

IIEP Occasional Paper

Education for conflict prevention and peacebuilding

Meeting the global challenges
of the 21st century

Phyllis Kotite



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Foreword

Education for Conflict Prevention and Peacebuilding

'As never before in history, common destiny beckons us to seek a new beginning'

The Earth Charter, 'The Way Forward'

'We are one human family and one Earth community with a common destiny. We must join together to bring forth a sustainable global society founded on respect for nature, universal human rights, economic justice, and a culture of peace. Towards this end, it is imperative that we, the peoples of Earth, declare our responsibility to one another, to the greater community of life, and to future generations' (The Earth Charter).

This visionary preamble of the 2000 Earth Charter is more necessary than ever at the dawn of the new millennium to realize at what point citizenship mobilization is needed, a civil society no longer silent, but rather aware, committed, and involved.

A peaceful world was the dream of those who drafted the Charter of the United Nations in 1944: 'We, the peoples ... have resolved to save the succeeding generations from the scourge of war'; and UNESCO's Constitution: 'to build peace in the minds of men'.

To recognize equal human dignity it is essential to live peacefully together, in brotherhood and otherness. And to better share.

However, before long, aid was substituted by loans, cooperation for development by exploitation, multilateralism by plutocratic groups (G7, G8, G20) and, even worse, the democratic principles of social justice and solidarity, by the market laws. The result of 'globalization' has been a profound crisis – financial, ethical, nutritional, environmental – which can be seen as an opportunity as well as, a shifting for a 'new beginning'.

As stated above, citizens must mobilize and no longer remain silent; they must become participatory and active in order to foster the transition from an economy of war – US\$3 billion per day while more than 1 billion people are facing hunger and undernourishment – to an economy of global sustainable development (renewable energies, food, water, health, environment, transport; echo-shelter); from a culture of imposition and violence to a culture of dialogue and conciliation; from force to the 'word'.

We must promote the transition from a culture of imposition, force, violence and war to a culture of dialogue, conciliation, alliance, understanding and peace. The Declaration and Programme of Action on a Culture of Peace, adopted by the General Assembly of the United Nations in October 1999, established that a culture of peace is 'a set of values, attitudes, traditions and modes of behaviour and ways of life based on: respect for life, ending of violence and promotion and practice of non-violence through education, dialogue and cooperation; full respect for and promotion of all human rights and fundamental freedoms; commitment to peaceful settlement of conflicts; efforts to meet the developmental, human and environmental needs of present and future generations; respect for and promotion of the right to

development; respect for and promotion of equal rights of and opportunities for women and men; respect for and promotion of the rights of everyone to freedom of expression, opinion and information; fostering an enabling national and international environment conducive to peace (and disarmament)'.

The culture of peace and non-violence needs to be rapidly widespread, as stated in 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 non-governmental organizations'.

René-Jean Dupuy wrote, on a culture of peace, this extremely lucid reflection: 'Nothing can tell us whether future generations will be more generous than we; they will perhaps, thanks to legal specialists, have better peace provisions and more sophisticated international organizations, but what is to be made of the structures of peace if they are not nurtured by a culture of peace? What this means is that the responsibility lies with us to ensure that future generations are better than ours.'

It is first and foremost, through education that the values of non-violence, tolerance, democracy, solidarity and justice, which are the very lifeblood of peace, can be passed on to individuals at a very early age. Education should promote open-mindedness, which is vital in a world where the interdependence of nations and peoples and their interactions are becoming increasingly important day by day. The task is not to combat what is different but to explain and understand it. What matters is to observe others and to watch them live with curiosity, seeking to be open-minded in order to understand them better, in order to grasp why they are alive, how they live and what are the relevant historical, sociological and religious reasons and how, therefore, they come to terms with the mystery of their existence. It is open-minded observation and dialogue that are the foundations for promoting a culture of peace and an attitude of mutual acceptance and difference.

It is time for acting, 'a time when humanity must choose its future'. It's the time of 'we, the peoples'.

Federico Mayor
Former Director-General, UNESCO
President, Fundacion Cultura du Paz

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List of abbreviations

ACCORD	African Centre for the Constructive Resolution of Disputes
AFP	Agence France-Presse
ASEAN	Association of Southeast Asian Nations
AU	African Union
AUNOHR	Academic University for Nonviolence and Human Rights in the Arab World
CPNN	Culture of Peace News Network
DESA	Department of Economic and Social Affairs
DESD	Decade for Education for Sustainable Development
DPA	Department of Political Affairs (United Nations)
DRR	Disaster Risk Reduction
EFA	Education for All
EU	European Union
GMR	Global Monitoring Report
EPLO	European Peacebuilding Liaison Office
FAO	Food and Agriculture Organization
G7	Group of Seven
G8	Group of Eight
G20	Group of Twenty Finance Ministers and Central Bank Governors
GCPE	Global Campaign for Peace Education
GPPAC	Global Partnership for the Prevention of Armed Conflict
HIR	Human Impact Report
HFA	Hyogo Framework for Action
HRE	Human Rights Education
IAEA	International Atomic Energy Agency
IASC	Inter-Agency Standing Committee
IBRD	International Bank for Reconstruction and Development
ICC	International Criminal Court
ICISS	International Commission on Intervention and State Sovereignty
ICJ	International Court of Justice
ICT	information and communication technology
IDP	internally displaced population
IHT	International Herald Tribune
IIEP	International Institute for Educational Planning
IIFE	International Institute for Peace Education
IMF	International Monetary Fund
INEE	Interagency Network for Education in Emergencies
IPCC	Intergovernmental Panel on Climate Change
IPRA	International Peace Research Association
IPU	Inter-Parliamentary Union
ISARM	International Shared Aquifer Resources Management
ISDR	International Strategy for Disaster Reduction
ITU	International Telecommunications Union
LACR	Lebanese Association for Civil Rights
MDG	Millennium Development Goal

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MINURCAT	UN Mission in the Central African Republic and Chad
MSU	mediation support unit
OAS	Organization of American States
OECD	Organization for Economic Cooperation and Development
OHCHR	Office of the High Commissioner for Human Rights
OSRSG-CAAC	Office of the Special Representative of the Secretary-General for Children and Armed Conflict
PEP	Peace Education Programme
PRIO	Peace Research Institute of Oslo
RATP	Régie autonome des transports parisiens
SC	Security Council
SG	Secretary-General
SIPRI	Stockholm International Peace Research Institute
UN	United Nations
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNECA	United Nations Economic Commission for Africa
UNHCR	United Nations High Commissioner for Refugees
UN GA	United Nations General Assembly
UN SC	United Nations Security Council
UNICEF	United Nations Children's Fund
UNITAR	United Nations Institute for Training and Research
UPEACE	United Nations University for Peace
USG	Under-Secretary-General
WHO	World Health Organization
WMO	World Meteorological Organization

Executive Summary

'The culture of peace is in the DNA of UNESCO' – Irina Bokova

Director-General, UNESCO*

The 21st century is witnessing global concern over the interrelated effects of climate change, the economic crisis, energy depletion, food and water shortages, natural disasters and conflicts all of which have devastating effects on humanity and the future of the planet. These events impact education systems and can impair the ability of governments to provide quality education for their citizens. However, when governments and ministries of education analyse and anticipate the risk of such events through careful planning, education can play an important role in preventing violent conflict, and in supporting peacebuilding efforts.

An estimated 1.5 billion people live in countries affected by repeated cycles of political and other forms of violence, and the same population is often affected by hunger and poverty. Furthermore, such countries have difficulty meeting development goals. For example, no low-income fragile or conflict-affected country has yet achieved a single MDG (World Bank, 2011). In 2010 world military expenditures reached US\$1.6 trillion as a result of fifteen ongoing conflicts (SIPRI, 2011). Yet, it is estimated that only US\$16 billion is needed to fill the education gap to reach the EFA goals (UNESCO, 2011*b*: 11). This paper argues that we have the knowledge, legal instruments and mechanisms to prevent conflict and to transfer resources to sustainable development and education to meet the challenges of the 21st century.

The paper describes a range of conflict prevention initiatives and examines the role of policy-makers, youth, women, and the media in maintaining and restoring peace as part of a holistic vision of education. International institutions, governments and civil society are increasingly developing conflict prevention mechanisms and utilizing political and economic incentives to avoid conflicts. They are also creating new technology for sustainable development, adaptation to climate change and renewable forms of energy.

Educational planning must therefore go beyond traditional mechanisms. It must take into consideration the *unpredictable* nature of our times; *be flexible* and rapid in implementation and responsive to local needs. Training and research in *sustainable development*; and *skills for peaceful inter-human relations, good governance, the prevention of conflict* and *peacebuilding* are priorities elaborated in the paper. In addition, specific recommendations are highlighted such as: capacity development for conflict prevention within the education sector and other ministries, analysing the root causes of conflict and the role that education can play in mitigating tensions.

This paper is an elaboration of Chapter 1.2 of the IIEP-UNESCO *Guidebook for Planning Education in Emergencies and Reconstruction* (IIEP-UNESCO, 2010). A brief treatment of additional global challenges (e.g. water scarcity, food insufficiency, energy depletion and economic instability), which are beyond the educational focus of this paper, may be found in *Annex I*.

* From an address given on the occasion of the Thematic Debate 'Building a Culture of Peace', UNESCO, 30 March 2012.

Chapter 1. Prevention of conflict and peacebuilding

'From a culture of reaction to a culture of prevention' – Kofi Annan

Conflict has devastating impacts on education, and education has the potential to prevent conflict. However, global priorities and investments are currently more reactive than proactive, in spite of the considerable efforts already invested in conflict prevention and peacebuilding. As seen in *Box 1*, the cost of military expenditure is more than the amounts estimated for the total aid required to meet the Millennium Development Goals (MDGs) for education and other objectives. This military expenditure could be better directed towards supporting conflict prevention strategies and peacebuilding.

Box 1. Arms or education?

The average cost of war in a low-income country is cited at about US\$64 billion (UNDP, 2012). According to the 2011 report of the Stockholm International Peace Research Institute (SIPRI), 2010 world military expenditures reached US\$1.6 trillion (an increase of 45 per cent since 1998). This equalled 2.6 per cent of the global GDP or US\$236 for each person in the world (SIPRI, 2011).

