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National Networks :

- Democratic Republic of Congo: Coordination congolaise pour la Décennie
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- France: Coordination pour l'éducation à la non-violence et à la paix
- Germany: Kooperation für den Frieden - *observer*
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- Mali: Coordination malienne pour la Décennie - *observer*
- Niger: Coordination nigérienne pour l'éducation à la non-violence et à la paix
- Togo : Coordination togolaise pour une culture de la paix et de la non-violence

International Organisations:

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- Caritas Internationalis
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- Conseil pontifical Justice et Paix - *observer*
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- Réseau international Youth and nonviolence
- Servicio Paz y Justicia en América Latina (SERPAJ-AL) – *observer*
- Women's International League for Peace and Freedom (WILPF)



Proposal for an International Declaration on Children's Right to Violence-free Education and to Peace and non- Violence Education

Original : French

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Proposal for a declaration

Proposal for an International Declaration on Children's Right to Violence-Free Education and to Peace and Non-Violence Education

The General Conference of the United Nations Educational, Scientific and Cultural Organization,

Having in mind the purposes and principles of the United Nations Charter, especially the organization's highest purpose of saving succeeding generations from the scourge of war,

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

Recalling also the Convention against discrimination in education adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization on 14 December 1960,

Committed to the full implementation of the human rights and fundamental freedoms proclaimed in the Universal Declaration of Human Rights and other universally recognized legal instruments, such as the two International Covenants of 1966 relating respectively to civil and political rights and to economic, social and cultural rights,

Mindful of the responsibility incumbent on States to achieve through education the aims set forth in the Charter of the United Nations, the Constitution of UNESCO, the Universal Declaration of Human Rights and the recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms adopted by the General Conference of UNESCO at its eighteenth session, on 19 November 1974, in order to promote international understanding, co-operation and peace and respect for human rights and fundamental freedoms,

Recalling the Convention on the Rights of the Child adopted by the United Nations General Assembly on 20 November 1989, especially articles 17 on the role of the media in the education of the child, 19 on the prohibition of violence against children, 28 on children's right to education and 29 on the expected qualities of this education,

Recalling the Declaration and Programme of Action of Vienna of 1993 (especially paragraph 33 of Section I) underlining the important role played by education on human rights and the dissemination of proper information, both theoretical and practical, in the promotion and respect of human rights with regards to all individuals and emphasizing that education should promote understanding, tolerance, peace and friendly relations between the nations and all racial or religious groups and encourage the development of activities in pursuance of these objectives,

Inspired by the purposes and action plan of the United Nations Decade on Education for Human Rights (1995-2004) and the Declaration and framework of Action on Education for Peace, Human Rights and Democracy,



Recalling also United Nations General Assembly resolutions on a culture of peace, in particular its resolution 52/15 of 20 November 1997, by which it proclaimed the year 2000 as the “International Day for the Culture of Peace”, its resolution 53/25 of 10 November 1998, by which it proclaimed the period 2001-2010 as the “International Decade for a Culture of Peace and Non-Violence for the Children of the World”, its resolution 55/282 of 7 September 2001, by which it decided that the International Day of Peace shall be observed every year on 21 September, and its resolutions 55/47 of 29 November 2000, 56/5 of 5 November 2001, 57/186 of 2 July 2002, 57/6 of 4 November 2002, 58/182 of 24 July 2003, 58/1 of 10 November 2003, 59/223 of 10 August 2004, 59/143 of 25 February 2005 and 60/279 of 17 October 2005,

Reaffirming the Declaration (Resolution 53/243 A) and the Programme of Action (Resolution 53/243 B) of 13 September 1999, on a culture of peace, recognizing that they serve, *inter alia*, as the basis for the observance of the Decade, and convinced that effective and successful observance of the Decade throughout the world will promote a culture of peace and non-violence that benefits humanity, in particular future generations,

Recalling the Millennium Declaration (Resolution 55/2) of 8 September 2000 which calls for the active promotion of a culture of peace,

Taking note of resolution 2000/66 of the Commission on Human Rights, of 26 April 2000, entitled “Towards a Culture of Peace”,

Noting the reports of the Secretary-General on the International Decade for the promotion of a culture of peace and non-violence for the children of the world,

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

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

Taking note with appreciation of the report of the Director-General of the United Nations Educational, Scientific and Cultural Organization (A/59/223) of 10 August 2004 on the implementation of General Assembly resolution 58/11 of 10 November 2003 on the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) which encourages the United Nations Educational, Scientific and Cultural Organization, as the lead agency for the Decade, to strengthen further the activities it has undertaken for promoting a culture of peace,

Stressing the resolution 61/146 adopted by the United Nations General Assembly on January 23th, 2007, which invite States to take necessary measures in order to protect children against all kinds of school violence and to ensure the use of violent-free learning methods,



Recalling that the target 4.7 of the 2015-2030 United Nations's Sustainable Development goals, adopted by the Member States of the United Nations in September 2015 plans to ensure that by 2030, “all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”,

Convinced that the promotion of a culture of peace and non-violence is a process of transformation of values, attitudes, behaviours and ways of life which promote peace between individuals, groups and nations,

On Children’s Right to Violence-Free Education

Article I. Principles of a violence-free education

Children have the right to violence-free education, banning corporal punishment and all other forms of degrading punishment or treatment towards them within the family, in educational institutions and elsewhere.

Corporal punishment violates children’s fundamental rights, as guaranteed by the Convention on the Rights of the Child, to respect for their human dignity and physical integrity, as well as their fundamental right to equal protection under the law as do adults.

