Your right,” “Dialogues about migrants,” and “Between us, Girls” geared towards achieving this goal.

International Peace and Security (5%, 46%) Workshops on understanding the ‘other’ were reported in this field especially between the South Asian countries with a history of partition and colonial legacy by groups like Women in Security, Conflict Management and Peace. The Weeramantry International Centre for Peace Education and Research also reports the need for “Legal and Moral Imperatives for Nuclear Abolition.”

PROGRESS: The South Asia Centre for Peace (Pakistan) makes a very poignant point by stating that “[i]t is important to show to our people and the people outside South Asia that there are peacemakers active in promoting a culture of peace in the region.” Out of the 53 organizations reporting for the Decade Report, 45 report progress in the field, e.g.:

“[Programs have had a] great impact on individuals.” – SANSRISTI (India)

“We have seen reasonable progress since 2001 which is reflected in a number of new activities and organizations involved. Of particular importance is the involvement of Voluntary organizations, Welfare Associations, Youth Clubs and student unions in colleges and universities.” – International Foundation for Human Development (Asian region).

“More people are becoming aware of existence of courses on conflict resolution, the number of students applying to these courses is increasing every year and we are also getting more and more queries for helping others set up these kinds of institutions and organize such courses for various groups of professionals and others such as journalists, bureaucrats, school and college/university teachers etc.” – Nelson Mandela Centre for Peace and Conflict Resolution (India)

“The global culture of peace campaign has some impacts in our work also. We focused our work basically on human rights issues and did not realize the importance of the decade. However, we realize that the work of human rights also is an essential component of culture of peace programme.” – Nepal Institute of Peace

OBSTACLES: The South and Central Asian countries are mostly emerging democracies with recent history of civil war. Rise in the language of terrorism and hatred, lack of coordination between groups working for building a culture of peace to put up a united front and a lack of funding are key concerns stated by organizations in this region. Some also faced criticism, as they were accused of being sympathetic or empowering rebel groups and being agents of donor interests.

36 out of 53 organizations report some obstacles, including the following:

“Most distressing is watching Policies becoming increasingly corporate led is actually increasing with crass Commercialization, denial of social economic and equity. Efforts for peace and justice become more difficult.” – Initiative For Health, Equality In Society (India)

“One obstacle is sustainability of the programmes. There are problems in follow-ups and monitoring.” – Gandhi Smriti and Darshan Samiti (India)

“Lack of cooperation between NGOs and state agencies.” – Social Fund “Solnechnaya strana” (Kyrgyzstan)



ANNEX I: LIST OF CONTRIBUTING ORGANIZATIONS

Organizations that have entered data for the Civil Society Report on Culture of Peace before 31 May 2010

A. International Organizations

(International) – Culture of Peace through Education

Asia-Pacific Centre of Education for International Understanding (APCEIU)
Association for Living Values Educational International
Association mondiale pour l'Ecole instrument de paix (EIP)
Bahá'í International Community, Office of Public Information, Paris
Brahma Kumaris World Spiritual University
Center for Peace Research and Peace Education – Klagenfurt
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, CT/ Delta Kappa Gamma Society International
Coopération Internationale pour les Equilibres Locaux – CIELO
Coordination internationale pour la Décennie internationale de la promotion d'une culture de la non-violence et de la paix au profit des enfants du monde / International Coalition for the Decade
Culture of Peace Working Group of the NGO Committee on Spirituality, Values and Global Concerns
EURED
European University Center for Peace Studies (EPU)
Fédération Mondiale des Associations, Centres et Clubs UNESCO
Foundation for a Culture of Peace (Fundación Cultura de Paz)
Fundación Carta de la Paz dirigida a la ONU / Letter of Peace addressed to the UN
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 Council of Jewish Women
International Education for Peace Institute (EFP-International)
International Fellowship of Reconciliation
International Indigenous Youth Peace Summit
International Institute on Peace Education (IIPE)
Journée mondiale poésie-enfance – section de la

Maison Internationale de la Poésie asbl
Life-Link Friendship-Schools Programme
Mil Milenios de Paz
Oficina Internacional de la Educación Católica
One World, Many Peaces
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 América Latina y el Caribe
Service Civil International-France
The Art Miles Mural Project
The Goi Peace Foundation
The Hope Project
The Ribbbon International
The Suzanne Mubarak Women's International
Peace Movement
The World Peace Prayer Society
Transcend
UNESCO Chair on Peace, Human Rights and Democracy – Stadtschlaining/Austria
UNIPAZ International
UNIPAZ SC – Universidade Internacional da Paz Campus SC
United Network of Young Peacebuilders (UNOY)
Universal Peace Federation
We, The World
World Alliance of YMCAs
World Conference on Religion and Peace
World Links Arab Region
World Organization for Prenatal Education Associations (OMAEP)

(International) – Sustainable Economic and Social Development

A Better Future World – Peace Think Tank Project
Association Internationale des Charités (AIC)
Athgo International
Coalition for Work With Psychotrauma and Peace (CWWPP)
CONGO NGO Committee on the UN and Sports ENDA
Foundation for Self-Sufficiency in Central America
Friends of the Earth Middle East
Green Coalition Network

ICLEI – Local Governments for Sustainability
INAUCO
International Society of City and Regional Planners (ISoCaRP)
N.A. Sher Foundation (Nasreen & Alam Sher Foundation)
The Grameen Bank
TradeArt Incorporated (TradeArt Abroad)
Vrije Consumenten Vereniging (Free Consumers Association)
Worldwatch Institute
Yachay Wasi

(International) – Respect for all Human Rights

Acadia University/Conley-International, Marshall Conley
AEAHS / Asociación Emprendedora de Acciones y Ayudas Humanitarias
Conseil National des Droits de l'Homme (CNDH)
Dominican Leadership Conference
European Forum for Restorative Justice
Franciscans International
International Association for Religious Freedom
International Labor Rights Forum
Institute for Victims of Trauma
Let Spirit Run Free, Breaking The Silence Exhibition
Mouvement international ATD Quart Monde
SIGNIS (World Catholic Association for Communication)
Twenty-First Century African Youth Movement

(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 in Cities International
Women's International League for Peace and Freedom (WILPF)
Women's UN Report Network (WUNRN)
World Association of Girl Guides and Girl Scouts