Although 22 out of 34 countries least likely to achieve MDG were in midst of conflict or emerging from armed conflict, (SIPRI, 2011), the *2011 EFA Global Monitoring Report* reports that education is rarely prioritized in post-conflict or conflict-affected countries. Yet only US\$16 billion is needed annually to meet the EFA goals by 2015 (UNESCO, 2011: 11). In 2008, the equivalent of 0.5 per cent of the arms expenditure was spent on aid to basic education, and only 1.8 per cent of humanitarian aid was allocated to education in 2007-2009 (Save the Children, 2010: 1-7).

Prevention of conflict cannot become a reality unless priorities change. For example, 21 developing countries still spend more on the military than on primary education (UNESCO, 2011b), yet if these 21 countries were to cut their military expenditures by 10 per cent, 9.5 million children could have access to education (UNESCO, 2011: 15).

Conflict is a fact of life, and the challenge for the educator is to channel this phenomenon into constructive responses and to construct in society the techniques and institutions to resolve conflict non-violently to deter large-scale aggression. Effective prevention and peacemaking is holistic involving the entire society, and the first step is to resolve the root causes of conflicts, which involve, among other issues, socio-economic and political factors. On a state level, absence of the rule of law and justice, denial of human rights, lack of political representation for minority groups, ideological position, unemployment, poverty and rise in food prices, lack of accountability, poor governance and weak judicial systems often lead to violence if not resolved in their early stages (Machel, 2009, World Bank, 2011).

Prevention of conflict and peacebuilding is a basic mandate of the United Nations system and is the major principle of UNESCO's Constitution, 'to create peace in the minds of men' (UNESCO, 1945) and the UN Charter, 'to save succeeding generations from the scourge of war' (United Nations, 1945). In the 21st century humanity is confronted with unprecedented global challenges that compel educational planners,

practitioners and decision-makers to develop innovative policies that address these issues (see *Annex I* on Global Challenges).

Conflict prevention is dependent on human decision-making and through creative educational planning, constructive alternatives are available. Educational planners have the responsibility to put in place the infrastructure for tomorrow's decision-makers, the students; and to encourage decision-makers of today to create solutions. As current conflicts are primarily intra-state, visionary education can successfully help local communities and nations to resolve root causes before inter-group disagreements erupt. Prevention through educational planning contributes to sustainable economic development and is an element of wise political decision-making. Conflict prevention is not only morally sound, it is cost effective.

There are three phases in conflict prevention: early identification and resolution of basic causes of conflict; peacemaking or interim action; and post-conflict reconstruction. Traditionally nations have concentrated on the two latter phases, after the conflict has erupted, rather than on *preventive action* to avoid escalation of tensions that lead to violence. However, as stated in the Seville Statement on Violence: 'the same species that invented war can invent peace' (UNESCO, 1989).

For prevention of conflict to be successful it is necessary to support education systems that encourage constructive responses to conflicts, and to build in society the techniques and institutions that can resolve social conflict non-violently and deter or mitigate large-scale aggression. Effective prevention and peacemaking is holistic and involves the entire society, the mobilization of local populations, community structures, civil society, the private sector, media as well as national governments, regional bodies and international institutions. Education planners and managers thus have a key role to play in developing education systems and specifically education sector plans that contribute to mitigating conflict.

Structural and operational prevention

The two dimensions to prevention – *structural* prevention and *operational* prevention – respectively address the underlying causes of long-term instability, and practical interventions or strategies for immediate prevention. Both of these factors should be included in educational policies.

Srinivasan (2006) suggests that 'recent efforts to enhance long-term '*structural*' and more immediate '*operational*' conflict prevention are encouraging,' but clearly, given the level of ongoing conflicts in the world (despite some recent reductions), there remains a critical need to increase conflict prevention strategies as a global effort.

Structural prevention includes addressing the underlying root causes of social, political and economic unrest, instability, fragility 'including socioeconomic development, governance programmes, or targeted interventions such as resource-management and grassroots peace-building' (Srinivasan, 2006).

Operational prevention can work on two levels: It can prevent conflicts from starting, through analysis of root causes and the use of various mediation strategies. For example, educational planning can support the early detection of social grievances by monitoring the distribution of educational resources, pedagogy and level of violence

in and around schools. Operational prevention may also prevent on-going conflict from escalating, through economic, political or coercive pressures such as control of arms, or withdrawal of political and economic advantages (Srinivasan, 2006; ICISS 2001).

The role of education in structural and operational prevention

In support of such preventive strategies, education can contribute to mitigating conflict along the three primary aspects of conflict: structural, behavioural and attitudinal. Education can alter societal contradictions (structural), improve relations and interactions (behavioural) and encourage changes in attitudes (attitudinal) in ways that can reduce the risk of conflict and help build a sustainable peace. The list below provides examples of how education interacts with conflict within these three aspects.

Structural:

- Access to education is a highly symbolic indicator of equity, linked to income earning potential and the ability to diminish inequalities.
- Education is the single most important policy lever for any government to increase social cohesion.
- The perception of inadequate educational service often becomes a grievance that exacerbates state fragility (Barakat, Karpinska, and Paulson, 2008).
- Education is a highly visible symbol of government commitment to its population and serves as a barometer of a state's commitment to and relationship with its people (Barakat, Karpinska, and Paulson, 2008).

Behavioural:

- School systems combine the interests and objectives of a wide range of groups while trying to establish a common underpinning for citizenship.
- Schools and teachers impart the interpersonal, political, social and legal principles that underlie good citizenship.
- Classrooms bring together people of different origins and teach them how to work together peacefully
- Participatory educational processes can build relationships inside and outside school that are built on trust, cooperation and reciprocity (Save the Children, 2008).

Attitudinal:

- Peace education has positive effects on students' attitudes.
- Teachers can demonstrate positive values, such as acceptance of diversity, kindness and consideration of others' feelings.
- Teaching students the values of cooperation and tolerance of cultural differences helps to overcome prejudicial stereotypes that opportunistic leaders routinely use for their own ends (Barakat, Karpinska, and Paulson, 2008).

The United Nations system

The UN system is the major coordinating body in conflict prevention and peacebuilding. Initiatives have been introduced to strengthen preventive diplomacy, peacemaking

and peacekeeping including the UN Agenda for Peace Programme, launched in 1992 by the Secretary-General Boutros Boutros Ghali. In the 1990s, Frederico Major the Director-General of UNESCO called for the 'Culture of peace to replace the culture of war' and established a multidisciplinary programme, with a special unit. Also the UN General Assembly declared a Decade for the Culture of Peace and Non-violence for the Children of the World, 2001–2010, led by Ambassador Anwarul Chowdhury (see *Annex IV*). Numerous special reports from the UN Secretary-Generals, Kofi Annan and Ban-Ki Moon have called for the expansion of the conflict prevention capacity of the UN system, and in December 2008 the Department of Political Affairs (DPA) for conflict prevention and preventive diplomacy was expanded. The UN also recommended more active participation of women in mediation. These programmes are now gaining more traction through the revival of UNESCO's Intersectoral Culture of Peace programme and UNICEF's Education and Peacebuilding programme.

The UN Department of Political Affairs (DPA) is responsible for mediation and conflict prevention and cooperates with UNDP which provides development assistance needed for conflict prevention. A *Mediation Support Unit (MSU)* established in 2006 within DPA assists in preventive diplomacy and 'good offices' and develops guidelines, operational tools and training opportunities. Its online database, *UN Peacemaker*, provides guidelines and peacemaking experiences. MSU provides country-region support and institutional and capacity building support and has a standby team of experts who are available for mediation (UN DPA, 2010).

A Crisis Prevention and Recovery division exists linked to the Inter-Agency Framework for Coordination of Preventive Action in which 22 UN departments and agencies (including UNESCO) cooperate. Collaboration between DPA and UNDP underscores the principle that conflict prevention has a strong political as well as developmental dimension and involves linking structural development (sustainable development) with operational prevention (UNDP, 2010). UNDP and DPA are currently assisting 30 countries in developing 'infrastructure for peace'.

Preventive strategies need to be identified in all contexts and developed on a long-term basis, as there is potential for conflict to break out whether through 'spill over' effects from regional conflicts or from national internal tensions. Conflict analysis, early warning mechanisms and preventive measures can help in this regard. Such analyses are increasingly being used by donor agencies before they engage in programme interventions. A number of agencies including the Inter-Agency Framework for Coordination of Preventive Action, the Canadian International Development Agency (CIDA), the Inter-Agency Network for Education in Emergencies (INEE), Save the Children, and USAID have developed analytic tools to better understand fragility more broadly and within the education sector; thereby contributing to conflict prevention. Other development agencies have created similar tools for other sectors or for the country/state/economy at large, such as the UK Department for International Development's Conflict Assessment Framework, IMF's Poverty Reduction Strategy Plans or UNDP's Millennium Development Goal reports. (*Annex II* outlines some of the many conflict prevention and peacebuilding institutions, programmes and networks around the world).

Education can play an important role in mitigating conflicts and emergencies, by preparing students, citizens and leaders, locally and nationally, for sound

decision-making on the complex issue of living in harmony. Educational planners should aim to ensure that students, teachers and education administrators acquire conflict prevention and peacebuilding skills, some of which are outlined below.

Building skills in conflict prevention and peacebuilding: dialogue, mediation and negotiation

'From a culture of war to a culture of peace' – Federico Mayor

Following the Cold War, the need for conflict prevention and peacebuilding have increased throughout the world. Chapters 6 and 7 of the UN Charter provide guidelines for mediation and conflict prevention. Dialogue, mediation and negotiation are essential skills that education and educational planning can foster at the individual level, but also within society and its institutions.

UN Charter

Chapter VI: 'The parties to any dispute, the continuance of which is likely to endanger the maintenance of international peace and security, shall first of all, seek a solution by negotiation, enquiry, mediation, conciliation, arbitration, judicial settlement, resort to regional agencies or arrangements, or other peaceful means of their own choice.'