Article II. Measures aimed at promoting a child's right to violence-free education

States are invited to take the necessary measures to support a violence-free education for all children within the family, in school and in all other contexts, by cooperating with the view to achieve the following objectives :

- (a) prohibiting corporal punishment and humiliating punishment of children by means of suitable legal instruments;
- (b) raising public awareness in this field, in order to break social and legal acceptance of corporal punishment of children;
- (c) ensuring general awareness of children’s fundamental rights, in particular their right to human dignity and physical integrity;
- (d) encouraging positive, non-violent forms of child-rearing and conflict-resolution among future and existing parents, and all other people who care for children as well as the public at large;
- (e) offering children and young people the opportunity to express their views and be involved in planning and implementing activities to eradicate corporal punishment and humiliating punishment towards them;



- (f) making sure that parents, particularly those experiencing difficulties with child-rearing, are offered the necessary advice and support;
- (g) guaranteeing, on behalf of qualified persons and in a confidential way, counselling and assistance to children as well as legal representation so that they can respond to violence against them;
- (h) guaranteeing effective and appropriate protection to children who are particularly vulnerable to harmful and humiliating punishment, such as disabled children and children in institutions or detention facilities;
- (i) ensuring that corporal punishment and other harmful and humiliating forms of discipline inflicted on children are included in the definition of domestic or family violence and that strategies to combat the violent punishment of children form an integral part of strategies against domestic, family and school violence;
- (j) enacting appropriate legalisation prohibiting corporal punishment of children, particularly within the family;
- (k) establishing mechanisms of monitoring and control of the effectiveness of the measures adopted for the abolition of corporal punishment and humiliating punishment of children. These mechanisms could include regular research and statistics on the increase or decrease in these kinds of violence as well as the analysis of the effectiveness of child protection services and parents' attitudes.

On Children's Right to Peace and Non-Violence Education

Article III. Principles of peace and non-violence education

Peace and non-violence education is the intellectual and psychological preparation of the child in the aim of developing his/her critical spirit, allowing him/her to reflect on the origins of conflicts and their non-violent resolution in the society as well as between nations, and to transmit to him/her the values of tolerance and respect for human dignity and human rights. It implies education on human rights, on citizenship, on participatory democracy, on sustainable development, on equality between men and women in rights and in dignity, learning of non-violent conflict resolution, critical spirit towards the media, as well as learning non-violent techniques and the study of international relations.

The purpose of peace and non-violence education is to allow children to acquire knowledge, a know-how and a set of behavioural and interpersonal skills that should help them cultivate peaceful, cooperative and fraternal relations with other children and with adults and develop citizen capacities that should make them active actors in the democratic life of their societies.

The education of children should aim at preparing them to manage inevitable conflicts, by offering them concrete education on peace and non-violence throughout the school program, as well as through extracurricular activities, enhancing the relationship of confidence and the recognition of the humanity of others.



Article IV. Promoting children's right to peace and non-violence education

States are invited to take the necessary measures so that all children can benefit from peace and non-violence education. Therefore, States are encouraged to:

- (a) carry out public awareness-raising activities encouraging schools, civil society and the private sector to promote, each by their own means, a culture of peace and non-violence for children;
- (b) enact appropriate legislation which officially introduces peace and non-violence education in all the levels of the educational system, with programmes adapted to each State and to each society, including educational tools and methods;
- (c) favour the participation of all actors in the school system in defining and establishing an action plan which allows for better coexistence within the school, in order to prevent school violence;
- (d) promote, in school programmes, non-violent forms of conflict resolution;
- (e) revise and modify school programmes so that they do not contain elements that incite violence, intolerance or violent resolution of conflicts, and that prejudices and stereotypes towards any person or group are eliminated from them;
- (f) pay special attention to the needs related to the training of teachers on peace and non-violence education, given that they are responsible for the elaboration of pedagogic methods favoring this education.

Article V. The role of institutions

All social institutions, particularly families, religious bodies and the media, in full association with governments, inter-governmental organizations and civil society, are invited to include peace and non-violence education in the specific educational activities organized in the formal and non-formal educational systems. Peace and non-violence education should be understood in its broadest sense.

Article VI. The role of the media

The written press, audiovisual media and new online media, by the role they play in education, information and culture must contribute to the promotion of peace and non-violence education. They are, thus, encouraged to participate in the education of children on peace and non-violence. They are invited to adopt a Chart and Code of ethics in favour of the promotion of a culture of peace and non-violence and are encouraged to spread messages and include programmes aimed at promoting peace and non-violence education.

Article VII. The role of UNESCO

UNESCO, by its mandate has the function and responsibility to:

- (a) promote the incorporation of the principles set out in the present Declaration into the development strategies drawn up within the various intergovernmental bodies;
- (b) serve as a reference point, in bond with the Committee of the rights of the child, and a forum



where States, international governmental and non-governmental organizations, civil society and the private sector may join together in elaborating concepts, objectives and policies in favour of the promotion of the education of children for peace and non-violence and the promotion of violence-free education;

(c) pursue its activities in standard-setting, awareness-raising and capacity-building in the areas related to the present Declaration within its fields of competence;

(d) make sure that adequate material means are at the disposal of the different States in collaboration with the civil society and the educational institutions.