(International) - Democratic Participation

Ciudades Educadoras América Latina – Municipalidad de Rosario – Educating Cities Latin America
Peaceways-Young General Assembly
United Cities and Local Governments Committee for City Diplomacy, Peace Building and Human Rights

(International) – Understanding, Tolerance and Solidarity

Association Universelle d'Espéranto / Universal Esperanto Association (UEA)
Center for Peace Building International
Conseil International de la Danse (CID)
European Centre for Conflict Prevention (ECCP)

IFLAC PAVE PEACE (International Forum for the Literature and Culture of Peace)
Institute of Interreligious Studies (INTR^oA)
International Foundation for Human Development (IFHD)
International Institute for Peace through Tourism
International Society for Human Values
International Youth Media Summit
Meaningfulworld
Peace Action International Committee
Service Civil International (SCI)
United Nations Days & Years Meditation Initiative
United Religions Initiative (URI)
United Religions Initiative Cooperation Circle at the UN
World Council of Churches – Decade to Overcome Violence
World Peace Flame Foundation (Life Foundation International)

(International) – Participatory Communication and Free Flow of Information and Knowledge

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)
The Culture of Peace News Network
University of Colorado Conflict Research Consortium

(International) – International Peace and Security

Asociación para la Resolución de Conflictos y la Cooperación
Center for Global Nonkilling (formerly Center for Global Nonviolence)
Cluster Munition Coalition
Coalition for the International Criminal Court
Global Alliance for Ministries and Departments of Peace (GA)
Institut Hiroshima Nagasaki
Instituto Galego de Estudos de Segurança Internacional e da Paz (IGESIP)
International Campaign to Ban Landmines (ICBL)
International Network of Engineers and Scientists for Global Responsibility
International Peace Bureau – Bureau international de la paix
Mayors for Peace
Nonviolent Peaceforce
Nuclear Age Peace Foundation
Psychologists for Social Responsibility
Soka Gakkai International
Strategies for Peace
The Transnational Foundation for Peace and Future Research

B. Africa

Burkina Faso

Association Internationale pour le Développement Rural et Urbain (AIDRU)
Association Relevons Mille Défis de Développement (ARMIDEFD)
Association TEELGO
Centre Bâtitseur de Succès Florian Dubois
International Day of Peace in Burkina Faso

Burundi

Association Chrétienne pour le Développement Intégral (ACDI.-asbl)
CIRID – Antenne du Burundi
International Day of Peace in Burundi
Youth Human Rights Association

Cameroon

Cameroon Association for the Protection and Education of the Child (CAPEC)
Cercle de Recherche sur les Droits et les Devoirs de la Personne Humaine
Fondation Idole (FONI)
International Day of Peace in Cameroon
Service Oecuménique pour la Paix (SeP)
Woman and Child Welfare League
World Peace Embassy

Cote d'Ivoire

Club des Amis de la Culture Universelle
Club UNESCO de Port-Bouet ou GINTECOM (Groupe pour l'intégration dans la communauté)
International Day of Peace in Côte d'Ivoire
Kids and Youth Allies International Network
Network of Education & Peace Caretakers (NEPC)
ONG SOS Exclusion

Democratic Republic of Congo

Antenne pour la Reconnaissance de l'Environnement au Congo (AREC)
Caritas Justice and Peace/DRC
Centre Africain d'Echange Culturel
Complex Scolaire Maman Diakise
Congolese Action for Peace and Democracy – Action Congolaise pour la paix et la démocratie
Droits Humains Sans Frontières – Human Rights Without Borders NGO
Fondation de la paix mondiale en R.D.Congo
Groupement de Promotion Intégrale
Infogroupe International, Inc.
Innovation & Formation pour le Développement et la Paix (IFDP asbl)
International Day of Peace in Democratic Republic of Congo
Jeunes et femmes pour les droit de l'homme et la paix (J.F.D.HO.P)
Jipa Moyo comics – The Adventures of Kialu for Peace

Mleci asbl
Organisation Sociale pour le Développement –OSD- République Démocratique du Congo
SADC Youth Movement
Si Jeunesse Savait
Voix de sans Voix ni Liberté – VOVOLIB – RD Congo
World Peace Foundation Africa

Gambia

International Day of Peace in the Gambia
Kinte Kunda Lower Basic School, Gambia
West Africa Network for Peacebuilding (WANEP) Gambia
World Peace Prayer Society, The Gambia Chapter

Ghana

God's Harvest Foundation
Hope for Justice
International Day of Peace in Ghana
Saviour Experimental School, Ghana
Young Peace Brigades

Kenya

Afri youth
Africa Peace Point
AMECEA Justice and Peace Desk – Kenya (Assembly Episcopal Conferences Eastern Africa)
Citron Wood
International Day of Peace in Kenya
Kenya Volunteers Development Services
Kwale Interfaith Youth Association
St Kizito-Kabiria
The Caucus for Women's Leadership
Virtues Society of Kenya
Voluntary Youth Philanthropist (VYP)

Nigeria

African Agency for an Enhanced Socio-ethics and Traditional Order (ASETO)
African Citizens development Foundation
Afro Center for Development, Peace and Justice
Agenda for Community Development (AFCODE)
All Nigerian United Nations Students and Youths Association (ANUNSA)
CACF Nigeria
Children Rights Agenda
Cleen Foundation
Environmental Sustainability and Human Development Project (ESHUDEP)
Global Alert for Defence of Youth and the Less Privileged (GADYLP)
Icon Philantropic Foundation
International Day of Peace in Nigeria
International Women Communication Center (IWCC).
Mark Makers International
Relief Network Project (Adamu)
Respect-Nigeria (Respect International)

St. Louis Female Cisco Networking Academy
Talented Youths International
Teachers Without Borders (Africa Regional Office)
The Unarmed Youth (TUY)
Unified Tribe of Plateau Association (UTOPA)
United Nations of Youth Network Nigeria (UNOY)
Youth Effectual Organisation

Senegal

Association Culturelle d'Auto Promotion Éducative (ACAPES)
Association Solidarité Active
Generation Non-Violente
International Day of Peace in Senegal
Jonction
La Kora-Prd (Senegal)
Projet Ambassadeurs de la Paix – Réseau Africain de Jeunes Bâtisseurs de la Paix

South Africa

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

Uganda

Campus Youth Alliance (CYA)
Inter-Faith action for Peace in Africa-IFAPA
International Day of Peace in Uganda
United Nations Association of Uganda (UNAU)