Chapter VII: includes measures other than armed force to coerce compliance with a peaceful solution e.g. interruption of economic relations (rail, sea, air, postal radio and other means of communications) and the severance of diplomatic relations ... The Security Council can also decide to take action by land, sea or air to restore international peace and security, such as demonstrations, blockades, or other operations by air, sea or land forces of members of the UN.

Dialogue

Dialogue between individuals, within a group, family, educational institutions, the community, intra-nation and between nations, is the essence of human understanding. Effective dialogue requires the use peaceful, non-offensive language, especially in international negotiations. In an educational context disputes between students and/or the teacher, professor or administration should be resolved through discussion and consensus rather than punitive action. In many educational systems, opportunities for dialogue have been established and mediation is practiced in the class and community. An aspect of dialogue is the attempt to reach consensus, an informal agreement that international bodies often invoke when political

positions are polarized over controversial issues. Consensus is also utilized in educational settings, community and family discussions in the search for common agreement and understanding.

Mediation

Mediation is a more formal aspect of dialogue involving a neutral third party. As an arm of international law and diplomacy, effective mediation requires professional training and education. Today numerous academic and international institutions such as the UN Institute for Training and Research (UNITAR), the Norwegian Refugee Council and the Folke Bernadotte Academy of Sweden train mediators. Several regional

RATP – a unique example of mediation

In France, mediation is an essential aspect of management: thousands of public and private institutions have mediators or coaches to deal with specific problems. In the 'Grands Frères' ('big brothers') initiative of the RATP transportation system for suburban buses, youth from 'sensitive' areas trained in mediation skills intervene with potential problems that arise on buses, before hostility erupts. They listen to passengers' problems or anger, and because of their common background, engage in dialogue in a manner acceptable to the hostile individuals (Verdiani, 2002).

organizations are also increasing their capacity in crisis management and have stand-by teams for mediation. Local mediation by community figures can lead to early resolution of tensions that could lead to violent hostilities, as undertaken by the Nairobi Peace Initiative in Kenya.¹

Mediation is not only utilized in conflict situations. Many Western European countries have professionally trained mediators or coaches to mediate between staff and management at the workplace. Each UN agency, including UNESCO, has a mediator to address grievances of the staff, with legal recourse. Mediators are often present in

schools and at universities to settle disputes amongst peers and the administration (UNESCO, 2011b).

Negotiation

Negotiation involves direct discussion between the disputing parties. Negotiating skills can be taught and practiced at all educational levels. Peacebuilding at state level is often a mixture of direct negotiation and mediation and the utilization of political and economic incentives.

On a community and national level, dialogue, mediation and negotiation should include all spectrums of the socio-political structure, as well as those labelled as extremists. Successful agreements therefore must include those 'excluded'. NGOs and civil society generally understand the root causes of local problems and can therefore undertake preliminary dialogue between the parties concerned. It is important to ensure that today's youth also have effective mediation skills.

Incentives for peaceful change

Civil disobedience was practiced by Mahatma Gandhi to obtain independence in India when he exhorted people to '*Be the change you wish to see in the world.*' Additional peaceful techniques for non-violent change have been undertaken on a citizen and government level throughout history to resolve disputes as normal diplomatic or individual practice. Professor Gene Sharp, founder of the Einstein Institute and renowned specialist in non-violent change cites 198 non-violent means to achieve objectives (Sharp, 2005). Citizen's non-cooperation with government, civil disobedience (such as boycott of legislative bodies, elections, government departments, agencies, and other bodies) have all been used in various measures to obtain concessions and change legislation. There are other international governmental

1. www.npi-africa.org/

actions such as granting or withdrawal of diplomatic and other representations; economic sanctions (including granting or denial of special economic privileges or trade) which are often used as non-violent means of pressuring governments into making concessions. Examples include countries such as Myanmar, South Africa and Sudan.

The role of policy-makers, civil society, youth, women and the media

All levels of society need to be engaged in peacebuilding, including those that encompass decision-making bodies, in order to meet the challenges of the 21st century. Parliamentarians, policy-makers, and municipalities can be influential and positive in mediation and peacemaking, particularly if they engage civil society groups and in particular, youth. In many countries establishing an inter-ministerial task force supports intergovernmental planning in sustainable development and prevention of conflict. Crisis Prevention Units are present in numerous countries and regional organizations and have been able to prevent tensions from evolving into violence as well as prepare the populations for natural disasters and environmental catastrophes. In addition to engaging policy-makers, there are specific roles and responsibilities that youth, women and media can play in conflict prevention and peacebuilding.

Today's youth are tomorrow's leaders

Suppression of human rights and democratic principles, as well as high unemployment, were the forces that motivated the youth in Tunisia and Egypt to overturn autocratic rulers and stimulate similar movements in other Arab countries in 2010–2011. This unexpected but well-planned non-violent action demonstrates the vision and courage of youth. It was enabled by harnessing new communications technologies including Twitter and Facebook for instant communication with thousands who shared a vision for the future and were determined to change the face of their nation. The youth were joined by intellectuals, teachers, professors, labourers, farmers, government officials including diplomats and ministers who resigned their posts, and the armed forces which often refused to fire on their fellow citizens and the movement. With the slogan 'bikfy' ('enough' in Arabic) and 'dégage' ('leave' in French), the shape of history changed. The aftermath is still in process (Anderson, 2011).

The above countries as well as many developed industrialized nations are also experiencing severe economic instability, where youth are confronted with unprecedented unemployment with few alternatives. To combat some of these tensions, UNESCO's youth strategy emphasizes knowledge building, formulation of national policies with youth; youth in decision-making and also has a special programme for African youth. The UN International Year of Youth was launched in August 2010 under the slogan 'Our Year, Our Voice' (United Nations, 2011).

It is important that educational planners take into account the voices of youth and their role in preventing conflict. Education plans should aim to work with youth, by harnessing and respecting their contribution as future leaders. This can be done through increasing life-skill opportunities as part of the education system in order to enable youth to enter the job market. This is particularly important in an era where global unemployment figures for youth have reached an historic level. Hilker & Fraser

(2009) and the World Bank (2011) underscore the priority of access to employment and note that acquisition of skills or job creation is not always sufficient to prevent grievances from developing into violence. Addressing the root causes of social exclusion for young people should combine job-creation schemes with other interventions, such as capacity building and training in conflict resolution (Walton, 2010). Education policy-makers can benefit from the creativity and innovation demonstrated by young people who adapt rapidly to the changing world to improve their social competencies and employability. Education must become more relevant and flexible to the needs of an increasingly globalized world, connected via internet and mobile phone.

In recognition of the vital importance of youth, IIEP-UNESCO will bring together youth and education policy-makers from around the world in a policy forum for 'Engaging youth in planning education for social transformation' in October 2012. Planning for education systems that support 'transferable skills of problem solving, creativity, tolerance of diversity can help create 'self-generating, prosperous economies ... ' (IIEP-UNESCO, 2012: 4).

Women making a difference

On a global basis the role of women in decision-making has increased, but still remains minimal in fragile or at-risk countries. Numerous civil society organizations dealing with peacebuilding that are managed by women, have created innovative community programmes. Women often are key mediators in community tensions and support the resolution of local issues before hostilities become violent. Grassroots movements such as the Womenwagingpeace Network² demonstrate the power of women joining collectively to promote peacebuilding within their communities.

Internationally, Security Council Resolution 1325 (UN SC, 2000) called for the involvement of women in peacemaking process and the Security Council issued a landmark report in 2009 as a follow up. The report included information on the impact of armed forces on women, strengthening women's participation in conflict prevention, conflict resolution and peacebuilding (UN SC, 2009: 17).

It is important for educational planners to recognize and harness the involvement of women at a decision-making level, as a means to contributing to conflict prevention and peacebuilding.

For the many women making contributions to peace, the 11 women who have received the Nobel Peace prize may serve as inspirational role models. In the UN's Messengers of Peace programme launched in 1999, three out of 10 messengers are women. The UN has also 160 Goodwill Ambassadors in geographical and substantive areas a number of whom are women who have promoted peace education or post-war reconstruction. In addition, 8 women have served as Special Representative of the UN Secretary-General and four as Deputy Representatives. From 1981 to 2006, 6 women have received the UNESCO peace prize.

In 2009, Ban Ki-moon appointed Rima Salah, Jordanian, born in Jerusalem, Palestine, as Deputy Special Representative of the Secretary-General, to the UN Mission in the Central African Republic and Chad (MINURCAT). Her responsibilities

2. www.huntalternatives.org/pages/82_women_waging_peace_network.cfm

included: implementation and coordination of Mission activities in the areas of political/civil affairs, humanitarian assistance, mine action, human rights, judicial system and prison advisory, gender and health. She supported the development of early warning and conflict prevention mechanisms through sensitization of populations; as well as existing mechanisms and structures on intercommunity dialogue. Capacity building initiatives in this area were a high priority. The development of follow-up and monitoring mechanisms ensured the durability of a peaceful environment, drew lessons for best practices, and developed early warning systems which helped in prevention and sensitization activities (Salah, personal communication, 10 December 2009).

Media

Violence in the media can influence human behaviour. Yet, as mentioned above, the new media helped unite the Jasmine rebels who changed the face of Tunisia and Egypt in 2011 through non-violent social networking. Media can serve as a watchdog to alert the public about human rights abuses and early signs of disputes, and can influence policy-making by reporting on conflicts, genocide, famine and humanitarian disasters and thereby motivating the population to urge policy-makers to intervene.

The use of media is essential in the prevention of natural disasters and conflict, and educational planners should therefore reflect carefully on cooperation with the media, and mobilize the vast potential of information communications technology (ICT) to advocate for conflict prevention and preparedness for natural disasters. ICTs can contribute to improving educational planning and management during emergencies and reconstruction, but also in preparing for and striving to prevent disasters. Such technology can also be used for providing access to and inclusion in education, motivating and training teachers, improving the quality of education, delivering curriculum in pedagogically effective ways and facilitating the management of human resources in the educational planning process (IIEP-UNESCO, 2011). Another example of how technology has been used for peacebuilding is the UNESCO Power of Peace Network, which has harnessed communications to promote peace through radio, television, internet and cell phone.³

At the heart of an education system, educational planning can and must take into account the risk of conflict, but also the potential sources of conflict. There are skills and values to pass on to future generations and youth, women and the media can be effective in spreading such messages. In reflecting upon such issues in a systematic manner, educational planners will contribute to maintaining, creating and building peace.