June 5th, 2007
Reviewed October 2016



Annexes

1. International texts on the Decade, children's rights or peace and non-violence education

- A. [United Nations Charter - 1945](#)
- B. [UNESCO Constitution - 1945](#)
- C. [Universal Declaration of Human Rights - 1948](#)
- D. [Convention against Discrimination in Education adopted by the general Conference of the United Nations Educational, Scientific and Cultural Organization on 14 December 1960](#)
- E. [Recommendation concerning Education for International Understanding, Co-Operation and Peace and Education relating to Human Rights and Fundamental Freedoms - 1974](#)
- F. [Convention on the Rights of the Child - 1989](#)
- G. [Vienna Declaration and Programme of Action A/CONF 157/24 – 1993](#)
- H. [Declaration of Principles on Tolerance and Plan of Action for the United Nations Year of Tolerance – 1995](#)
- I. [Resolution 53/25 proclaiming an international Decade for a Culture of Peace and Non-Violence for the Children of the World \(2001-2010\) – adopted by the UN General Assembly on 10 November 1998](#)
- J. [Resolution 53/243 \(A and B\) \(Declaration and Programme of Action on a Culture of Peace\) – adopted by the UN General Assembly on 6 October 1999](#)
- K. [Commission on Human Rights resolution 2000/66 “Towards a culture of peace” of 26 April 2000](#)
- L. [Manifesto 2000 \(six principles\)](#)
- M. [Dakar Framework of Action: Education for All: Meeting Our Collective Commitments. Text adopted by the World Education Forum, Dakar, Senegal, 26-28 April 2000](#)
- N. [UN General Assembly Document A/55/377: Report of the Secretary-General on the International Decade for a Culture of Peace and Non-Violence for the Children of the World – 12 September 2000](#)
- O. [International Year of Dialogue among Civilizations – 2001 \(Resolution A/RES/53/22 adopted by the UN General Assembly on 4 November 1998\)](#)
- P. [UN General Assembly resolution A/RES/55/47 on the International Decade for a Culture of Peace and Non-Violence for the Children of the World – 22 January 2001](#)



Q. Report on the progress made by UNESCO in the implementation of the program of action on a culture of peace and on cooperation with the United Nations system in this field –adopted by the Executive Board on 19 April 2001

R. United Nations Decade for Human Rights Education 1995-2004

S. UN General Assembly resolution A/RES/58/11 on the International Decade for a Culture of Peace and Non-Violence for the Children of the World – 20 November 2003

T. Report of the independent expert for the United Nations study on violence against children. Note A/61/299 by the Secretary-General to the UN General Assembly – 29 August 2006

U. UN General Assembly resolution A/RES/61/146 on the Rights of the child – 23 January 2007



A. United Nations Charter - 1945

Mainly the purposes and principles stated in it, particularly the will affirmed by the States “to save succeeding generations from the scourge of war”.

B. UNESCO Constitution - 1945

- Preamble: “since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed”
“The wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man”
“That a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind”.
- Article I, paragraph 1 : “The purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations”.

C. Universal Declaration of Human Rights - 1948

- Article 7: All are equal before the law and are entitled without discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.
- Article 26, paragraph 2: Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

D. Convention against Discrimination in Education adopted by the general Conference of the United Nations Educational, Scientific and Cultural Organization on 14 December 1960

- Article 5, paragraph 1: Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

E. Recommendation concerning Education for International Understanding, Co-Operation and Peace and Education relating to Human Rights and Fundamental Freedoms - 1974

- Article 3: Education should be infused with the aims and purposes set forth in the Charter of the United Nations, the Constitution of UNESCO and the Universal Declaration of Human Rights, particularly Article 26, paragraph 2, of the last-named, which states: "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- Article 4: In order to enable every person to contribute actively to the fulfilment of the aims referred to in paragraph 3, and promote international solidarity and co-operation, which are necessary in solving the world problems affecting the individuals' and communities' lives and exercise of fundamental rights and freedoms, the following objectives should be regarded as major guiding principles of educational policy:
 - an international dimension and a global perspective in education at all levels and in all its forms;
 - understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations;
 - awareness of the increasing global interdependence between peoples and nations;



- abilities to communicate with others;
 - awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other;
 - understanding of the necessity for international solidarity and co-operation;
 - readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large.
- Article 5: Combining learning, training, information and action, international education should further the appropriate intellectual and emotional development of the individual. It should develop a sense of social responsibility and of solidarity with less privileged groups and should lead to observance of the principles of equality in everyday conduct. It should also help to develop qualities, aptitudes and abilities which enable the individual to acquire a critical understanding of problems at the national and the international level; to understanding and explain facts, opinions and ideas; to work in a group; to accept and participate in free discussions; to observe the elementary rules of procedure applicable to any discussion; and to base value-judgments and decisions on a rational analysis of relevant facts and factors.
 - Article 6: Education should stress the inadmissibility of recourse to war for purposes of expansion, aggression and domination, or to the use of force and violence for purposes of repression, and should bring every person to understand and assume his or her responsibilities for the maintenance of peace. It should contribute to international understanding and strengthening of world peace and to the activities in the struggle against colonialism and neo-colonialism in all their forms and manifestations, and against all forms and varieties of racialism, fascism, and apartheid as well as other ideologies which breed national and racial hatred and which are contrary to the purposes of this recommendation.
 - Article 14: Education should include critical analysis of the historical and contemporary factors of an economic and political nature underlying the contradictions and tensions between countries, together with study of ways of overcoming these contradictions, which are the real impediments to understanding, true international co-operation and the development of world peace.
 - Article 15: Education should emphasize the true interests of peoples and their incompatibility with the interests of monopolistic groups holding economic and political power, which practise exploitation and foment war.
 - Article 18: Education should be directed both towards the eradication of conditions which perpetuate and aggravate major problems affecting human survival and well-being - inequality, injustice, international relations based on the use of force - and towards measures of international co-operation likely to help solve them. Education which in this respect must necessarily be of an interdisciplinary nature should relate to such problems as:
 - equality of rights of peoples, and the right of peoples to self-determination;
 - the maintenance of peace; different types of war and their causes and effects; disarmament; the inadmissibility of using science and technology for warlike purposes and their use for the purposes of peace and progress; the nature and effect of economic, cultural and political relations between countries and the importance of international law for these relations, particularly for the maintenance of peace;
 - action to ensure the exercise and observance of human rights including those of refugees; racialism and its eradication; the fight against discrimination in its various forms;
 - economic growth and social development and their relation to social justice; colonialism and decolonization; ways and means of assisting developing countries; the struggle against illiteracy; the campaign against disease and famine; the fight for a better quality of life and the highest attainable standard of health; population growth and related questions;
 - the use, management and conservation of natural resources, pollution of the environment;
 - preservation of the cultural heritage of mankind;
 - the role and methods of action of the United Nations system in efforts to solve such problems and possibilities for strengthening and furthering its action.
 - Article 39: Member States should promote appropriate measures to ensure that educational aids, especially textbooks, are free from elements liable to give rise to misunderstanding, mistrust, racist reactions, contempt or hatred with regard to other groups or peoples. Materials