Youth Network for Peace – Uganda

Other Central and East African States

Interfaith Peace-building Initiative (IPI) – Ethiopia
International Day of Peace in Ethiopia
International Day of Peace in Rwanda
International Day of Peace in Somalia
International Day of Peace in Tanzania
National Union of Eritrean Youth and Students (NUEYS)
RESEFAC – Congo – Brazzaville
Rise Development Organization – Sudan
Rwanda Women Community Development Network
Somali Youth Development Network – SOYDEN
Tanzania Youth Coalition (TYC)

Other Southern African States

International Day of Peace in Malawi
International Day of Peace in Namibia
International Day of Peace in Swaziland
International Day of Peace in Zambia
Malawi Teachers for Peace (MATEPE)

Other West African States

Association du Village d'Enfants SOS Guinée
Ecole Instrument de Paix (EIP-Benin)
Grasp ONG – Benin
Independent Youth Forum – Sierra Leone

International Day of Peace in Liberia
International Day of Peace in Sierra Leone
Organisation d'aide à la Jeunesse Africaine – African Youth Relief Organisation – Benin
Organisation Pour la Paix au Service de la Renaissance Africaine – Togo
Rencontre Africaine pour la Science et la Technique (RASET) – Guinée
Reseau UFEP – Tchad
SOS Kinderdorf International Regional Office
North/West Africa – Hermann Gmeiner Technical Senior Secondary School Bakoteh, the Gambia
Youth Movement for Peace and Non-Violence – Sierra Leone

C. Arab States

Algeria

Association AGIR Pour le Développement et l'Épanouissement de la Jeunesse
Association des Volontaires Algériens pour la Paix et l'échange Culturel – Algerian volunteers for peace and culturel exchanges
Fondation pour la Promotion de la Santé et le Développement de la Recherche -FOREM
Sauvegarde jeunesse – Saving youth association
Scouts Musulmans Algériens (SMA)

Egypt

Adwar Initiative
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
International Day of Peace in Egypt
Save the Children Society
Sawiris Foundation for Social Development
SEKEM Initiative
The Egyptian Foundation for Family Development
The Environmental Pioneers Association (EPA)
The Institute for Peace Studies

Jordan

Abdul-Hameed Shoman Foundation
Civil Society Development Centre – Jordan University of Science and Technology
Dana and Qadidisiyah Local Community Cooperative
International Day of Peace in Jordan
JORDAN YouthExchange Group
Queen Rania Secondary School

Lebanon

Al Mabarrat Association
Amel
International Coalition Against Impunity (HOKOK)

International Day of Peace in Lebanon
Lebanese Association for Civil Rights (LACR)
Lebanon Family Planning Association (LFPA)
Near East School of Theology
René Moawad Foundation (FRM)
Palestinian Association for Human Rights (Witness Association)
“TCCD” Training Center for Community Development

Morocco

Alliance Genève pour les droits de l’homme
British Council Morocco
Chouala Association for Education and Culture (ACFC)
FEZ-SAISS Association for Cultural, Social and Economic Development
Institut de Technologie Hôtelière et Touristique de Tanger
Women’s Association for Development and Solidarity (AFDES)

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 – Gaza-Palestine
Community Service Center at An-Najah National University
International Day of Peace in Palestine
Palestinians for Peace and Democracy
Ta’awon: Palestinian Conflict Resolution Institute
The Center for Conflict Resolution and Reconciliation (CCRR)

Tunisia

APNEK-Tunisia (Ass^o for Protection of Nature & Env’t., Kairouan)
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

Other Arab States

Al Ghanem Organization for Civil Society Development – Yemen
ASSociation tifiétois new life – ATNL MAROC
Awal Women Society – Bahrain
Intellectual Multaka (Forum) for Innovation – Syria
International Day of Peace in Oman
International Day of Peace in Sudan
International Day of Peace in Bahrain
International Day of Peace in the United Arab Emirates
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
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

D. East Asia and Australasia

Australia

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

China

International Day of Peace in China
Peace International Foundation
The Children’s Virtues Development Project
The Chinese People’s Association for Friendship with Foreign Countries
The Virtues Project China

Indonesia and Timor Leste

International Day of Peace in Indonesia
International Day of Peace in Timor Leste

Japan

International Day of Peace in Japan
Sakata Technical Senior High School
The Japanese Society for Developing the Culture of Peace
Trans Cultural Studies (Conflict Resolution)

Korea

International Day of Peace in Korea
Women Making Peace

Malaysia

International Day of Peace in Malaysia
Signis Asia Assembly 2004 – Kuala Lumpur
World Youth Foundation

New Zealand

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

Waitakere City Council

Pacific Island States

International Day of Peace in Fiji
International Day of Peace in the Solomon Islands
The Virtues Project Fiji

Philippines

Access Philippine Youth Leadership Program
Alumni Association, Inc.
Balay Rehabilitation Center (Philippines)
Center for Peace Education, Miriam College
Gaston Z. Ortigas Peace Institute
Generation Peace Youth Network (GenPeace)
International Day of Peace in the Philippines
Message for a Better World-Philippines
Mindanao Peace and Development Education Institute
Mindanao Tripartite Youth Core (MTYC)
Pax Christi Negros Youth Group (PCNYG)
Peace Center of the Theosophical Society in the Philippines
PeaceTech Inc.
Philippine Action Network on Small Arms (PHIANSA)
Southern Christian College- Community Education, Research and Extension Administration

Taiwan (China)

International Day of Peace in Taiwan

Thailand

International Buddhist Society
International Day of Peace in Thailand

Other Southeast Asian States

International Day of Peace in Cambodia
International Day of Peace in Singapore
International Day of Peace in Vietnam
The University Women's Association of Singapore (UWAS)

E. Europe

Austria

International Day of Peace in Austria
Österreichisches Netzwerk für Frieden und Gewaltfreiheit – Austrian Network for Peace and Non-violence
Q – Qualified Migration Knowledge Network
Soroptimist International Clubs Villach and Eisenstadt
Women's Federation for World Peace, Europe

Balkan States

“Love That Child” Foundation – Bulgaria
Albanian Center for Peace and Disarmament Education
Colegiul National “Vasile Alecsandri”, Galati, Romania