The following chapter looks at the specific role of education in peacebuilding and conflict prevention and asserts that there is a need for capacity development in this area in order to ensure that the potential role of education in conflict prevention is fully utilized.

3. www.thepowerofpeacenet.com

Chapter 2. Education for conflict prevention and peacebuilding

My country is a country of teachers. It is therefore a country of peace. We discuss our successes and failures in complete freedom. Because our country is a country of teachers, we closed the army camps, and our children go with books under their arms, not with rifles on their shoulders. We believe in dialogue, in agreement, in reaching a consensus. We reject violence. Because my country is a country of teachers, we believe in convincing our opponents, not defeating them. We prefer raising the fallen to crushing them, because we believe that no one possesses the absolute truth. Because mine is a country of teachers, we seek an economy in which men co-operate in a spirit of solidarity, not an economy in which they compete to their own extinction. Education in my country has been compulsory and free for 118 years (Quoted in Thee, 1995: 422).

Óscar Arias Sánchez, President of Costa Rica,⁴

Speech for the Nobel Peace Prize Laureate in 1987

The international community has acknowledged conflict as a major barrier to the fulfilment of the right to education.⁵ UNESCO's *Education for All Global Monitoring Report* (EFA-GMR) (UNESCO, 2011b); Save the Children (2008), and Oxfam (2008) all state that conflicts are fundamental obstacles to the achievement of quality Education For All (EFA) and the Millennium Development Goals (MDGs). Moreover, according to the World Bank, no low income or fragile or conflict-affected country has yet achieved a single MDG (World Bank, 2011).

Furthermore, education is also a fundamental human right (Article 26 of the Universal Declaration of Human Rights) which develops values, self-confidence, problem solving abilities and critical thinking. When it is inclusive in nature, education can support conflict prevention initiatives by reducing system inequalities through conflict sensitive educational planning in relevant subjects as highlighted below. Education can also contribute to peace through increasing life-skill opportunities and ensuring curriculum content promotes tolerance, justice and non-inflammatory language.

The relationship between education and conflict is profound and education has a critical role in building peace (Bird, 2009; Bush and Salterelli, 2000; Smith and Vaux, 2003). Education by its very nature, contributes to shaping and transforming society and therefore plays a key role in peacebuilding.

As a UNICEF report on the role of education and peacebuilding suggests, 'Attention should be paid to supporting transformation through reform of the education sector and paying attention to the values and content communicated through the education system. Such interventions need to be mindful of the dynamics of social transformation, especially the need for these processes to evolve over several

4. Costa Rica currently has no armed forces and hosts a UN University for Peace which recognizes the central importance of education as the foundation of national and international peace and progress.

5. Lyndsay Bird and Leonora MacEwen made significant contributions to the writing of this chapter.

generations, in order for them to become part of a self-organized and sustainable future.’ (UNICEF, 2011*b*: 7)

Peacebuilding thus involves transformative processes which may take generations to bear fruit and therefore requires the education sector to carefully plan for an education system that promotes and maintains peace. To do so, it is essential that planners are mindful of the fact that education also has the potential to worsen tension and drive conflict, as discussed below.

Challenges to education

Lack of educational opportunities and limited later-life employment are core grievances that can lead to civil conflict. Similarly grievances and tension can be caused by ‘unmet expectations in the form of low progression ratios between different education levels, as well as following rapid expansions in secondary and tertiary education producing an over-capacity of highly educated youth for which there are limited employment opportunities.’ (Barakat and Urdal, 2009: 2). These are systemic education issues which impact on and are impacted by conflict particularly when combined with lack of educational opportunity leading to unemployment; biased curricula or methodology leading to indoctrination; and inequitable distribution of human and/or financial resources for education (Barakat and Urdal, 2009; INEE, 2010; MacEwen *et al.*, 2010; Thyne, 2006; UNESCO, 2011*b*; Winthrop and Graff, 2010).

The perception of inequality whether real or not, is a well-known grievance and root cause of conflict. As access to quality education is at a premium in many countries, denial of access or exclusion because of identity, religion, or geographical location is cited as a common contributory factor to conflict (UNESCO, 2010; UNESCO, 2011*b*; INEE, 2010).

Special attention should be given to the content of curricula and textbooks particularly in conflict prone areas or countries at risk. While the inclusion of content that promotes positive values and eliminates inflammatory content is an evident and active conflict prevention tool, curricula may contain elements that perpetuate intolerance and violence. Independent curriculum monitoring can free classrooms of biased versions of history. For example in a World Bank sponsored review in Bosnia and Herzegovina, sensitive subjects such as events from the 1992–1995 civil war and controversial history textbook passages were noted (Smith, 2005: 381). In Afghanistan also, the recognition that the curriculum and ideology behind it were potential causes of violence was addressed by the Ministry of Education during the process of the development of the National Education Sector Plan (Giustozzi, 2010: 20, cited in Sigsgaard, 2011: 50).

The daily functions of an education system have the potential to magnify and capture signs of potential conflict and/or fragility. Education (and other sectors) can provide specific indicators on how a country is ‘performing’ in terms of fragility and/or conflict. Therefore the education system can and should provide alternatives through conflict-sensitive planning.

Conflict-sensitive educational planning

Educational planners must examine the interface between conflict and education.⁶ However, to date, education policies that reflect peacebuilding processes are also rarely considered during an education sector planning process. Many policies and programmes that aim to support conflict prevention or peacebuilding, rarely consider education as a central core for peaceful development and economic growth.

In conflict affected countries, emphasis is often placed on short term access and delivery of education services, rather than support for conflict prevention and post-conflict reconstruction. Educational planning processes therefore need to consider the political context and its effect on education and include the state's commitment to (a) address the educational issues affecting the country, (b) address the conflict-related issues that impact on education or are impacted by education, (c) address basic social, economic and political challenges, and (d) prepare flexible contingency plans in view of an unpredictable future.

Some countries have begun the process of analysing the risk of conflict in the education sector. The government of the new state of the Republic of South Sudan for example, is including peacebuilding in their national development plan as well as in all of their sector plans. The ministries of education in Burkina Faso and Chad have also begun to address the risk of conflict and develop strategies for conflict prevention. Nepal has also started to include disaster risk reduction in their education planning processes.

Since addressing conflict prevention and peacebuilding may be a relatively new concept for educational planners in many countries, there is a need for capacity development in this area for ministry of education officials, other education actors and policy-makers, as described in the section below.

Capacity development for conflict prevention

There is general agreement between IIEP-UNESCO, UNDP and the World Bank on the following approach to capacity development:

- Capacity building for individuals involves developing one's maximum potential in a society which provides equal opportunities for all its citizens.
- Effective capacity development should build on what already exists rather than create new or parallel structures and should utilize and strengthen existing capacities (Houghton, 2008).
- It is a collaborative process that builds consensus and ownership. It allows for planners and managers to work together with provincial counterparts from different ethnic and/or religious groups and is a long term process requiring 'staying power'.

This is particularly the case in conflict situations where education systems are undermined, destroyed or captured politically or ideologically. The successful implementation of peacebuilding policies, strategies and programmes in an education

6. This section is adapted from Bird, 2009, and MacEwen *et al.*, 2010.

plan depends on the capacities of planners and education personnel to effectively plan and implement relevant policies.

Capacity development for conflict prevention should take place at the individual, organizational and institutional levels. It should equip governments with a strong foundation in planning and managing a resilient education system. Integration of gender and conflict sensitivity into all capacity development activities at all levels. At the individual level, this may involve training and awareness raising on prevention measures at central and decentralized levels. Developing organizational capacity to prevent conflict may entail selecting focal points or creating specific technical groups who are responsible for ensuring that conflict prevention measures are sufficiently addressed in the sector. The development of a model curriculum or guidelines for all levels and the development of appropriate and flexible alternatives for education to adapt to unpredictable emergencies such as mobile units, flexible shifts, outdoor spaces and innovative use of ICT may also contribute to developing the education system's capacity to prevent conflict. Finally, institutional capacity development involves providing educational institutions with necessary information on immediate and long-term global problems which impact on the nation as well as the tools, techniques and resources to address such challenges. This may include ensuring that teacher training institutions and administrative arms of the government address sources of tensions, for example through the equitable distribution of resources.

Raising awareness among educators about the variety of education programmes that can contribute to peacebuilding and conflict prevention is also an important part of capacity development.

Education programmes for peacebuilding

Education for peace, together with civic life skills education, as well as disaster risk reduction education can all contribute to mitigating the risk of conflict and building peace within societies. They are discussed briefly in the following sections.

Education for peace

There is a wide range of peace education programmes available that build on the aspects outlined above. Sinclair suggests that the goals for peace education vary according to the level of tension or conflict in any one society at a given time. Objectives may range from imparting core behavioural skills and values to ensuring an understanding of human rights and preparing for active citizenship. She explains that 'For some, peace education is mainly a matter of changing mindsets: the general purpose is to promote understanding, respect and tolerance for yesterday's neighbours ... For others, peace education is mainly a matter of cultivating a set of skills to acquire a non-violent disposition and conflict resolution skills ... for still others, peace education is mainly a matter of promoting human rights, while in more affluent countries it is often a matter of environmentalism, disarmament and the promotion of a culture of peace.' (Sinclair, 2004: 24).

The Inter-Agency Peace Education Programme (PEP) is an initiative that has had successful results in reconstruction situations in a range of contexts but particularly in East and West Africa. The PEP is designed for education managers of ministries

dealing with both formal and non-formal education and for agencies which implement education activities on behalf of the government (UNESCO-INEE, 2005). Designed to enable participants to develop constructive attitudes towards living together and solving problems that arise in their communities through peaceful means, the programme provides the space for participants to practice these skills and helps them discover the benefits for themselves so that they psychologically 'own' the skills and behaviours. The [Culture of Peace News Network](#) (CPNN) contains successful programmes from all regions in the eight Culture of Peace fields. Similarly the [Global Campaign for Peace Education](#), in its newsletter announced new programmes on peace education to its 4000 subscribers (see *Annex III*).