should provide a broad background of knowledge which will help learners to evaluate information and ideas disseminated through the mass media that seem to run counter to the aims of this recommendation.

F. Convention on the Rights of the Child - 1989

- Article 17: States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States parties shall:
 - encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
 - encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
 - encourage the production and dissemination of children's books;
 - encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- Article 19:
 - 1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
 - 2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.
- Article 28:
 - 1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - make primary education compulsory and available free to all;
 - encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
 - make higher education accessible to all on the basis of capacity by every appropriate means;
 - make educational and vocational information and guidance available and accessible to all children;
 - take measures to encourage regular attendance at schools and the reduction of drop-out rates.
 - 2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
 - 3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.
- Article 29:
 - 1. States Parties agree that the education of the child shall be directed to:
 - the development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - the development of respect for human rights and fundamental freedoms, and for the



principles enshrined in the Charter of the United Nations;

the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

the development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

G. Vienna Declaration and Programme of Action A/CONF 157/24 – 1993

- Article 33: The World Conference on Human Rights reaffirms that States are duty-bound, as stipulated in the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights and in other international human rights instruments, to ensure that education is aimed at strengthening the respect of human rights and fundamental freedoms. The World Conference on Human Rights emphasizes the importance of incorporating the subject of human rights education programmes and calls upon States to do so. Education should promote understanding, tolerance, peace and friendly relations between the nations and all racial or religious groups and encourage the development of United Nations activities in pursuance of these objectives. Therefore, education on human rights and the dissemination of proper information, both theoretical and practical, play an important role in the promotion and respect of human rights with regard to all individuals without distinction of any kind such as race, sex, language or religion, and this should be integrated in the education policies at the national as well as international levels. The World Conference on Human Rights notes that resource constraints and institutional inadequacies may impede the immediate realization of these objectives.
- Article 80: Human rights education should include peace, democracy, development and social justice, as set forth in international and regional human rights instruments, in order to achieve common understanding and awareness with a view to strengthening universal commitment to human rights.

H. Declaration of Principles on Tolerance and Plan of Action for the United Nations Year of Tolerance – 1995

- Article 4 - Education
 - 4.1 Education is the most effective means of preventing intolerance. The first step in tolerance education is to teach people what their shared rights and freedoms are, so that they may be respected, and to promote the will to protect those of others.
 - 4.2 Education for tolerance should be considered an urgent imperative; that is why it is necessary to promote systematic and rational tolerance teaching methods that will address the cultural, social, economic, political and religious sources of intolerance - major roots of violence and exclusion. Education policies and programmes should contribute to development of understanding, solidarity and tolerance among individuals as well as among ethnic, social, cultural, religious and linguistic groups and nations.
 - 4.3 Education for tolerance should aim at countering influences that lead to fear and exclusion of others, and should help young people to develop capacities for independent judgement, critical thinking and ethical reasoning.
 - 4.4 We pledge to support and implement programmes of social science research and education for tolerance, human rights and non-violence. This means devoting special attention to improving teacher training, curricula, the content of textbooks and lessons, and other educational materials including new educational technologies, with a view to educating caring and responsible citizens open to other cultures, able to appreciate the value of freedom, respectful of human dignity and



differences, and able to prevent conflicts or resolve them by non-violent means.

I. Resolution 53/25 proclaiming an international Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) – adopted by the UN General Assembly on 10 November 1998

- Article 3: The General Assembly “Invites Member States to take the necessary steps to ensure that the practice of peace and non-violence is taught at all levels in their respective societies, including in educational institutions;
- Article 4: Calls upon the relevant United Nations bodies, in particular the United Nations Educational, Scientific and Cultural Organization and the United Nations Children’s Fund, and invites nongovernmental organizations, religious bodies and groups, educational institutions, artists and the media actively to support the Decade for the benefit of every child of the world”;

J. Resolution 53/243 (A and B) (Declaration and Programme of Action on a Culture of Peace) – adopted by the UN General Assembly on 6 October 1999

I: Declaration

- Article 1: 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 the principles of sovereignty, territorial integrity and political independence of States and non-intervention in matters which are essentially within the domestic jurisdiction of any State, in accordance with the Charter of the United Nations and international law;
 - Full respect for and promotion of all human rights and fundamental freedoms;
 - Commitment to peaceful settlement of conflicts;
 - Efforts to meet the developmental and environmental needs of present and future generations;
 - Respect for and promotion of the right to development;
 - Respect for and promotion of equal rights and opportunities for women and men;
 - Respect for and promotion of the right of everyone to freedom of expression, opinion and information;
 - Adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations;
 - and fostered by an enabling national and international environment conducive to peace.
- Article 2: Progress in the fuller development of a culture of peace comes about through values, attitudes, modes of behaviour and ways of life conducive to the promotion of peace among individuals, groups and nations.
- Article 3: The fuller development of a culture of peace is integrally linked to:
 - Promoting peaceful settlement of conflicts, mutual respect and understanding and international cooperation;
 - Complying with international obligations under the Charter of the United Nations and international law;
 - Promoting democracy, development and universal respect for and observance of all human rights and fundamental freedoms;
 - Enabling people at all levels to develop skills of dialogue, negotiation, consensus-building and peaceful resolution of differences;
 - Strengthening democratic institutions and ensuring full participation in the development process;
 - Eradicating poverty and illiteracy and reducing inequalities within and among nations;
 - Promoting sustainable economic and social development;