First Bosniak High School, Bosnia and Herzegovina
International Day of Peace in Albania
International Day of Peace in Bosnia and Herzegovina
International Day of Peace in Bulgaria
International Day of Peace in Croatia
International Day of Peace in Romania
International Day of Peace in Serbia
Ion Creanga School, Romania
Jovan Jovanovic Zmaj Elementary School, Serbia and Montenegro
Liceul Teoretic “Mircea Eliade Resita”, Romania
Media Education Centre – Serbia
National College “Vasile Alecsandri”, Bacau, Romania
PRONI Center for youth development – Bosnia and Herzegovina
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

Belgium

Jeugd & Vrede (Youth & Peace)
Jonge Europese Federalisten België
Pax Christi Flanders

Cyprus

Doves Olympic Movement
PeacePlayers-Cyprus
UNESCO Chair on “Culture Diversity and Intercultural Dialogue for a Culture of Peace”

Denmark

Danish Peace Academy
Dialogos
International Day of Peace in Denmark
KIK-Kulturel Information-Koordination
Nepenthes
Netvaerket

Finland

International Day of Peace in Finland
The Åland Islands Peace Institute

France

AFCDRP -Association Française des Communes Départements et Régions pour la Paix
Association Française de la Bannière de la Paix
Centre de Médiation et de Formation à la Médiation
Centre de ressources sur la gestion non-violente des relations et des conflits
Centre-Azur des YMCA
Coordination des Associations et Particuliers pour la Liberté de Conscience
Coordination française pour la Décennie
Ecole de la paix
Etoile du Matin
Gandhi International

International Day of Peace in France
Maison des Droits de l'Enfant
Mouvement de la paix
Observatoire des armements / CDRPC (Centre de documentation et de recherche sur la paix et les conflits)
Union Chrétienne de Jeunes Gens UCJG-YMCA-France
Ville de Malakoff (AFCDRP – Association Française des Communes, Départements et Régions pour la Paix)

Germany

Berghof Conflict Research (BCR) & Berghof Peace Support (BPS)
City of Osnabrück Office of Peace Culture
Institute for Peace Work and Nonviolent Conflict Transformation
International Day of Peace in Germany
Pro Dialog – Interkulturelle Bildungsinitiative
Saphira
Soroptimist International Clubs Bamberg-Künigunde and München-Schwabing
The Virtues Project Germany, TugendProjekt e. V., Deutschland

Greece

International Day of Peace in Greece
Social Aid of Hellas
UNESCO Chair on Education for Human Rights, Democracy and Peace / Aristotle University of Thessaloniki

Ireland

Anti-Bullying Centre
International Day of Peace in Ireland
Peace People
Voluntary Service International

Israel

Amutat Maagal Hakshava (Council Circle Israel)
Baladna, Association for Arab Youth
Center for Research on Peace Education (CERPE)
ECOWEEK
Interfaith Encounter Association
International Day of Peace in Israel
MachsomWatch
Soroptimist International Club Rehovot, Rishon Le Zion and Givatayim
The Israel Center for Negotiation and Mediation
The Med2020 Department -The Peres Center for Peace
The Parents Circle-Families Forum
The Young Israeli Forum for Cooperation (YIFC)

Italy

Annulliamo la Distanza Onlus
Associazione ICPC Italia
Bandiera della Pace
CEIPES – Centro Internazionale per la Promozio-

ne dell'Educazione e lo Sviluppo
C.I.S.P. – Universidad “Scienze per la pace” Pisa, Italia.
Comitato italiano Decennio per una cultura di non-violenza e di pace per i bambini del mondo
Commune di Casatenovo
International Day of Peace in Italy
Laboratorio Mondo
YAP Youth Action for Peace Italia

Malta

IDEAL International
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 – Center for Humanism, Safety and Nonviolence
International Day of Peace in the Netherlands
Museum voor Vrede en Geweldloosheid – Museum for Peace and Nonviolence
NEAG, Nederlands Expertisecentrum Alternatieven voor Geweld – Netherlands Centre Alternatives to Violence
Pais, Dutch section of War Resisters' International
Pedagogogen voor de Vrede
Platform for Peace IJmond
Platform Vredescultur
Silence for Peace
Social Initiatief Netherlands
The Virtues Project Netherlands (Deugdenproject Nederland)
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 (Norges Fredsråd)
Rainforest Foundation Norway – Regnskogsfondet
Stiftelsen Mangfold i Arbeidslivet (MiA)
Vennskap Nord/Sør – Friendship North/South
World Voices Norway

Portugal

ASPEA – Associação Portuguesa de educação ambiental
Tamera

Russian Federation

Alpha and Omega
Bashkortostan regional centre of a Culture of Peace
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 Day of Peace in Russia
International Public Foundation for Survival and Development of Humanity
Istoki (Baha’i)
Moscow Secondary School
Municipal institution of additional education for children
Museum of Peacekeeping Operations
Public Institute of Strategic Sphere (Tetrasociological) Studies,
Regional social organisation of children and youth “Yunie posli kulturni mira”
Russian Chapter of the Association for World Education (AWE)
Russian Section of Women’s International League for Peace and Freedom (WILPF)
Russian social organisation “Children and youth social initiatives” (DIMSI)
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

Spain

Acción de los Cristianos para la abolición de la Tortura
AID Cooperación
Alternativa 3
Asociación Centro de Investigación por la Paz Gernika Gogoratuz
Asociación para las Naciones Unidas
Asociación Pro Derechos Humanos de España
Associació Amics de la UNESCO de Girona
Ayuntamiento de Donostia/San Sebastián, Dirección de Juventud, Educación, Cooperación y Derechos Humanos
Can Jonch. Centre de Cultura per la pau. Ajuntament de Granollers
Catedra Unesco de Filosofia para la Paz , Universitat Jaume I, Castellón, España
Centro UNESCO Comunidad de Madrid “Cultura de paz, derechos humanos y vida independiente”
Col·legi Badalonès

DEMÀ (Associació Departament d’Estudis dels Medis Actuals)
Dones de Negre Castello Red Internacional de Mujeres de Negro
Educadores pola Paz-Nova Escola Galega
Escola de Cultura de Pau
Fundació per la Pau
Fundación Catalunya Voluntaria
Fundación Montessori Sin Fronteras
Fundación Paz y Cooperación
Fundación Prodein
Grup d’Educació per la Pau
International Day of Peace in Spain
Justícia i Pau
La Ortiga, Cooperativa de consumidores ecológicos de Sevilla
Manos Unidas
Mestres per Bosnia
Mujeres para el Diálogo y la Educación
Museo de la Paz de Gernika
NOVA – Social Innovation Centre
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)
RESPECT Refugees Europe
Seminario Galego de Educación para a Paz
Tres Quarts per Cinc Quarts- Grup d’Opinió
Unescocat – Centre UNESCO de Catalunya