Culture of peace and peace education

Today's youth deserve a radically different education – one that does not glorify war but educates for peace, non-violence and international cooperation ... Peace education does not simply mean learning about conflicts and how to resolve them peacefully. It should also involve participation of young people in expressing their own ideas and cooperating with each other in order to eliminate violence in our individual lives, in our communities and in our societies ... Teaching of the value of tolerance, understanding and respect for diversity among the school children could be introduced through exposing them to various countries of the world, their geography, history, and culture ... The participation of young people in this process is very essential ... their own ideas on how to cooperate with each other in order to eliminate violence in our societies must be fully taken into account.*

(Anwarul Chowdhury, former UN Under-Secretary-General and Ambassador of Bangladesh)

* Additional text of the contribution from Ambassador Chowdhury may be found in *Annex IV*.

As with any behaviour change programme, such initiatives must be sustained, given that behaviour change and the ultimate social transformation that is desired are slow processes. These programmes should therefore not be 'one-off' initiatives but implemented over the course of several years. As such, peace education programmes can and should be an integral part of education sector plan development.

Education to build responsible citizenship

As part of an education system that promotes peace, the following subjects should be part of curriculum and coursework at all levels of education and introduced to the wider decision-making bodies in the community and nation. Educational planners can make provisions for curricula review to ensure that the subjects listed below are sufficiently reflected.

Human Rights Education (HRE): Respect for human rights begins in the family and community, and educational institutions can play a critical role in fostering a culture of understanding and respect for human rights. These should be an integral aspect of all education systems, starting with the right to education (access and quality), rights in education (freedom from discrimination, abuse or any form of physical or verbal violence) and rights through education (learning about yours' and others' human rights). HRE helps to build social structures that support participatory democracies and the resolution of conflict, and can provide a common understanding of how to address political and social differences equitably and appreciate cultural diversity (Amnesty International, 2011). The principal reference, the Universal Declaration of

Human Rights has various protocols on these issues (Article 26 of the Declaration is on education). Signatory states are supposed to respect and implement human rights, but often do not and new approaches for accountability are being developed, including the ICC and the 'responsibility to protect'. A World Programme for Human Rights Education, co-ordinated by the Office of the High Commissioner for Human Rights (OHCHR) has prepared guidelines and an action plan to integrate human rights in schools and urges national advocacy and mobilization. Mary Robinson, the former President of the Republic of Ireland and former High Commissioner for Human Rights, has called such HRE programmes 'a vaccine against intolerance, animosity and conflicts in our communities and empowers individuals to stand up for their rights and those of others' (UNHCR, 1998).

Democratic principles: Democratic principles tend to foster a peaceful environment since all citizens typically wish to participate in governance or have the opportunity to express themselves. Democracy does not come overnight or by imposition; it is an educational process that reaches out to the entire society, with the building of institutions such as political parties and popular representation. It must be rooted in national culture and specific to each nation. This involves popular participation in decision-making, respect for the rights and interests of minorities, indigenous people, the disadvantaged and unpopular groups. Support for political pluralism, multi-party structures, elections, transparency, rule of law, responsive and inclusive governance and a responsible civil society are key elements of democratic capacity building. If not recognized and resolved at an early stage, the absence of these elements can lead to group tensions and conflict.

The **rule of law** includes: a strong judicial system, representative governance, security and human rights, transitional justice mechanisms, inclusion of civil society, accountability of public officials and electoral system. These are norms and processes for a secure society in which disputes are settled peacefully, redress is available for abuse and where those who violate the law including the state, are held accountable. Fundamental in achieving a durable peace after conflict and in the prevention of conflict, respect for the rule of law is the foundation for responsible citizenship and good governance and its principles should be included in all levels of education (see Annex II for the International Criminal Court and International Court of Justice).

Education for cultural diversity: Cultures of all civilizations should be included in all levels of the education system including teacher training, in order to assure respect for other cultures and peoples. UNESCO's wide ranging programmes to preserve and enhance the cultural heritage of humanity enriches intercultural dialogue and appreciation of universal values. Students could analyse the similar principles and practice of world religions which teach tolerance, brotherhood and peaceful resolution of differences. Tolerance and respect for religious diversity as part of the democratic process is a major issue today, yet unfortunately, various groups throughout history have misused religious concepts for political purposes and aggression and thus distorted the basic principles of their religion or faith.

Disarmament education can contribute towards the ultimate objective of a world free of destructive arms. Disarmament has been a major aspect of peace treaties and agreements following all conflicts as well as a principle of the Culture of Peace. Major categories of arms are nuclear, conventional and weapons of mass destruction

and although endless efforts have been undertaken, as SIPRI note, arms consume the largest share of national budgets, at the expense of education and social services (SIPRI, 2011). In September 2011 the 22nd international conference on cluster bombs increased adherents for a ban on the weapons of which millions still exist and 60 states have since ratified the convention.

In the same spirit, in 2009, Betty Reardon, founder of the International Institute for Peace Education (IIPE) suggested that general and complete disarmament is not merely a Utopian concept.

'Centuries before global civil society began to convene their periodic World Social Forum, Thomas Moore asserted that 'another world is possible', and gave us a term for the concept of the best social order we can conceive. Utopia is a pregnant idea, formed in the mind as a possibility toward which we might strive ... born into a process of politics and learning that could mature into a transformed social order; perhaps what we have come to call a culture of peace, a new world reality.' (GCPE, 2009).

Education for climate change and disaster risk reduction

'Climate change [is] the defining challenge of our generation. It affects every sphere of activity, from energy and the economy to health, food, development and security. No issue better demonstrates the need for global solidarity. No issue is more fundamental to our survival as a species' (UN SG, 2009: 15). Ban Ki-moon, UN Secretary-General

Although the incidence of inter-state armed conflict has declined since the end of the Cold War, while internal conflicts are more prevalent, there has been an increase in the number of disasters resulting from either climate change or natural disasters, or a combination of both. There is also increasing evidence of the inter-linkage between climate change, disasters and conflicts in various situations, and it has been demonstrated that 'conflicts and disasters either already do – or have the potential to – contribute to each other, either by making a situation better or worse.' (MacEwen *et al.*, 2010, UNDP, 2011 p. 23). Growing desertification and rising sea levels, coupled with the increased frequency and severity of natural disasters significantly disrupt local economies. Two-thirds of the world's major cities and populations are at risk of severe flooding. The Intergovernmental Panel on Climate Change (IPCC) in 2007 predicted a climate change of 2 per cent in this century and recent projections estimate a rise of 4.0 degrees Celsius in this century (IPCC, 2007). An estimated 175 million people will be affected by natural disaster between 2005 and 2015 (Red Cross, 2006).

Climate change impacts on economic development by eroding the revenue base of governments, especially in countries with limited primary products or single crop economies resulting in internal tensions and increased competition over

Swords into ploughshares

The Bishop Dinis Sengulane of Mozambique, in 1992, turned 'swords into ploughshares'. Alarmed by the proliferation of guns he encouraged people to give up their instruments of violence in exchange for ploughs, bicycles sewing machines and carpentry tools. Weapons were transformed into chairs, tables, lamps and a 'tree of life that today is in the British Museum in London. The Bishop wears a cross made out of firing pins. Over 600,000 weapons were collected.

scarce natural resources (UN GA, 2010). Furthermore, displacement brought on by natural disaster can mean reduced access to natural resources such as water, land or food. The increased inequalities that may result from displacement coupled with competition for scarce resources following a natural disaster can become incentives for conflict between communities. Environmental push factors over the past five decades – such as drought, arable/grazing land degradation, water scarcity and deforestation – have led to civil strife and migrant – resident competition and conflict over natural resources in countries including Mauritania, Ethiopia, Somalia and Haiti (Reuveny, 2007: 664–665). Indeed, as Reuveny indicates, of the 38 incidences of natural disaster since the 1930s, 19 resulted in some form of conflict. Finally, the fact that state capacity or legitimacy may be weakened or even negated can also provide increased opportunities for conflict to erupt. Thus, natural disasters can provide motives, incentives and opportunities for conflict (Nel and Righarts, 2008).

Not only could the impact of climate change lead to an increased likelihood of conflict, it also has an impact on education (UNESCO, 2010: 10). Climate change and natural disasters destroy educational institutions, interrupt educational processes and result in great human losses. Such events can reverse the entire development of a nation. The box below presents some of the recent impact of natural disasters on school infrastructure.

Impact of natural disasters on school infrastructure

Children too often live in buildings that are poorly constructed and offer no protection from disaster.

For example:

Sichuan earthquake (2008): More than 7,000 children were killed in their schools, and an estimated 7,000 classrooms were destroyed.

The cyclone in Bangladesh (2007) destroyed 496 school buildings and damaged 2,110 more.

The Super Typhoon Dorian in the Philippines caused \$20m USD damage to schools, including 90–100 per cent of school buildings in three cities and 50–60 per cent of school buildings in two other cities.

The earthquake in Pakistan (2005) killed at least 17,000 students in schools and seriously injured another 50,000, leaving many disabled and over 300,000 children affected. Moreover 10,000 school buildings were destroyed; in some districts 80 per cent of schools were destroyed.

Hurricane Katrina in the United States (2005) destroyed 56 schools and damaged 1,162 more. 700 schools were closed and 372,000 children displaced. \$2.8 billion USD was spent to educate displaced students for a year.

Source: INEE (2008).

Given the magnitude of such disasters and their potential to drive conflict, it is imperative to plan for and implement disaster risk reduction measures at all levels. Such measures can ultimately save lives and also contribute to reducing the risk of disasters and conflict. The Stern Report argues that the cost of ignoring climate change is greater than the cost of both World Wars and the Great Depression (Stern *et al.*, 2006). The World Bank in 2009 noted that the cost of adaptation to climate change in developing countries will be an estimated US\$75–100 billion

annually for 2010-2050 (World Bank, 2009). The Copenhagen and Cancun Accords mentioned a general amount of US\$30 billion yearly for adaptation assistance until 2012 (and then US\$100 billion until 2025), however no institutional structure has so far been developed for this funding.