- Eliminating all forms of discrimination against women through their empowerment and equal representation at all levels of decision-making;
- Ensuring respect for and promotion and protection of the rights of children;
- Ensuring free flow of information at all levels and enhancing access thereto;
- Increasing transparency and accountability in governance;
- Eliminating all forms of racism, racial discrimination, xenophobia and related intolerance;
- Advancing understanding, tolerance and solidarity among all civilizations, peoples and cultures, including towards ethnic, religious and linguistic minorities;
- Realizing fully the right of all peoples, including those living under colonial or other forms of alien domination or foreign occupation, to self-determination enshrined in the Charter of the United Nations and embodied in the International Covenants on Human Rights, as well as in the Declaration on the Granting of Independence to Colonial Countries and Peoples contained in General Assembly resolution 1514 (XV) of 14 December 1960.
- Article 4: Education at all levels is one of the principal means to build a culture of peace. In this context, human rights education is of particular importance.
- Article 5: Governments have an essential role in promoting and strengthening a culture of peace.
- Article 6: Civil society needs to be fully engaged in fuller development of a culture of peace.
- Article 7: The educative and informative role of the media contributes to the promotion of a culture of peace.
- Article 8: A key role in the promotion of a culture of peace belongs to parents, teachers, politicians, journalists, religious bodies and groups, intellectuals, those engaged in scientific, philosophical and creative and artistic activities, health and humanitarian workers, social workers, managers at various levels as well as to non-governmental organizations.
- Article 9: The United Nations should continue to play a critical role in the promotion and strengthening of a culture of peace worldwide.

II: Programme of Action

- Article 9: Actions to foster a culture of peace through education:
 - Reinvigorate national efforts and international cooperation to promote the goals of education for all with a view to achieving human, social and economic development and for promoting a culture of peace;
 - Ensure that children, from an early age, benefit from education on the values, attitudes, modes of behaviour and ways of life to enable them to resolve any dispute peacefully and in a spirit of respect for human dignity and of tolerance and non-discrimination;
 - Involve children in activities designed to instill in them the values and goals of a culture of peace;
 - Ensure equality of access to education for women, especially girls;
 - Encourage revision of educational curricula, including textbooks, bearing in mind the 1995 Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy for which technical cooperation should be provided by the United Nations Educational, Scientific and Cultural Organization upon request;
 - Encourage and strengthen efforts by actors as identified in the Declaration, in particular the United Nations Educational, Scientific and Cultural Organization, aimed at developing values and skills conducive to a culture of peace, including education and training in promoting dialogue and consensus-building;
 - Strengthen the ongoing efforts of the relevant entities of the United Nations system aimed at training and education, where appropriate, in the areas of conflict prevention and crisis management, peaceful settlement of disputes, as well as in post-conflict peace-building;
 - Expand initiatives to promote a culture of peace undertaken by institutions of higher education in various parts of the world, including the United Nations University, the University for Peace and the project for twinning universities and the United Nations Educational, Scientific and Cultural Organization Chairs Programme.



K. Commission on Human Rights resolution 2000/66 “Towards a culture of peace” of 26 April 2000

- Article 3: The Commission on Human Rights “*Strongly reiterates its invitation* to States to promote a culture of peace based on the purposes and principles established in the Charter of the United Nations and in the Declaration and Programme of Action on a Culture of Peace, as an integral approach to preventing violence in its diverse manifestations;”

L. Manifesto 2000 (six principles)

- Respect the life and dignity of each human being without discrimination or prejudice;
- Practise active non-violence, rejecting violence in all its forms: physical, sexual, psychological, economical and social, in particular towards the most deprived and vulnerable such as children and adolescents;
- Share my time and material resources in a spirit of generosity to put an end to exclusion, injustice and political and economic oppression;
- Defend freedom of expression and cultural diversity, giving preference always to dialogue and listening without engaging in fanaticism, defamation and the rejection of others;
- Promote consumer behaviour that is responsible and development practices that respect all forms of life and preserve the balance of nature on the planet;
- Contribute to the development of my community, with the full participation of women and respect for democratic principles, in order to create together new forms of solidarity.

M. Dakar Framework of Action: Education for All: Meeting Our Collective Commitments.
Text adopted by the World Education Forum, Dakar, Senegal, 26-28 April 2000

- Article 3: We re-affirm the vision of the World Declaration on Education for All (Jomtien 1990), supported by the Universal Declaration of Human Rights and the Convention on the Rights of the Child, that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be. It is an education geared to tapping each individual's talents and potential, and developing learners' personalities, so that they can improve their lives and transform their societies.
- Article 6: Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization. Achieving EFA goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency.