States of the Caucasus

Caucasian Center for Proposing Non Traditional Conflict Resolution Methods, Armenia
Georgian Association of University Women
International Campaign to Ban Landmines – ICBL Georgia
International Day of Peace in Georgia
NGO Women for Development, Armenia
Rustavi Georgian Gymnasium, Georgia

Sweden

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

Switzerland

Association Suisse des Éducateurs à la Paix: ASE-PAIX
Femmes pour la Paix
Haute École Pédagogique BEJUNE
International Day of Peace in Switzerland

Turkey

International Day of Peace in Turkey
Soroptimist International Clubs Göztepe, Alsancak, Izmir, Kordon, Karsiyaka, Gallipoli (Canakk)

United Kingdom

British Federation of Women Graduates (BFWG)
Faith Matters
International Day of Peace in the United Kingdom
Lisburn Community Relations Network & Training Consortium
The World Academy of Arts, Literature, and Media – WAALM
Yellow House

Ukraine

Indigo in Ukraine
International UNESCO Chair “Human Rights, Peace, Democracy, Tolerance & International Understanding”
Lugansk specialized school 36, Ukraine
STORK (AIST) Family school, Ukraine
Ukrainian Movement “Educators for Peace and Mutual Understanding”

Other Eastern European States

BOCS Foundation – Hungary
Education of Mothers for the Education of Children (Baha’i) – Hungary
Eko Gymnázium – Eco High School Prague, Czech Republic
Gymnasium 7, Minsk, Belarus
International Day of Peace in Belarus
International Day of Peace in Hungary
International Day of Peace in Lithuania
International Day of Peace in Poland
International Day of Peace in the Czech Republic
Kelme “Aukuras” Secondary School, Lithuania
Krimulda Secondary School, Riga, Latvia
Kupiškis Povilas Matulionis Secondary School, Lithuania
Kursenai Laurynas Ivinskis Gymnasium, Lithuania
Pavenciu Secondary School, Lithuania
Smorgon Boarding School, Belarus
The Colourful World Circle (CWC) – Hungary

F. Latin America and the Caribbean

Argentina

Agrupación La Hora de los Pueblos
Aluminé Unipaz Argentina
Aluminé Universidad del Hombre – UNIPAZAmérica Madre – Filial Alta Gracia, CórdobaAmérica Madre – Filial Bialet Massé Córdoba
América Madre – Filial Chilecito, La Rioja
América Madre – Filial Cosquín Córdoba
América Madre – Filial de Ciudad Autónoma de Buenos Aires – Provincia de Buenos Aires
América Madre – Filial La Carlota CórdobaAmérica Madre – Filial Monteros Tucumán
América Madre – Filial Ojo de Agua Santiago del Estero
América Madre – Filial Río Tercero Córdoba
América Madre – Filial San Guillermo –Pcia. de

Santa Fe

América Madre – Filial San Pedro de Jujuy Jujuy – Argentina
América Madre – Institución Cultural Internacional (Sede Central)
América Madre – Filial Santiago del Estero – Capital Santiago del Estero
América Madre – Filial Brinkmann Córdoba
América Madre – Filial Villa Carlos Paz Córdoba
Asociación Civil Colegios del Mundo Unido de Argentina (ACCMUA)
United World Colleges Argentina
Asociación Civil MAR
Asociación de padres por los derechos del alumno – Jujuy
Bilingual MCA – Bilingual Poets & Writers for Peace-Poetas y Escritores Bilingües por la Paz
Centro de las Culturas
Centro de Participación para la Paz y los Derechos Humanos – CePaDeHu
Consejo de Paz de la Republica Argentina
Ecoclub Embajada – Jujuy
Escuela de Enseñanza Media N° 432 “BERNARDINO RIVADAVIA”
Fundación AVES
Fundación Darlocab – Jujuy
Fundación Instituto de Mediación – FIME – Centro Internacional de Gestión de Conflictos
Fundación Linea Joven
Fundación Paz, Ecología & Arte (PEA)
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 Capacitación, Promoción, Difusión e Investigación de Economía Solidaria – Mutual Docente
Instituto Politécnico Superior
International Day of Peace in Argentina
Jardín de Infantes 902 “Mariquita Sánchez”
La Comunidad – Jujuy
Museo de Arte Decorativo “Firma y Odilo Estevez” – Municipalidad de Rosario
ONG Juanita Moro – Jujuy
Organización Visión Ambiental
Red Solidaria Concepción del Uruguay
Scouts de Argentina – Equipo Nacional – XII Jamboree Scout Panamericano
Sociedad de la Plegaria por la Paz Mundial
Subsecretaria de Participación Comunitaria Minist. Seguridad Provincia de Buenos Aires
Unión Federal de Parlamentos

Brazil

Abaçaí Cultura e Arte - Rede da Cultura de Paz
ABrasOFFA - Associação Brasileira dos Organizadores de Festivais de Folclore e Artes Populares
Ágere Cooperação em Advocacy