Although most natural disasters are unavoidable, preparedness can minimize their consequences. The UN has given priority to establishing early warning systems and bilateral and private sector assistance is also usually available (in times of disasters). Additionally, numerous governments have already established emergency preparedness policies with special units and trained personnel. Nevertheless, many countries already made fragile by basic development problems are in need of support to ensure long-term preparedness. The [Global Compact](#) initiated by Kofi Annan in 1999 involves enterprises that are committed to respect environmental standards and sustainable development.

Education has a key role to play in this by alerting and mobilizing students, decision-makers, relevant ministries, local authorities, parliament, civil society, the media and private sector to the complexity of climate change and through long term and flexible planning that includes capacity development as mentioned above. The Interagency Standing Committee (IASC) Education Cluster has made significant progress in raising the profile of the role of education in preparing for disaster. They are developing a range of strategies at all levels to improve the capacity of national governments, agencies and communities to be able to respond effectively to different emergencies.

Ministries of education should develop appropriate preparedness policies with an understanding international framework for disaster risk reduction as well as conflict prevention. For an effective national preparation and response to disaster, ministries need to be fully prepared within their national education systems, and more specifically address the risk of conflict and disaster in their education sector planning processes, from the education sector diagnosis, to plan preparation and implementation, and also during the costing, budgeting and monitoring phases of the planning cycle (IIEP-UNESCO, 2011).

Specific preparedness activities may also involve the planning and design of safer school infrastructure, as described in the INEE Guidance Notes on Safer School Construction (INEE, 2009). Some of these strategies may include retrofitting and ensuring that schools are located in safe areas free from flooding or likelihood of earthquake, and raising awareness on the risks of disaster. Such measures can and should be addressed in education sector plans.

Additional global challenges (such as water scarcity, food insufficiency, energy depletion and economic instability) also need to be considered but are beyond the educational focus of this paper. They are included in brief in *Annex I*.

Chapter 3. Recommendations

Only he who keeps his eye fixed on the far horizon will find his right road

Dag Hammarskjöld, former UN Secretary-General

Prevention of conflict and peacebuilding must be a permanent aspect of immediate, and long-term national educational planning and decision-making. Specific initiatives for such action are suggested below at different levels of the system, institution, and at community level.

System level

Identify root causes of conflict and its impact through conflict analysis tools and conflict sensitivity programming

It is important to develop capacities to analyse and address root causes of instability that affect national systems. All relevant sectors of the government, in cooperation with civil society, media and the private sector, should cooperate in conducting such a vulnerability analysis of the local context, in order to identify the risks and threats that could impact the education system. From the analysis conducted, strategies and action plans can be developed to address the root causes of the conflict. Regional and international organizations should be considered as partners. Existing national and international mechanisms to assist in early warning and resolution of impending conflict and natural disaster can be integrated into the planning process.

Undertake capacity development to raise awareness on strategies for conflict prevention and peacebuilding within educational institutions, governmental bodies and civil society

Capacity development issues for conflict prevention should aim to improve individual skills, organizational procedures and institutional arrangements that contribute to mitigating the risk of conflict. In addition to training education actors in mediation, dialogue and negotiation techniques, it is important to develop comprehensive teacher training courses, in-service courses, and training of administrators and educational planners on conflict prevention measures. Capacity development must also be addressed to curriculum developers to ensure that they have the skills and knowledge necessary for the development of curricula that reflect principles of peacebuilding, tolerance and human rights. Establishing a specific team within the ministry of education to address such issues may also be necessary.

Establish an inter-ministerial task force to integrate appropriate conflict prevention awareness in national planning

The inter-ministerial task force should establish a focal point or, if possible, a unit in each ministry to deal with conflict prevention and natural disasters and to develop effective tools and disaster management practices, including contingency plans. Such a task force would ideally bring together ministries of education as well as other relevant ministries that may include agriculture, communications, environment, energy, finance, infrastructure, foreign affairs, labour, and women (among others). The inter-ministerial task force should also be responsible for the construction of

safe educational buildings utilizing disaster-resistant school building materials and techniques. The task force should utilize experienced elders or traditional leaders in national planning strategies as their skills in resolving problems by dialogue, consensus and informal mediation between disputing parties, are relevant. Such a task force would be responsible for ensuring that early warning systems are in place nationally in cooperation with regional and international systems.

Institutional level

UNESCO, IIEP and education ministries

Greater collaboration between UN agencies at different levels should be promoted to ensure that UN bodies advise ministries of education within the field of the [UNDP Framework for Crisis and Recovery](#), and include the principles and actions of 'Do No Harm'.⁷ In planning sustainable development strategies and training of education officials in conflict prevention and peacebuilding, IIEP and UNESCO should collaborate with existing training institutions experienced in these fields (see *Annex II*).

Establish cooperation with parliamentarians

The legislative branch of governments has been overlooked in the shaping of policy yet has a vital role in the structure of most governments, especially in law making and finance. They can also legislate and finance plans for the future and unpredictable contingencies. Advocacy with parliamentarians for the development of legislation and the allocation of resources to education for conflict prevention and peacebuilding is essential. Cooperation with the Inter-Parliamentary Union (IPU), and other regional bodies such as the EU's parliament and civil society groups such as the East-West Parliamentarians for Peace will contribute to building peace across and within borders.

Work with the local and national media as a partner in the conflict prevention initiatives to disseminate information on the positive results of peacebuilding strategies

The technological media revolution should be harnessed for conflict prevention – for social networking opportunities between peace building groups nationally and internationally, as well as to provide access to education in areas affected by conflict. In addition, more positive images of prevention and peacebuilding should be promoted in the media worldwide, by documenting the successful use of early warning initiatives, effective human rights programmes, model reconstruction and reconciliation efforts, and teams working in emergency situations, etc. Additionally, an advisory committee of educators, artists, media specialists, producers and leaders could be formed to develop guidelines and new programmes to advocate for conflict prevention and peacebuilding for the media. Finally, education authorities and agencies should work with the media (e.g. television, radio and social networking sites, etc.) to provide courses for the public on mediation and conflict prevention techniques.

7. www.cdainc.com/cdawww/default.php

Community level

Integrate and strengthen the role of youth in the education system and community as active partners for conflict prevention and peacebuilding

Education policy-makers and planners can benefit from the emerging thinking on how young people learn to adapt their education and training systems as part of the technological age, and thereby support young people as leaders and role models in society both within and outside school. The kinds of skills needed for employment are changing rapidly, and education and training systems must adapt to equip young people for lifelong learning, a wider range of jobs, new technologies and unforeseen problems. Planners should also seek to develop and implement programmes that re-integrate youth who have been increasingly alienated by unemployment, family upheavals, migration, displacement and violence. Youth can be mobilized to contribute to conflict prevention and peacebuilding activities with different groups of students, acting as mentors and mediators to younger children and peers, participating in intra-community projects, especially in sensitive areas, and humanitarian and emergency aid, assuming electoral responsibilities, and managing cultural centres.

Work with civil society in preparing conflict prevention initiatives and strengthen the role of the civil society as specialists and partners

Educational planners should encourage partnerships/networks with organizations with local and international experience in education for peace and conflict prevention and disaster preparedness. Civil society has been a pioneer in peace education and conflict prevention and in the past decade has increasingly been utilized as mediators and peacebuilding specialists by regional and UN organizations. Their practical experience and socio-cultural knowledge about local and community issues are valuable for early warning/identification and resolution of emerging problems before they erupt into violence.

Encourage greater participation of women as peacebuilders

Capacity development initiatives should ensure women's role in decision-making and in educational planning for conflict prevention, mediation and peacebuilding. This starts with access of girls to all levels of education and should ultimately lead to parity in leadership of educational planning and management bodies. Furthermore, managerial and planning capacities of women should be harnessed for decision-making in community, national and international life and legislation should be supported for parity in education, employment and governance. Finally, women should be trained and utilized in mediation, negotiation and peacebuilding as recommended in UN resolutions SC/1325 in 2000 and SC/465 in 2009.

Annex I. Global challenges

The overwhelming global problems facing humanity today greatly impact on conflict and peacebuilding and should be given attention in inter-ministerial strategies by education planners. As the Director-General of UNESCO stated we must take into consideration the new changes underway in the world since 'peace and sustainable development are inseparable, like two faces of the same coin' (UNESCO, 30 March 2012).

Food insufficiency

One billion people, a sixth of the world's population suffer from hunger and malnutrition with 2.5 million undernourished. This impacts on the children's requirement for protein and proper nutrition for cognitive and physical growth; hunger and malnutrition also affects school attendance and the drop-out rate. In the Democratic Republic of the Congo, approximately half of the 5.4 million fatalities were children under five, suffering from hunger and illness, a by-product of the continuing conflict (GMR, 2011: 15).

The current global economic instability has also impacted on access to food especially for developing countries. The dramatic rise in food prices in 2008, (wheat rose 44 per cent and corn 53 per cent), coupled with drought and crop failure, led to famine and food insufficiency, and consequent riots in Egypt and Haiti, (FAO, 2008) and riots broke out in Mozambique in September 2010 – demonstrating the inter-linkage between climate change factors and violence (Patel, 2010). FAO noted the Somali drought and migration was due to not only conflict but failure to provide water schemes and food storage facilities. Agriculture has not been a development aid priority and the ODA for agriculture dropped from 17 per cent in 1980 to 3 per cent in 2006. Yet 75 per cent of the world's poor live in rural areas. It is a vicious circle as developing countries eat more than before, but have not increased their agricultural output.

Lack of arable land is a major problem for highly populated and arid countries: China imports basic foods from South America and Africa (IHT, 21–22 November, 2009: 10) Similarly, Qatar rents land in Kenya; South Korea in Madagascar and Saudi Arabia in Sudan. Ironically the local population producing the food for export may itself be impoverished and suffering from undernourishment (FAO, *op. cit.*).

To meet these basic needs, educational planners and decision-makers must prepare specialists in agriculture and agricultural planning on a higher level, as well as introduce into the curriculum in formal and non-formal institutions notions of nutrition and respect for farming. The 'social network' and the media can diffuse guidelines and prepare programmes for mass instruction for rural areas on farming techniques, water conservation, food storage facilities and systems, solar energy and dietary habits. Extensive educational materials are available from FAO, UNEP and other specialized institutions for instruction and the media.