N. UN General Assembly Document A/55/377: Report of the Secretary-General on the International Decade for a Culture of Peace and Non-Violence for the Children of the World – 12 September 2000

- Article 8: Education for a culture of peace and non-violence should follow the approach provided in the Declaration on the Rights of the Child and the Convention on the Rights of the Child, namely, that of “preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origins” (Convention on the Rights of the Child, article 29, para. 1 (d)), with responsibility assumed not only by schools and other educational settings but also by mass media (ibid., article 17 (a)).
- Article 10: Education should be engaged in the broad sense of the term — not only formal education in schools but also out-of-school and informal education in the full range of social institutions, including the family and the media. It should involve the full participation of Governments, intergovernmental organizations and the civil society. The strategy should follow the strategy adopted by the education ministers of the world for education for peace, human rights and democracy: an approach that is comprehensive and holistic, involving all educational partners and various agents of socialization, including non-governmental organizations and community organizations in a process of democratic participation. This should include reflection



upon their own current values, attitudes and practices with respect to peaceful conflict resolution, in recognition of their impact as role models for young people. Education for a culture of peace should be based upon universal principles and at the same time build upon the unique traditions and experiences of each society.

- Article 11: The contents of education for a culture of peace and non-violence should promote the knowledge, skills, values, attitudes and behaviours corresponding to the definition provided by the General Assembly resolution establishing the Decade (Assembly resolution 53/25, preambular para. 5), namely, knowledge, skills, values, attitudes and behaviours:
 - That reflect and inspire social interaction and sharing based on the principles of freedom, justice and democracy, human rights and social justice, tolerance and solidarity;
 - That reject violence and endeavour to prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation;
 - That guarantee the full exercise of all rights and the means to participate fully in the development process of their society.
- Article 12: At the levels of formal and non-formal education, the modalities of action for promoting a culture of peace and non-violence include:
 - Training of Ministry of Education personnel, teacher trainers, school administrators, nongovernmental organizations, teachers, facilitators and youth leaders in the content, learning methods and skills needed to promote peace and non-violence, it being understood that such training should enable adults to create environments that not only teach about a culture of peace, but model it in the policies and practices of the classroom, the school and other learning environments;
 - Revision of curriculum materials, and particularly of history textbooks, to promote mutual understanding and strengthen social cohesion and to remove prejudices or stereotypes against certain groups;
 - Creation of new curriculum materials addressing peace, non-violence and human rights, where appropriate to the culture and the learning environment;
 - Production and dissemination of educational materials and textbooks on education for a culture of peace and human rights with a view to providing guidelines to teachers and educational personnel;
 - Provision of opportunities for all members of the school community or other context for learning (children, parents, teachers/facilitators, administrators) to participate in democratic decision-making and governance processes as appropriate;
 - Promotion of linguistic pluralism and encouragement of multilingualism, including literacy and education in the mother language and local languages of minority groups as a fundamental human right;
 - Networking of national institutions, nongovernmental organizations and civics education specialists with a view to integrating the various approaches relating to education for a culture of peace within a common conceptual framework;
 - Strengthening pilot projects, as a means to coordinate and encourage experimental activities promoting education for international understanding and cooperation;
 - Encouraging evaluation of projects relating to a culture of peace, so as to assess their actual impact on the knowledge, skills, attitudes, values and behaviours of their beneficiaries;
 - Development of methods of peaceful conflict resolution and non-violence in formal and nonformal educational contexts, as well as in the wider community, to include traditional conflict resolution approaches, methods that take into consideration the current political climate, and new information technologies, where appropriate;
 - Strengthening the active role of the family and the local community in a participatory approach to determining what a culture of peace means, and how it is to be promoted in the local context;
 - Special educational programmes for children who are the victims of violent conflicts, such as orphans, refugees, displaced persons and even child soldiers, as well as special



programmes for children who are the victims of the marginalization, homelessness and acquired immunodeficiency syndrome (AIDS) endemic in many parts of the world, even in developed countries;

Recognition that approaches to promoting a culture of peace and non-violence may be different in societies that are not undergoing armed conflict, in societies in which there is widespread intolerance or civil unrest, in contexts of armed conflict, and in post-conflict societies.

- Article 13: At the level of informal education (out of school), much can be done to promote a culture of peace. By actively taking part in sports, dance, theatre and other athletic and artistic activities, children learn fair play, sharing and other values, attitudes and behaviours of a culture of peace. At the same time, they learn as observers and consumers of a wide range of communication and artistic products: books, films, paintings, theatre, dance, sporting events, music, games — the list is almost endless. As pointed out in the Declaration and Programme of Action on a Culture of Peace, all those who are involved in the creation of these products have an obligation to promote in them the values, attitudes and behaviours of a culture of peace. At the same time, they should refrain from the promotion of violence, intolerance, racism and sexual exploitation.
- Article 14: The mass media are especially important. The advances in communication technology have greatly increased both the amount of time that each person interacts with the mass media and the effectiveness of the messages received. This is particularly crucial with regard to children who are especially vulnerable because they do not have sufficient experience on the basis of which they can evaluate the messages they receive. Each day children are being exposed to and influenced by excessive violence in the press, television, cinema, video games and the Internet, including not only films but also cartoons, comics, even news programmes. Sexual exploitation, including sexual abuse of children, has become pervasive in much of the media, particularly the Internet.
- Article 15: To redress this situation and to ensure that all of the mass media contribute education that promotes a culture of peace, concerted action at all levels of society is needed. Each person, both as an individual and in their professional and social roles, and each institution of the society has an important role to play:
 - Children and young adults are the most important target group for much of the mass media. They need to learn how to discriminate and evaluate media products, in terms both of their ethical contents and of their truthfulness (for example, in the case of violent images). Equipped with this knowledge, they can have a powerful influence on the media. On the positive side, they may place collective demands as consumers on the media for products that are of benefit to them. On the negative side, they can ignore or reject products that promote violence, intolerance and exploitation;
 - The family, which provides emotional support and values, is key to enable children and young adults to discriminate, evaluate and influence media productions. Support should be provided to the family, such as pedagogic tools, media campaigns and so forth;
 - Teachers, in all disciplines, are especially important in respect of educating children to discriminate and evaluate media productions, and they should receive specific encouragement and support for this task;
 - Schools, parents associations and local communities can play an important role through their impact on children, the family and the society as a whole by helping to instil basic values and discrimination skills and to impart experiences in respect of taking collective action as consumers;
 - Consumer organizations and institutions play an important role by monitoring the media, analysing its effects, providing information and educational materials and helping to organize and exert collective consumer pressure on those who produce and distribute the media;
 - Local authorities, parliaments and national Governments should encourage the media to promote a culture of peace and non-violence as well as monitor and regulate the media to eliminate intolerance, sexual abuse and excessive violence;
 - Intergovernmental organizations have a special role to play, not only as advocates, but also as advisers for regulation by local authorities, parliaments and national