Aliança pela Infância
 AMARRIBO- Amigos Associados de Ribeirão Bonito
 Amigos da Paz
 Antena Verde
 Assembléia Espiritual Nacional dos Bahá'ís do Brasil- Comunidade Bahá'í do Brasil
 ASSERECO - Associação de Esportes Radicais e Ecoturismo - Praia Grande-SP
 Assistência e Promoção Social Exército de Salvação - APROSES
 Associação Brasileira de Intercambio Cultural - ABIC
 Associação Comunidade de Mãos Dadas (ACMD)
 Associação Comunitária Monte Azul
 Associação Cultural Constelação
 Associação de Defesa e Divulgação da Comunidade Negra e Comunidade do Samba
 Associação Iko Poran - Iko Poran Association
 Associação Imagem Comunitária (AIC)
 Associação Mineira das Vítimas de Erro Médico
 Associação Palas Athena
 Associação Projeto Não Violência Brasil
 Associação Universidade da Paz de Minas Gerais - Unipaz-MG
 Atelier da Paz
 Banco de Alimentos Associação Civil
 Cama Viva
 Cáritas Diocesana de São José dos Campos (SP)
 Centro de Direitos Humanos e Educação Popular de Campo Limpo
 Centro de Direitos Humanos Irmã Maria Dolores
 Centro de Ecologia Integral (CEI)
 Centro de Instrução para Operações de Paz (CI Op Paz)
 Centro de Qualidade de Vida - Lumigitus
 Centro de Voluntariado de São Paulo
 Círculo da Pedra Azul
 Comisión de Defensa de los Derechos Humanos de la Diócesis de Mogi das Cruzes e Comisión Municipal de Servicios Solidarios de Ferraz de Vasconcelos
 Comunidade Zen Budista
 Conselho Nacional dos Secretários Municipais de Saúde (CONASEMS) - Rede Gandhi: Saúde, Cultura de Paz
 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
 Escola de Desenvolvimento Humano Casa do Caminho
 Federação de Bandeirantes do Brasil
 Fundação Dom David
 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 Econômicas
 Iluminattis
 Instituto Arte Saúde
 Instituto Brasileiro de Educação para a Vida
 Instituto Brasileiro de Políticas 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 da Paz
 Interação – Educação Corporal e Integração Humana
 International Day of Peace in Brazil
 Legião da Boa Vontade LBV
 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 of São Paulo State Assembly
 Pastoral da Criança (Child's Pastoral) - Brazilian's Bishops National Conference
 Plugados na Educação
 Prefeitura Municipal de Belo Horizonte - Coordenadoria de Direitos Humanos
 Prefeitura Municipal de Belo Horizonte - Coordenadoria de Direitos da Mulher
 Programa Gente Que Faz Paz
 Projeto Cooperação
 Promoção social de Dirce Reis
 Santos-Arbitral Câmara de Conciliação, Mediação & Arbitragem de Santos
 Serviço de Engajamento Comunitário - Secri
 Serviço de Paz - SERPAZ
 Sincronicidade e Expressão - Projeto de Extensão da 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 - Proyecto: Curso de Educación para la Paz en la Policía Militar
 Universidade Estadual do Oeste do Paraná (UNIO-

ESTE) - Centro de Ciências Sociais Aplicadas (CCSA)
Universidade Internacional da Paz Campinas
Universidade Solidária - UniSol
Viva Paz
Viva Rio
Yoga Real

Central American States

Consejo de Educación de Adultos de América Latina - CEAAL - Panama
Fundación Propaz
Instituto "Martin Luther King" Universidad Politécnica de Nicaragua
International Day of Peace in Costa Rica
International Day of Peace in El Salvador

Chile

Agrupación de Discapacitados Epsilon
América Madre - Filial Quilpué Valparaíso
América Madre (AMA) - Filial Villa Alemana
International Day of Peace in 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
Colegio General Santander
Colombia Noviolenta CCN
Concern Universal-Colombia, field office Concern Universal England
Cooperación Colombia
Corporación Viva la Ciudadanía Programa Educación
Fundación AlvarAlice
Fundación Colombia Una Nación Civica
Fundación Escuelas de Paz
Fundación Instituto para la Construcción de la Paz-FICONPAZ
Fundación Mujeres por Colombia
Fundación para la Reconciliación
Fundación Paz y Bien
José Celestino Mutis
Lazos Sociales y Culturas de Paz
Organización Internacional para el Desarrollo de América Latina y El Caribe "Onward Colombia"
Pontificia Universidad Javeriana, Departamento de Filosofía
Programa Alternativas a la Violencia-Asociación PAV Colombia
Programa de Educación y Formación para la Convivencia Universitaria-Universidad Pedagógica Nacional
Secretaria de Educación del Departamento del Valle del Cauca
Secretariado Nacional de Pastoral Social - Caritas Colombiana

Universidad Pedagógica Nacional - Programa Pedagogía de la Paz

Cuba

Centro Félix Varela
Grupo de investigación sobre Cultura de paz y no violencia de la Universidad Pedagógica
International Day of Peace in Cuba

Dominican Republic

Centro de Servicios Legales para la Mujer, Inc.
Escuela Shaolin Tsu, Inc.
Instituto de la Paz Juan F. Pepén
Movimiento de Mujeres Dominicano Haitiana

Haiti

Association Femmes Soleil Haiti
International Day of Peace in Haiti
Klib Timoun Kè Kontan - Haiti

Mexico

Academia Mexicana de Derechos Humanos, A.C.
América Madre - Filial Monterrey, Nuevo León - México
Asociación Internacional de Educadores para la Paz
Cátedra UNESCO de Derechos Humanos de la Universidad Nacional Autónoma de México F e - deración Mexicana de Universitarias, A.C.
Fundación Cegea
International Day of Peace in Mexico

Other Caribbean States

Barbados Association of Non Governmental Organisations
International Day of Peace in Aruba
International Day of Peace in Jamaica
International Education and Resource Network
Trinidad and Tobago (iEARNTnT)
Universal Day of Hope Trust - Barbados

Other South American States

Academia Técnica de Estudios Jurídicos y Sociales (ATEJUS) Facultad de Derecho y Cs. Sociales
UNA - Paraguay
Centro UNESCO de Montevideo - Uruguay
International Day of Peace in Guyana

Peru

América Madre - Filial Arequipa Perú
América Madre - Filial Cusco -Perú
América Madre - Filial Caraz -Perú
Asociación de Cada Ciudadano (Red Juvenil de la Fundación Konrad Adenauer Stiftung,Huancayo-Perú)
AVC
Consejo por la Paz de Mochumí, Región Lambayeque, Perú
Equipo Docente de Celendín (EDOCEL)
Instituto Regional por la Paz - IREPAZ
Municipalidad de Paita
UNOY -Sullana- Piura

Puerto Rico

Alianza de Mujeres Viequeses
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 - Universidad de Puerto Rico
Ciudadanos del Karso
Comisión de Ciudadanos al Rescate de Caimito
Comité pro Rescate y Desarrollo de Vieques
International Day of Peace in Puerto Rico
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

Venezuela

Asociación Venezolana para el Avance de las Ciencias del Comportamiento
Cátedra de la Paz y Derechos Humanos "Mons. Oscar Arnulfo Romero" / Universidad de Los Andes
Centro de Iniciativas para el Desarrollo Local Convencional
Fundación Folklórica Pijigao y CIOFF Venezuela
International Day of Peace in Venezuela
Ruta de PAZ