Water scarcity

Access to water supplies is also a causal factor in conflict, especially in arid zones in the Middle East and Africa and is an important aspect of the peacemaking process (UNGA /64/350 September 11, 2009). The sharing of trans-boundary waters between historically hostile states in South Asia (the Indus, Ganges and Brahmaputra), Africa (the Nile and Zambezi), and the Middle East is a precedent for peacemakers and development planners.

One billion people lack access to safe water, and two billion lack water for sanitation. By 2020 up to 1.7 billion may be at risk; by 2050, between 1 and 2 billion. Unsafe water is the greatest cause of disease with malaria and diarrhoea accounting for 2–4 million fatalities yearly, the majority children. Many countries are reaching the limits of their water supply and new sources are needed. Increased consumption habits also drains water supply: to produce a kilo of beef takes from 2–16,000 litres of water, and a kilo of wheat between 1,000–4,000 litres (General Assembly, A/64/350).

Some 70 per cent of the earth is water; 97.5 per cent is salt water (oceans and rivers); less than 3 per cent is fresh water and only 1 per cent easily accessible. The UN Water Report of 2009, noted while the Millennium Goals for drinking water may be met, access to water for sanitation and agriculture, which consumes, at 70 per cent, the greatest amount of water, lags far behind. In addition, 60 per cent of water utilized in irrigation may be wasted. The population in developed countries utilizes from 200–300 litres of water daily, whereas in water scarce and developing countries it may be as low as 30 litres. (UNESCO *et al.*, 2008: Teaching Resource Kit for Dryland Countries, Paris. UNESCO: 136–194). After 5 years of debate, the UN General Assembly voted that ‘access to safe quality water and sanitary facilities is a human right indispensable to the ‘right to life’.

Lack of water management is cited as a major problem according to specialists. In cooperation with the Ministry of Agriculture, and Development, ministries of education should initiate high level training programmes in hydrology and water management, new techniques for desalination plants, development of dams, preservation of rain water. Cooperative development projects between contentious communities can be undertaken as an incentive to diffuse tensions such as preservation and sharing of water rights. Consumption habits and recycling techniques can be included in education and diffused to the public by the media and social networks (radio in rural areas). Alternative settlements must be provided for populations at risk in coastal cities and flood zones Cooperation with regional and international bodies should be a priority.

Energy depletion and alternatives

Acquisition of natural resources has been an historic source of competition and conflict, and access to oil and other resources in Africa, Central Asia, Latin America, the North Sea and the Gulf is a major foreign policy objective of numerous countries. The assessment that global energy supplies will be depleted in this century is accelerating the race. 80 per cent of the world’s energy is fossil (coal, petrol and gas) considered to be the source of climate change, and 15 per cent nuclear.

Japan's threefold disaster of the earthquake of 8.9 Richter scale, tsunami and nuclear energy leakages had a disastrous impact on this major technically advanced country. It has been called the most costly natural disaster in history (*Le Monde*, 24 March 2011: 5). Ironically, other major technologically advanced nuclear countries have also experienced nuclear accidents: the US, in 1979; several accidents in France in the 80's; and Chernobyl, Ukraine in 1986 – no country is infallible.

Nuclear energy has many negative effects over the long term. Maintenance requires technical knowledge lacking in some countries planning to install plants, and contamination can infect those living in close proximity. In short, nuclear energy may be relatively clean but is costly with potential danger to the environment and population. In addition, several dozen reactors in the world have been constructed in seismic zones or on the sea shores which are exposed to possible tsunamis (*Le Point*, 24 March 2011: 104–105). As a positive sign, both Japan and Germany have announced future plans to replace nuclear energy with renewables.

Alternative and clean sources of energy, 'renewables', are successfully produced and profitable: solar, wind, hydropower, (recently the power from movement of ocean water has proven effective and low cost); biomass, and geothermal energy. Today numerous countries have renewable energy policy targets (Human Development Report [HDR], 2009: 12). Such concepts of energy conservation and technology for renewables can be introduced at various levels of the educational system. Inter-ministerial cooperation in training and research is needed. Governments should support: international and regional exchanges of knowledge; establishment of international funds for research and development of renewables and adaptation; development of international standards; cooperation with the private sector, which often has innovative renewable energy projects.

Economic instability

The results of global economic instability, collapse of financial institutions, cut-back in major industries, rising cost of living and food prices, and rampant unemployment in numerous sectors require immediate creative solutions. The World Bank links conflict to weak economic performance, unemployment, poverty, lack of justice and absence of security and suggests that strengthening institutions and governance to deliver these essential services is necessary. They note that poverty rates are often more than 20 points higher in countries where violence is protracted than in other countries and that violence spreads across borders through drug trafficking, criminal networks and sharp rises in prices of commodities such as oil (WB, 2011).

Permanent sovereignty over natural resources

Economic and social justice are key elements in the prevention of conflict and are fundamental in sustainable development. As Layashi Yaker, former UN/USG, Executive Secretary, UNECA, has noted:

Access to and protection of natural resources has been an historic issue in conflict and colonialism and has left its mark on the development of newly independent nations with abundant natural resources. The United Nations in 1962 issued its landmark resolution 523 calling for 'permanent sovereignty over natural resources'

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followed by other UNGA resolutions on self-determination, permanent sovereignty of nations over their natural wealth and resources, and respect of states for international law regarding development and disposition of such resources. Today this issue continues to be one of the root causes of conflicts, especially in Africa. Concerned bodies should (a) determine the root causes of different conflicts and develop mechanisms to resolve the basic issues, and (b) address the causes of underdevelopment, the misuse of natural resources both internally and externally (personal communication).

Annex II. Regional organizations

Regional organizations have also started to establish conflict-prevention centres and mechanisms with early warning systems. Due to their regional presence and their knowledge of the people, history, economic, social and political situation, regional organizations can be effective in resolving disputes.

The [African Union](#) (AU) has a Peace and Security Council and a Committee of the Wise. It also has an agreement, as does the Organization of American States, that governments that come to power through unconstitutional means shall not be allowed to participate in its respective bodies. The AU also has a crisis and early warning system.

The [Association of Southeast Asian Nations](#) (ASEAN) and the UN have regular dialogue through seminars on prevention of conflict in the region.

The European Union (EU) activities in the field of conflict prevention are based on the [EU Programme on Prevention of Violent Conflicts](#) adopted by the European Council in June 2001. In line with the Programme, the EU devotes specific attention to promote and mainstream the culture of conflict prevention and sensitivity in its activities, to raise awareness of emerging security threats, develop skills and national capabilities and enhance cooperation between EU institutions and Member States. Numerous European countries have crisis prevention mechanisms.

The [League of Arab States](#) is interested in developing its responses to crisis and prevention of conflict and undertakes missions of mediation in the region on major issues. They cooperate actively with the UN and regional efforts in peacemaking.

The [Organization of American States](#) (OAS) adopted the Inter-American Democratic Charter for peaceful existence among democratic member states, including assisting threatened democracies and imposing sanctions on members that violate basic democratic norms. They also do not recognize governments that come to power through violence. The Central American states agreed that outstanding border disputes in the region will be solved by the International Court of Justice.

Annex III. Programmes and networks working on conflict prevention and peacebuilding

A number of peace education programmes have been developed throughout the world but are not diffused for general use. In 2009, the co-founders of LACR Ogarit Younan and Walid Slaybi, launched the *Academic University for Nonviolence and Human Rights in the Arab World* (AUNOHR) with multiple objectives: to institutionalize a model curricula on non-violence, human rights and non-sectarianism for universities and schools; to launch a network of non-violent educational institutions and to prepare experts for associations, training centres, the media, law, and civil campaigns on human rights. The university offers a Master's Degree, as well as workshops and special events with local and international professors and specialists. LACR has developed teaching manuals for schools on peace education; non-violence, sectarianism, alternatives to religious education in schools, and a regional youth journal. LACR has translated into Arabic the work of outstanding historic leaders of non-violence and peace such as Mahatma Gandhi and Martin Luther King and well known specialists such as professors Gene Sharp and Jean Moeller.⁸ Located in Lebanon, the participants include specialists from numerous Arab countries such as Egypt, Iraq, Jordan, Lebanon, Palestine, and Syria.

The [African Centre for the Constructive Resolution of Disputes](#) (ACCORD), has been active in conflict resolution and in training cadre for community and national involvement in conflict prevention. In 2007 a roundtable discussion was held in Durban on the relationship between the UN Security Council and Regional Organizations especially the African Union (AU) and called for concentration on the *prevention* of conflict, rather than the wasteful post-conflict interventions so prevalent in Africa (about 70 per cent of the UN peacekeepers were in Africa in 2007). They also stressed diplomatic alternatives, the promotion of democratic structures and attitudes, accountability for human rights violations. During recent UNESCO Boards, some African states also stressed the need for prevention.

The [Agency France Press Foundation](#). The objective of the Agency France Press Foundation established in 2006, is to promote development and defend human rights and to develop trainees who will pass on what they have learned to colleagues and the younger generation and teach those who many become tomorrow's teachers (AFP Foundation, 2011).

The [Centre for Peace at Al Aqsa](#) University in Gaza. Founded in 2006, the centre has 2,300 regular participants including students, faculty and community. Programmes include non-violence demonstrations and dialogue, mediation in student and community issues, promotion of human rights, women's activities and training in peacemaking skills. The students also learn non-violence strategies and democratic principles. Several European and Arab peace organizations support the work of the Centre and dialogue occasionally via telephone with the workshops. Video conferences

8. info@houkoukmadania.org

with universities and civil society organizations in Europe and the Arab region are also undertaken on various subjects with the Peace Centre as well as with the newly established Centre for French Language Training.

The [Culture of Peace News Network](#) has a global network of over 1,000 organizations. The network encourages local development and has regional outreach in all the areas of the world. Based on an eight point programme of the culture of peace, exchanges of ideas are fostered in periodic newsletters and activities were reported to the United Nations at the mid-decade of the Decade of the Culture of Peace.