Governments, because of the fact that much of the media — for example, the Internet — transcends national borders;

Writers, designers, directors, producers, distributors, managers, owners, shareholders and media enterprises in general are ultimately responsible for the content and effects of media productions. Therefore, they have the most basic responsibility to avoid intolerance, sexual abuse and excessive violence and to encourage the values, attitudes and behaviours of a culture of peace and non-violence. Initiatives to sensitize, train and/or advocate for a culture of peace among media producers should be created so as to address the concerns of these groups, including market forces that influence media content.

O. International Year of Dialogue among Civilizations – 2001 (Resolution A/RES/53/22 adopted by the UN General Assembly on 4 November 1998)

- Article 3: The General Assembly “*Invites* Governments, the United Nations system, including the United Nations Educational, Scientific and Cultural Organization, and other relevant international and non-governmental organizations, to plan and implement appropriate cultural, educational and social programmes to promote the concept of dialogue among civilizations, including through organizing conferences and seminars and disseminating information and scholarly material on the subject, and to inform the Secretary-General of their activities”.

P. UN General Assembly resolution A/RES/55/47 on the International Decade for a Culture of Peace and Non-Violence for the Children of the World – 22 January 2001

- Article 5: The General Assembly “*Designates* the United Nations Educational, Scientific and Cultural Organization as the lead agency for the Decade with responsibility for coordinating the activities of the organizations of the United Nations system to promote a culture of peace, as well as liaison with the other organizations concerned in this matter;
- Article 6: *Recognizes* the important role of relevant United Nations bodies, in particular the United Nations Children’s Fund and the University for Peace, in further promoting a culture of peace and non-violence, particularly by means of special activities during the Decade at national, regional and international levels”.

Q. Report on the progress made by UNESCO in the implementation of the program of action on a culture of peace and on cooperation with the United Nations system in this field –adopted by the Executive Board on 19 April 2001

- Article 35: The strategy for education for a culture of peace and non-violence, as developed in detail in document A/55/377, is based upon the Declaration and the Convention on the Rights of the Child, the constitutional mandate of UNESCO and the Dakar Framework for Action.
- Article 36: The contents should promote the knowledge, skills, values, attitudes and behaviours corresponding to the definition of a culture of peace provided by the United Nations resolutions on this subject. Manifesto 2000, which expresses these values in everyday language, will be integrated with educational curricula, both formal and non-formal. The broad definition of the culture of peace ensures that it includes and expands the educational priorities that have been developed by UNESCO since its inception, including education for peace, human rights, democracy, tolerance and international understanding, as well as education for sustainable development, freedom of expression and equality between women and men.
- Article 37: The modalities, as developed in detail in document A/55/377, include training of educators, revision and creation of curricula, educational materials and textbooks, involvement of the family and community, promotion of linguistic pluralism, networking of educational institutions, strengthening and evaluation of pilot projects, development of methods of peaceful conflict resolution, and special programmes for children in regions of conflict.
- Article 39: UNESCO will continue to play a leading role in education for a culture of peace and non-violence, building on its rich experience and networks already established. Priority will be given to supporting innovation and exchange of experience through the modalities listed above in paragraph 37 to Member States, intergovernmental and non-governmental organizations through participation in networks, conferences, workshops, publications and information forums



(including Internet-based). To the extent possible and with the help of UNESCO Chairs and Institutes and other relevant educational institutions, UNESCO will identify and make available best practices and model educational materials that have been developed by all who are working in this field.

- Article 40: UNESCO will also continue to work closely with UNICEF, which has indicated its interest to contribute to the Decade. UNICEF collaborated with UNESCO in the preparation of document A/55/377 and both organizations are requested in United Nations resolution A/55/47 “to promote both formal and non-formal education at all levels that inculcates a culture of peace and non-violence”.

R. United Nations Decade for Human Rights Education 1995-2004

Resolution A/RES/56/167 adopted by the UN General Assembly on 26 February 2002, among other resolutions on the Decade for Human Rights Education