G. North America

Canada

BC Peace Ed
Bell-Stone School
Canadian Culture of Peace Program (CCOPP)

Canadian Department of Peace Initiative (CDPI), formerly the Working Group for a Federal Department of Peace
Canadian Federation of University Women (CFUW)
Canadian Voice of Women for Peace/La Voix des Femmes Canadiennes pour la Paix
Character Education Peel
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 - National Fraternity of Canada
The Hamilton Culture of Peace Network
The Society for Safe and Caring Schools & Communities (SACSC)
The Virtues Project Canada
Women in Black, Calgary

United States

A Course in Miracles International
Association for Conflict Resolution - North Carolina Chapter
Association for Global New Thought
Athletes United for Peace
Atlanta: City of Peace, Inc.
Center for Nonviolence - St. Bonaventure University
Center for Nonviolent Solutions, Worcester, MA
Center for Peace Education (Cincinnati, Ohio)
Children's Culture Connection / War Kids Relief
City of Northfield (MN)
City of Northfield Police Department
City of Northfield, Minnesota Mayor's Youth Council
Community Action Center of Northfield, Inc.
Community Character Consulting
Community Mediation, Inc.
Conflict Transformation Across Cultures
Darfur Rehabilitation Project, Inc. (DRP)
Decade of Nonviolence-Houston
Education for Conflict Resolution, Inc.
Eugene City of Peace
Evangelical Lutheran Church in America (ELCA)
Inter-unit Task Force for the Decade for a Culture of Peace and Nonviolence
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 (HRNN)
Hiroshima/Nagasaki Remembrance Committee - Union County (NJ) Peace Council
Institute for Community Leadership
Institute for Peacebuilding
International Day of Peace in the United States
Intuition in Service
Iowa Resource for International Service
Lifebridge Foundation, Inc.
Mayor's Task Force on Drug and Alcohol Abuse
Minnesota Alliance of Peacemakers
National Association of Social Workers (NASW)
New Jersey Chapter
National Peace Academy
Nobel Peace Laureate Project
Nobel Peace Prize Forum
Northfield (MN) Community Action Center
Northfield (MN) Human Rights Commission
Northfield (MN) League of Women Voters
Northfield (MN) People for Peace and Goodwill
Northfield (MN) Healthy Community Initiative
Northfield (MN) Housing and Redevelopment Authority
Northfield (MN) Public Schools
Partners for Violence Prevention
Pax Educare, Inc. The Connecticut Center for Peace Education

Peace by Piece Campaign
 Peace Education Special Interest Group of American Education Research Association
 Peachcake
 People to People International
 Plymouth (NH) State University Culture of Peace Steering Committee
 Progressive Democrats Of America (PDA) - NJ Chapter
 Quabbin Mediation
 Red Wing, MN: Build Bridges, Not Walls
 Rice County (MN) Community Corrections
 Rice County (MN) Sheriff's Office
 Riverton (NJ) Community Peace Pole Project
 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) - Peace and Justice Group
 St. Joseph's College
 Student Pledge Against Gun Violence
 Students for Culture of Peace (SCOP)
 The Conflict Resolution Centre
 The Globe Ecological Restoration and Development Foundation, Inc. (GERDF)
 The International Association for the Advancement of Human Welfare, Inc.
 The National Service Conference of the American Ethical Union
 The New Seminary for Interfaith Studies
 The Village School of Northfield (MN)
 United Nations Association-Minnesota
 University of Hawaii, College of Education, Department of Educational Foundations
 Venicevisionarymedia.net
 Women Against Military Madness
 World Citizen, Inc.

H. South and Central Asia

Afghanistan

International Day of Peace in Afghanistan

Bangladesh

Forum for Culture and Human Development
 Green Step
 Human Rights Development Information Center
 International Day of Peace in Bangladesh
 Participatory Development Action Program
 PHALS (Programme for Helpless and Lagged Societies)

India

Ahimsa Trust
 All India Momin Ansar Welfare Society (AIMAWS)
 Asmita Samajik Sanstha – Anil Sharma
 Centre for Community Health Research

Chishty Foundation
 Diphu Citizens Peace Forum (DCPF)
 Ecumenical Development centre of India
 eHealth-Care Foundation
 Ektara India
 Forum for the Promotion of Moderate Thought in Islam
 Gandhi Smriti and Darshan Samiti
 Gingee Alliance for Development
 Global Harmony – initially named “Spirituality – Adding Value to Existence (S-A-V-E)”
 Gramin Yuva Abhikram
 Human Uplift Mission
 Indo-Global Social Service Society (IGSSS)
 Initiative For Health, Equity In Society
 International Centre for Gandhian Thoughts (ICGT)
 International Day of Peace in India
 International Society for Alternative Medicine – Nature Park
 Jain Vishva Bharati Institute (Deemed University)
 Jharkhand Alternative Development Forum (JADFO)
 Kashmir Sufism Society
 National Council of Education Research and Training (NCERT) Department of Educational Psychology
 Navdanya
 Need to India NGO
 Nelson Mandela Centre for Peace and Conflict Resolution
 Oneworld Educational Trust, Delta Training Campus
 Peace Education Resource Centre, New Delhi (Formerly Hague Appeal for Peace, Delhi University) Pravah
 Rehomfa Youth Track, Welfare Org.
 S.P.B.V.D. Sabha High School
 Saathi
 Saint Monica School
 Samerth Trust
 Sangat, a South Asian feminist network
 Sansristi
 Setu: Centre for Social Knowledge and Action
 Solidarity for Social Equality (Human Rights Centre)
 Standing Together to Enable Peace Trust
 The American Corner Ahmedabad
 The Foundation for Universal Responsibility of His Holiness The Dalai Lama
 The Prajnaya Trust
 The Saraswathy Shanmugam Public Charitable Trust (SSPCT)
 Tibetan Women's Association
 Tribal Welfare Society (East Zone)
 United Human Resource
 United Schools of India Regional Centre Jaipur
 Unity Charitable Trust
 Unnati Features
 WISCOMP (Women in Security, Conflict Management and Peace)

Indian Ocean Small Island States

Centre for Rights & Development (CEFRAD) –
Seychelles
International Day of Peace in the Maldives
Maldivian Detainee Network