The [East West Institute](#) 'Parliamentarians Network for Conflict Prevention and Human Security', includes parliamentarians from 30 countries to prevent conflicts through diplomatic initiatives. The Network's objectives are to: raise awareness with the media and public; hold governments responsible, influence legislation; improve resource allocation for capacity building for conflict prevention and support advocacy work with concrete action. In 2010 a meeting with women parliamentarians was also held

The [European Peacebuilding Liaison Office](#) (EPLO) is a platform of European NGOs, think tanks and NGO networks active in conflict prevention and peacebuilding consisting of 27 civil society organizations throughout Europe. Its objectives include: to influence European decision-makers to be more active in securing peace and non-violent conflict resolution throughout the world; to recognize the connection between peacebuilding, eradication of poverty, sustainable development and the crucial role NGOs can play in achieving these goals.

[Folke Bernadotte Academy](#), a Swedish government agency involved in international conflict and crisis management which is a platform for cooperation between Swedish agencies and organizations and their international partners. The Academy sponsors numerous projects to enhance conflict prevention skills and practice, including seminars, workshops, training, and research. They co-sponsored with the Madariaga Foundation and the EU a series of workshops on conflict prevention.

The [Foundation for a Culture of Peace](#) (Fundacion du Cultura du Paz), chaired by Federico Mayor, has extensive programmes in its two offices, Barcelona and Madrid and has sponsored conferences on culture of peace, environment and peace, alliance of civilizations and interreligious dialogue as well as participating in relevant international conferences. They collaborate with numerous UN and international organizations.

The [Global Coalition to Protect Education from Attack](#) (GCPEA) was established in 2010 as an international inter-agency coalition to address the problem of targeted attacks on education during armed conflict.

The [Global Partnership for the Prevention of Armed Conflict](#) (GPPAC) established in 2002, initiated a network of NGOs and regional groups involved in conflict prevention and peacebuilding. They held their first global conference in 2005 at the UN Headquarters. The partnership facilitates exchange of information and encourages cooperation within organizations. Other European networks include the European Platform for Conflict Prevention and Transformation which includes approximately 150 European organizations.

The [International Criminal Court \(ICC\)](#), launched in Rome in 1998, came into force in 2002 and is a landmark in judicial accountability. Jurisdiction covers prosecution of individuals who commit crimes against humanity, genocide, and war crimes. It serves as a deterrent to violators of human rights and denies them impunity. As of December 2011, the ICC had investigations opened in seven situations in Africa: DR Congo, Uganda, Central African Republic, Darfur, Sudan, Kenya, Libya and Côte d'Ivoire. 120 states are parties to the State of the Court (however, 32 countries including Russia have signed but not ratified the Rome statute. 42 UN member states have neither signed nor ratified the Rome Statute, including China, India, Israel, Sudan and the USA (UN, 2008: 293).

The [INEE Peace Education Programme \(PEP\)](#) has had successful results in reconstruction situations in East and West Africa and elsewhere and is adaptable to local contexts and languages (translated into Arabic).⁹ The PEP curriculum for primary school is comprehensive in substance. The results of the programme were evident in Kenya when young refugees who had been in the INEE community course refused their elders' request to attack members of other ethnic groups.

[International Alert](#) has a large network of civil society organizations and founded the *Initiative for Peacebuilding* consisting of 10 civil society organizations and their networks with offices in Europe and conflict affected countries. It cooperates also with the *Crisis Management Initiative* and independent organization which aims at strengthening the capacity of international actors in conflict resolution, management and also takes private diplomatic actions. These organizations also undertake valuable analyses of crisis situations with a view toward conflict prevention.¹⁰

The [International Institute on Peace Education \(IIPE\)](#) established in 1982 by Dr. Betty Reardon and colleagues at Teachers College Columbia University holds annual workshops in different parts of the world on peace education. The organizers and participants work together in an interactive learning environment on peace issues and interactive teaching approaches to build a culture of peace around the world. Workshops have been held in 17 countries with participants from over 100 countries. The Global Campaign for Peace Education newsletter contains numerous peace education activities with 4,000 subscribers, many of whom contribute news.

The [International Peace Research Association \(IPRA\)](#), founded in 1964 to increase research on world peace has numerous branches throughout the world. Since its inception IPRA has held 22 global conferences of specialists covering theory, policy and practice. Some of the original founders include Johan Galtung of Norway who developed a definition of 'positive peace' – that includes social justice and a struggle against 'structural violence' practiced by the state (Galtung, 1996). He co-founded the Peace Research Institute of Oslo (PRIO) in 1959 and an organization, *Transcend International, Inc.* in 1993, which is active in a dozen countries in the world and has 350 scholars-practitioners from 80 countries. The work covers conflict mediation and violence conciliation. Transcend has a peace service, a peace university, a media and press service and a research institute.

9. www.ineesite.org/uploads/documents/store/SIPA_PEP_Report_2009.pdf

10. www.international-alert.org/

[Madariaga European Foundation](#) is committed to strengthening European conflict prevention capacities and promoting the role of the EU as a leading global actor. The Conflict Prevention in Practice programme developed with the Folke Bernadotte Academy, in collaboration with EU institutions and EU presidencies consists of a series of workshops aimed at the creation of an informal network of experts in conflict prevention. The Foundation sponsors other numerous seminars, conferences and workshops throughout the year on key topics and has published studies on different aspects of conflict prevention in 'The Anna Lindh Programme on Conflict Prevention'.¹¹

The [Nairobi Peace Initiative](#) established in 1984 in response to the problems in the Horn of Africa, and the drought which affected millions of people. Humanitarian relief by the international community assisted the immediate needs of those suffering from famine but did not address the underlying causes of wars and insurgencies raging in the Horn. Therefore, a group of scholars and community figures developed the organization into a peace and reconciliation initiative with the aim of peacebuilding through training in conflict transformation and peacebuilding skills. They have also supported grassroots peacebuilding in Liberia, Ghana, Kenya, Uganda and Congo and promoted Track 2 mediation and conciliation of religious and political leaders in Angola, Burundi, Ethiopia, Kenya, Mozambique, Sudan and Rwanda. They participate actively as mediators in regional conflicts, and collaborate with other similar organizations in Africa.¹²

The [UN Institute for Training and Research](#), (UNITAR) has trained over 500 participants in conflict analysis, negotiation and mediation and the UN Staff College has trained over 1,400 UN staff on early warning and preventive measures (United Nations, 2008).

The [UN University for Peace](#) (UPEACE) established in 1980 in Costa Rica, is independent but approved by the UN General Assembly. Although it is not subject to UN regulations, it has however, similar objectives: recognizing the importance of education, training and research to build the foundations of peace and progress and to reduce prejudice and hatred which feeds into violence and conflict. The Board consists of renowned personalities with expertise in peace and security matters and the Honorary President is the Secretary-General of the UN. The courses vary and networks have been established in other regions of the world (United Nations, 2008).

11. www.madariaga.org

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Annex IV. Culture of Peace and Peace Education

Contribution by **H.E. Ambassador Anwarul K. Chowdhury**, Former UN Under-Secretary-General and High Representative of the United Nations (2002–2007)

Humankind needs to take lessons from its past in order to build a new and better tomorrow. One lesson learned is that, to prevent our violence-ridden history from repeating itself, the values of peace, non-violence, tolerance, human rights and democracy will have to be inculcated in every woman and man – young and old, children and adults alike.

No time is more appropriate than now to build the culture of peace. No social responsibility is greater nor task heavier than that of securing peace on our planet on a sustainable foundation. Today's world, its problems and challenges are becoming increasingly more interdependent and interconnected. The sheer magnitude of this requires all of us to work together. Global efforts towards peace and reconciliation can only succeed with a collective approach built on trust, dialogue and collaboration. For that, we have to build a grand alliance for the culture of peace among all, particularly with the proactive involvement and participation of the young people.

In today's world, more so, 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 mind-set 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 bedrock of support to a stable, progressing and prospering world for all.

The adoption in 1999, by the UN General Assembly, of the Declaration and Programme of Action on Culture of Peace (UN GA, 1999) was a watershed event. Nine-month long negotiations – that I had the honour to chair – led to the adoption of this historic, norm-setting document that is considered as one of the most significant legacies of the United Nations that would endure for generations. The UN's work has been particularly bolstered by the broad-based support of civil society. We are now in the final years of the International Decade for a Culture of Peace and Non Violence for the Children of the World, proclaimed by the United Nations. This Decade covering the period 2001 to 2010 is spearheading a global movement for the culture of peace.

The need for culture of peace - particularly in today's world - is evident as we reflect on how our civilization has succumbed, from time to time, to the human frailties of greed, selfishness, ambition and xenophobia. We have seen that heinous acts are often committed under the veil of public mandates when in fact they are the wishes of the few in power, be they economic, political, military, or even religious. The most significant way of promoting a culture of peace is through peace education. Peace education needs to be accepted in all parts of the world, in all societies and countries as an essential element in creating a culture of peace. To meet effectively the challenges posed by the present complexity of our time, the young of today deserves a radically different education – 'one that does not glorify war but educates for peace, non-violence and international cooperation.' They need the skills and knowledge to create and nurture peace for their individual selves as well as for the world they belong to.

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The paper

Conflicts can have devastating effects on education systems and impair the ability of governments to provide quality education for their citizens. Yet, when governments and ministries of education analyse and anticipate the risk of such events through careful planning, education can play an important role in preventing violent conflict, and in supporting peacebuilding efforts.

The paper describes a range of conflict prevention initiatives and examines the role of policy-makers, youth, women, and the media in maintaining and restoring peace as part of a holistic vision of education. International institutions, governments and civil society are increasingly developing conflict prevention mechanisms and utilizing political and economic incentives to avoid conflicts. The paper argues that educational planning must go beyond traditional mechanisms and take into consideration the unpredictable nature of our times, be flexible and rapid in implementation and responsive to local needs.

Training and research in sustainable development; and skills for peaceful relations, good governance, the prevention of conflict and peacebuilding are among the priorities elaborated in the paper. In addition, specific recommendations are highlighted such as: capacity development for conflict prevention within the education sector and other ministries, analysing the root causes of conflict and the role that education can play in mitigating tensions.

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