- Article 4: The General Assembly “*urges* all Governments to contribute further to the implementation of the Plan of Action, in particular by:
 - Encouraging the establishment, in accordance with national conditions, of broadly representative national committees for human rights education responsible for the development of comprehensive, effective and sustainable national plans of action for human rights education and information, taking into consideration the recommendations of the mid-term global evaluation of the Decade and the guidelines for national plans of action for human rights education developed by the Office of the United Nations High Commissioner for Human Rights;
 - Encouraging, supporting and involving national and local nongovernmental and community-based organizations in the implementation of their national plans of action;
 - Initiating and developing cultural and educational programmes aimed at countering racism, racial discrimination, xenophobia and related intolerance, and supporting and implementing public information campaigns and specific training programmes in the field of human rights, as emphasized at the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance;
- Article 5: *Encourages* Governments to consider, within their national plans of action for human rights education:
 - The establishment of public access human rights resource and training centres capable of engaging in research, including the gender-sensitive training of trainers;
 - The preparation, collection, translation and dissemination of human rights education and training materials;
 - The organization of courses, conferences, workshops and public information campaigns and assistance in the implementation of internationally sponsored technical cooperation projects for human rights education and public information;
- Article 6: *Encourages* States, where such national public access human rights resource and training centres exist, to strengthen their capacity to support human rights education and public information programmes at the international, regional, national and local levels;
- Article 7: *Calls upon* Governments, in accordance with national conditions, to accord priority to the dissemination, in the relevant national local and indigenous languages, of the Universal Declaration of Human Rights, the International Covenants on Human Rights and other human rights instruments, human rights materials and training manuals, including information on human rights mechanisms and complaint procedures and reports of States parties submitted under international human rights treaties, and to provide information and education in those languages on the practical ways in which national and international institutions and procedures may be utilized to ensure the effective implementation of those instruments;”

S. UN General Assembly resolution A/RES/58/11 on the International Decade for a Culture of Peace and Non-Violence for the Children of the World – 20 November 2003

- Article 5: The General Assembly “*Encourages* the appropriate authorities to provide education, in children's schools, that includes lessons in mutual understanding, tolerance, active citizenship, human rights and the promotion of the culture of peace;



- Article 6: *Encourages* civil society, including non-governmental organizations, to strengthen its efforts in furtherance of the objectives of the Decade, inter alia, by adopting its own programme of activities to complement the initiatives of Member States, the organizations of the United Nations system and other international and regional organizations;
- Article 7: *Encourages* the involvement of the mass media in education for a culture of peace and non-violence, with particular regard to children and young people, including through the planned expansion of the Culture of Peace News Network as a global network of Internet sites in many languages;”

T. Report of the independent expert for the United Nations study on violence against children. Note A/61/299 by the Secretary-General to the UN General Assembly – 29 August 2006

- Article 110: Bearing in mind that the family has the primary responsibility for the upbringing and development of the child and that the State should support parents and caregivers, to care for children, I recommend that States:

(...)

Develop gender-sensitive parent education programmes focusing on nonviolent forms of discipline. Such programmes should promote healthy parent-child relationships and orient parents towards constructive and positive forms of discipline and child development approaches, taking into account children’s evolving capacities and the importance of respecting their views.

- Article 111: Bearing in mind that all children must be able to learn free from violence, that schools should be safe and child friendly and curricula should be rights based, and also that schools provide an environment in which attitudes that condone violence can be changed and non-violent values and behaviour learned, I recommend that States:

Encourage schools to adopt and implement codes of conduct applicable to all staff and students that confront all forms of violence, taking into account gender-based stereotypes and behaviour and other forms of discrimination;

Ensure that school principals and teachers use non-violent teaching and learning strategies and adopt classroom management and disciplinary measures that are not based on fear, threats, humiliation or physical force;

Prevent and reduce violence in schools through specific programmes which address the whole school environment including through encouraging the building of skills such as non-violent approaches to conflict resolution, implementing anti-bullying policies and promoting respect for all members of the school community;

Ensure that curricula, teaching processes and other practices are in full conformity with the provisions and principles of the Convention on the Rights of the Child, free from references actively or passively promoting violence and discrimination in any of its manifestations.

U. UN General Assembly resolution A/RES/61/146 on the Rights of the child – 23 January 2007

- Article 13: The General Assembly “*Welcomes* the United Nations study on violence against children, led by the independent expert for the study, takes fully into account its recommendations, and encourages Member States and requests United Nations entities, regional organizations and civil society, including non-governmental organizations, to widely disseminate and follow up on the study;

- Article 17: *Urges* States:

To strengthen efforts to prevent and protect children from all forms of violence through a comprehensive approach and to develop a multifaceted and systematic framework to respond to violence against children, including by giving priority attention to prevention and addressing its underlying causes, which is integrated into national planning processes;

To strive to change attitudes that condone or normalize any form of violence against children;

(...)



To take measures to protect children from all forms of physical and mental violence and abuse in schools, including by using non-violent teaching and learning strategies and adopting classroom management and disciplinary measures that are not based on any form of cruel or degrading punishment, and to establish complaint mechanisms that are age- and gender-appropriate and accessible to children, taking into account children's evolving capacities and the importance of respecting their views;

To take measures to promote constructive and positive forms of discipline and child development approaches in all settings, including the home, schools and other educational settings and throughout care and justice systems;”



Annex 2. Resolution of the UN General Assembly

November 19th, 1998

53/25. International Decade for the promotion of a culture of peace and non-violence for the children of the world (2001-2010)

The General Assembly,

Recalling its resolution 52/15 of 20 November 1997 and Economic and Social Council resolution 1997/47 of 22 July 1997 proclaiming the year 2000 as the International Year for the Culture of Peace², as well as its resolution 52/13 of 20 November 1997 on a culture of peace,

Taking into account Commission on Human Rights resolution 1998/54 of 17 April 1998 entitled "Towards a culture of peace"³,

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

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

Aware that the task of the United Nations to save future generations from the scourge of war requires transformation towards a culture of peace, which consists of values, attitudes and behaviours that reflect and inspire social interaction and sharing based on the principles of freedom, justice and democracy, all human rights, tolerance and solidarity, that reject violence and endeavour to prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation and that guarantee the full exercise of all rights and the means to participate fully in the development process of their society,

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

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

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

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

Convinced that such a decade, at the beginning of the new millennium, would greatly assist



the efforts of the international community to foster peace, harmony, all human rights, democracy and development throughout the world,

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

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

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

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

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

*Fifty-third session
Agenda item 31*