Iran

DONYA Children’s Research Institute
Farzangan Educational Center
Isfahan Association for Protection of Human
Rights
Tazkiyeh Educational Complex

Kyrgyzstan

Center of human rights protection “Kilim Shami”
Kyrgyz Civil Society for a Culture of Peace
NGO “Tabiyat-Life”
Peace Fund of Kyrgyzstan
Social Fund “Solnechnaya strana”
Social Fund “TVC editorial staff”
Social Fund Center of innovative education “Pere-
mena”
UNDP Youth Programme in Kyrgyzstan

Mongolia

International Day of Peace in Mongolia

Nepal

International Day of Peace in Nepal
Nepal Institute of Peace (NIP)
Youth Advocacy Group
Youth Society for Peace

Pakistan

Balochistan Social Development Programme
(BSDP)
CARAVAN – Community Awareness Raising and
Advocacy Ventures Around Needs
Farz Citizen Community Board
HERA (Health and Education Relief Association)
International Day of Peace in Pakistan
Karachi Human Welfare Organization
Oasis Foundation
Pakistan Organization for Human Development
(POHD)
Pakistan Press Foundation
Participatory Rural Development Program (PRDP)
Peace Worldwide
Pilgrims of Peace
Rehber Foundation
RISE (Rural Initiatives in Sustainability and Em-
powerment)
Shaheen Educational Society, Orangi, Karachi
South Asia Centre for Peace
Trodden’s Clarion Receptors Development Orga-
nization (TCRDO)

Sri Lanka

International Day of Peace in Sri Lanka
Weeramantry International Centre for Peace Edu-
cation and Research (WICPER)

Tajikistan

International Day of Peace in Tajikistan
Youth Initiatives Fund “Gandjinai Vahsh”

ANNEX II:
DECLARATION AND PROGRAM OF ACTION FOR A CULTURE OF PEACE
Resolution A/53/243 adopted by the United Nations General Assembly on 13 September 1999

**UNITED
NATIONS**

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General Assembly

Distr.
GENERAL

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”,

Recalling further the Universal Declaration of Human Rights¹ 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;

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;

/...

(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*

² Resolution 2200 A (XXI), annex.

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:

l...

(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 Democracy³ 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;

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.

(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;

⁴ A/CONF.157/24 (Part I), chap. III.

(d) Realization and implementation of the right to development, as established in the Declaration on the Right to Development⁵ 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;

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.

(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 Tolerance⁸ (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;

⁸ A/51/201, appendix I.

(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;

(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*



ANNEX II:
DECLARATION AND PROGRAM OF ACTION FOR A CULTURE OF PEACE
Resolution A/RES/53/25 adopted by the UN General Assembly on 10 November 1998

**UNITED
NATIONS**

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General Assembly

Distr.
GENERAL

A/RES/53/25
19 November 1998

Fifty-third session
Agenda item 31

RESOLUTION ADOPTED BY THE GENERAL ASSEMBLY

[without reference to a Main Committee (A/53/L.25)]

**53/25. International Decade for a Culture of Peace and Non-Violence for the
Children of the World (2001–2010)**

The General Assembly,

Recalling its resolution 52/15 of 20 November 1997 and Economic and Social Council resolution 1997/47 of 22 July 1997 proclaiming the year 2000 as the International Year for the Culture of Peace,¹ as well as its resolution 52/13 of 20 November 1997 on a culture of peace,

Taking into account Commission on Human Rights resolution 1998/54 of 17 April 1998 entitled "Towards a culture of peace",²

Recalling the relevant resolutions of the General Assembly and the Commission on Human Rights concerning the United Nations Decade for Human Rights Education (1995–2004),

Taking into account the project of the United Nations Educational, Scientific and Cultural Organization entitled "Towards a culture of peace",

Aware that the task of the United Nations to save future generations from the scourge of war requires transformation towards a culture of peace, which consists of values, attitudes and behaviours that reflect and inspire social interaction and sharing based on the principles of freedom, justice and democracy, all human rights, tolerance and solidarity, that reject violence and endeavour to prevent conflicts by tackling

¹ *Official Records of the Economic and Social Council, 1997, Supplement No. 1 (E/1997/97).*

² *Ibid., 1998, Supplement No. 3 (E/1998/23), chap. II, sect. A.*

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,

Recognizing that enormous harm and suffering are caused to children through different forms of violence at every level of society throughout the world and that a culture of peace and non-violence promotes respect for the life and dignity of every human being without prejudice or discrimination of any kind,

Recognizing also the role of education in constructing a culture of peace and non-violence, in particular the teaching of the practice of peace and non-violence to children, which will promote the purposes and principles embodied in the Charter of the United Nations,

Emphasizing that the promotion of a culture of peace and non-violence, by which children learn to live together in peace and harmony that will contribute to the strengthening of international peace and cooperation, should emanate from adults and be instilled in children,

Underlining that the proposed international decade for a culture of peace and non-violence for the children of the world will contribute to the promotion of a culture of peace based on the principles embodied in the Charter and on respect for human rights, democracy and tolerance, the promotion of development, education for peace, the free flow of information and the wider participation of women as an integral approach to preventing violence and conflicts, and efforts aimed at the creation of conditions for peace and its consolidation,

Convinced that such a decade, at the beginning of the new millennium, would greatly assist the efforts of the international community to foster peace, harmony, all human rights, democracy and development throughout the world,

1. *Proclaims* the period 2001–2010 as the International Decade for a Culture of Peace and Non-Violence for the Children of the World;

2. *Invites* the Secretary-General to submit, in consultation with Member States, relevant United Nations bodies and non-governmental organizations, a report to the General Assembly at its fifty-fifth session and a draft programme of action to promote the implementation of the Decade at local, national, regional and international levels, and to coordinate the activities of the Decade;

3. *Invites* Member States to take the necessary steps to ensure that the practice of peace and non-violence is taught at all levels in their respective societies, including in educational institutions;

4. *Calls upon* the relevant United Nations bodies, in particular the United Nations Educational, Scientific and Cultural Organization and the United Nations Children's Fund, and invites non-governmental organizations, religious bodies and groups, educational institutions, artists and the media actively to support the Decade for the benefit of every child of the world;

5. *Decides* to consider, at its fifty-fifth session, the question of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001–2010), under the agenda item entitled "Culture of peace".

*55th plenary meeting
10 November 1998*





with the support of:

