

INTERNATIONAL BACCALAUREATE ORGANIZATION

Questionnaire on the implementation of the Programme of Action on a Culture of Peace, addressed to NGOs maintaining official relations with UNESCO:

PREPARATION OF THE MID-TERM REPORT ON THE INTERNATIONAL DECADE FOR A CULTURE OF PEACE AND NON-VIOLENCE FOR THE CHILDREN OF THE WORLD 2001-2010

1. Background

At its 53rd session in 1998, the United Nations General Assembly (resolution A/53/25) proclaimed the period 2001-2010 as the "International Decade for a Culture of Peace and Non-violence for the Children of the World", following on from the year 2000 as the "International Year for a Culture of Peace".

In 1999, the United Nations General Assembly adopted the Declaration and Programme of Action on a Culture of Peace (resolution A/53/243), defining eight areas of action for the construction of a culture of peace and non-violence. The eight action areas are:

- Fostering a culture of peace through education
- Promoting sustainable economic and social development
- Promoting respect for all human rights
- Ensuring equality between women and men
- Fostering democratic participation
- Advancing understanding, tolerance and solidarity
- Supporting participatory communication and the free flow of information and knowledge
- Promoting international peace and security

The complete text of the Declaration and the Programme of Action on a Culture of Peace is available at : <http://www3.unesco.org/iycp/kits/53243A.pdf>

In 2001, the Executive Board of UNESCO invited the Organization's Member States and all partners of UNESCO to continue and deepen their commitment to a culture of peace in the framework of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (document 161 EX/3.6.1). In the same year, the annual NGO conference at UNESCO headquarters adopted its own action plan for the International Decade. It can be accessed online via the following link: http://www3.unesco.org/iycp/kits/uk_reso_ong.pdf

2. Objectives

The present survey has the following aims:

- To gather information on implemented projects or projects in progress, and to find out about the difficulties encountered and the overall conclusions drawn by non-governmental organizations maintaining official relations with UNESCO;
- To integrate the NGO contributions into the mid-term report which UNESCO will submit to the UN General Assembly in its capacity as lead agency for the International Decade;
- To identify main areas of action and to receive input regarding the direction of activities undertaken in the second part of the International Decade.

INTERNATIONAL BACCALAUREATE ORGANIZATION

Information requested

General guidelines

1. The questions are open-ended, thus allowing you to tackle the issues that you consider most important.
2. Your responses should address both successes and problems so that UNESCO, its Member States, and the UN System as such can learn from your experiences.

I

ACTIONS ACCOMPLISHED BY YOUR ORGANIZATION WITH REGARD TO PROMOTING A CULTURE OF PEACE

1. Please describe briefly the activities launched by your organization with a view to putting into practice the Declaration and Programme of Action on a Culture of Peace since the beginning of the International Decade (2001). You may find it helpful to comment on the following aspects:
 - Objectives
 - Beneficiaries
 - Location of activities
 - Resources
 - Results

The IBO fosters a culture of peace through education. Our organization has developed three international educational programmes offered in English, French and Spanish as follows:

Primary Years Programme (PYP) - for children from 3 to 11 or 12 years

Middle Years Programme (MYP) - for children from 11 to 16 years (also offered in Chinese)

Diploma Programme (DP) - for students in their final two years of secondary education, this is an entry qualification to higher studies.

The educational philosophy underpinning these programmes is explained in the enclosed publication *A continuum of international education*. Of particular importance to the mid-term report is the section on pages 7 - 9 of that publication. This section begins with the statement: "The IBO is unapologetically idealistic in believing that education can foster understanding among young people around the world, enabling future generations to live more peacefully and productively than before." On page 8 we read "[In the three IBO programmes] much emphasis is placed on the goal of international understanding and a consciousness of common concerns as a basis for a more peaceful, sustainable future for all."

In this way the International Baccalaureate Organization is educating this year approximately 200,000 children in 1,500 schools spread across 117 countries for a world free of violence and understanding where the rights of children and adults are respected. Public schools without any tuition fees comprise almost half of the total number of schools. The annual increase in IB schools and student numbers is 15%, so our contribution will spread further as the decade for peace moves on.

In addition, many of these schools undertake specific activities within their walls and in their local communities (see examples below) to promote intercultural understanding and respect for others. This is often linked to a compulsory social service component of our courses. These include survival skills programmes with street children, helping children cope with parents with AIDS, utilising conflict resolution skills in local disputes, assisting the elderly, undertaking publicity campaigns and essay or art competitions for respecting human rights, and so on.

The International Baccalaureate Organization also offers a course entitled "Peace and Conflict Studies" which was developed by one of the IB schools. A copy of this syllabus and past examination papers are available on request.

Examples of peace education activities at IB schools

INTERNATIONAL BACCALAUREATE ORGANIZATION

The Gandhi Memorial International School

The International Baccalaureate Organisation has forwarded news about The Gandhi Memorial International School's involvement in peace activities for the advancement of the United Nations call for a Culture of Peace. GMIS is located in Jakarta, **Indonesia**. Among the materials received at International Baccalaureate Organisation were wonderful peace drawings made by children from all grades at GMIS, many around the theme of 'unity in diversity' – linking with the fact that GMIS has students from a wide range of cultural backgrounds. Students are taught ethical values, to care for fellow human beings and are involved in social work., as well as poetry, dance and photographic contests around social, peace and justice issues. At the celebration of 130th Anniversary of Mahatma Gandhi donations were given towards education of children in need. The students of GMIS also performed songs about peace and presented several cultural dances. GMIS held an Inter-House Collage Contest on the topic of the UN Theme for year 2000, The International Year for the Culture of Peace as well as a culture of peace inter-school painting contest, in which over 150 students from several schools in Jakarta participated in. Some of the culture of peace drawings were made into postcards. Students also displayed banners on the theme of "Peace and Unity" through sports, and participated in activities that linked peace education to the environment and to the UN.

Colegio Internacional de Educación Holística Para La Paz, associated with UNESCO, Ecuador

Colegio Internacional has undertaken a number of activities in regards to peace education. Among the themes for activities and studies for the year 2003-04 were "The art to live in peace" and the approval of the integrated curriculum of international holistic education for peace. Colegio Internacional de Educacion Holistica para La Paz has been recognised officially as the first educational establishment in Ecuador to forward the Culture of Peace concept by the Ministry of Education and Culture.

Activities for the decade on the Culture of Peace and Non-violence included the organisation and formalising of literature creation regarding "Peace in the New Millenium" were a number of schools participated from "Valle de los Chillos" and Quito among other cities. The Colegio Internacional also hosted a number of International Days with events such as Women's Day, the Day of the Free Press, World Solidarity Day and Global Day for Human Rights.

Another peace education related activity that gave the young students a more active role was the involvement of Colegio Internacional in the World Youth Parliament in Paris, France in October 1999. Some of the preparations before the youth conference in Paris included the collection and revision of articles, television, internet and radio programmes in regards to peace related topics and education, development issues and technology and collection of signatures for the 2000 Manifesto. Five students from the Parliament were chosen to deliver the manifesto to secretary General Kofi Anan at the Millennium Celebration in New York.

Other examples of peace education at IB schools:

1. Students from an IB school in **Vietnam** participated in a role play case study of World War 1 – were they were requested to take the role of diplomats representing their countries on the verge of World War 1, July 1914, after receiving news of the assassination of the heir to the Austro-Hungarian Empire. The exercises comprised in this activity provide an interesting example of activities designed to deepen the critical understanding of conflict by students and to explore the root causes of war while creatively engaged in researching peaceful alternatives to solving conflicts and to ultimately avoid war.
2. The Living Values Programme is a widespread project used as partial content for peace education in a variety of IB schools throughout the world. Le Bocage International School in **Mauritius** for instance dedicated a significant part of its curriculum programme last year to initiatives promoting the understanding, promotion and active engagement with Manifesto 2000, as well as in activities designed to explore the personal dimension of peace within each student, and how the deepening of this dimension spreads and translates into peaceful relations within the family, the school and the larger community.
3. The Kristin International School of **New Zealand** were similarly very active in collecting signatures from all the students in their school for the Unesco Manifesto, and contextualising it with personally lived experiences such as those of a student from Indonesia.
4. The United World College of the Adriatic in **Italy** reports on peace education activities centering on a peace 'walkathon' conceived to heighten awareness and understanding for human rights protection and violations, as well as an understanding of the role of the United Nations.
5. The American Community School in **Beirut** has a peace education programme which is also based on the Living Values project and which they have extended to begin a 'conflict mediation group' and an introduction to conflict resolution.
6. The international school of education for peace *Integral*, which is part of the Associated Schools Programme of Unesco and based in **Ecuador** have in turn taken many initiatives to involve the students in peace education related

INTERNATIONAL BACCALAUREATE ORGANIZATION

activities – the most prominent of which is the production of a music CD ‘For peace for the children of the world’, most of which has been recorded by the children and young students themselves.

2. What were the key difficulties encountered in your organization's activities for a culture of peace?

Schools realising that peace education is not an add-on but an integral part of the curriculum at all levels. This is slowly becoming a reality. It can be integrated to the content and discussion in all subjects and does not have to be restricted to special activities, as valuable as they are. Some teachers still say they do not have enough time to cover the syllabus, so we have made peace education an integral part of our subjects.

3. Which of the eight areas of action listed on page 1 have been most important for your work and why do you consider them important?

Numbered below in order of importance for the IBO:

- Fostering a culture of peace through education: 1
- Promoting sustainable economic and social development
- Promoting respect for all human rights: 2
- Ensuring equality between women and men: 4
- Fostering democratic participation
- Advancing understanding, tolerance and solidarity: 3
- Supporting participatory communication and the free flow of information and knowledge
- Promoting international peace and security

Education is the key; we must cultivate a context of peace and non-violence in young minds. This is clearly linked to human rights and intercultural understanding – which is the fundamental plank of IBO educational philosophy.

II

GENERAL PROGRESS TOWARDS A CULTURE OF PEACE

3. Have you seen any progress towards a culture of peace (and its eight action areas) during the first five years of the International Decade (2001-2005)

Yes. People are aware of it and national education systems put much emphasis on conflict resolution and preventing violence in schools. There are many examples of positive discrimination and public demonstrations to support respect for all cultures and religions and to abhor terrorist acts which take innocent lives.

5. What do you consider to be the major obstacles for the promotion of a culture of peace and non-violence?

The conflicts and terrorist acts are too quickly promulgated via all media. Unfortunately humans want to know about unpleasant events and do not seem to be so interested in positive events (or rarely). Media publicity feeds the terrorists activities. In relation to all the good things which are going on, the violent actions are in a large minority, but they make the front pages and number one TV bulletins.

We must be careful not to impose too rapidly a Western-style democracy in countries where the populations have no previous experience of this way of life. Russia is an example of how things can go wrong. Democracy can aid peace where the people have been educated into a democratic way of life, and this can take at least a generation.

Arms dealers and countries which sell arms in contradiction to their political rhetoric are among the main instigators of conflict. Many of the Western democratic nations are guilty of this.

6. Have you been able to develop any ways of measuring medium- or long-term progress as a result of your activities? If so, please specify.

INTERNATIONAL BACCALAUREATE ORGANIZATION

We are currently undertaking the first phase of a longitudinal study encompassing tertiary education and then employment and life-long activities to gauge how far attitudes conducive to peaceful co-existence, mutual respect, respect for the environment, and so on have been inculcated in students who have completed our programmes. This will take a few years.

Some small scale studies have been done targeting intercultural understanding and tolerance which have been quite positive.

III

PARTNERSHIPS AND COOPERATION

7. To a great extent, the creation of a culture of peace depends on the development of partnerships and cooperation among various actors. Have you created such partnerships in the process of working for a culture of peace? If so, please describe.

We work with IB schools and encourage them to promote peace and non-violence. We also work with the following NGOs: Hague Peace Appeal, Ecole Instrument de la Paix, International Peace Bureau.

We are completing a contract with the UN, New York, for two booklets on global issues for use in primary and secondary schools around the world. A number of the units of work pertain directly to issues of peace, human rights, ecology, intercultural understanding, and so on.

8. Are you aware of UNESCO's website on the International Decade for a Culture of Peace and Non-Violence for the Children of the World (www.unesco.org/cp)? To what extent are its resources and tools (calendar of events, project database) useful for your organization?

Yes, we are listed on the site. It is useful, but the person who used to post things on our site left a couple of years ago and has not been replaced. Therefore many activities relating to peace have not been posted during the last two years. This is regrettable; it is a problem we must solve by providing the resources to maintain our information on the site and to make use of the information which is there from other sources.

The link to the UNESCO site appears on our IBO public web site page showing links to other organizations.

IV

COMMITMENT TOWARDS NEW INITIATIVES AND NEW DIRECTIONS FOR THE SECOND HALF OF THE INTERNATIONAL DECADE

9. Please list the new projects planned by your organization to promote a culture of peace in the next five years.

We continue to revise our curricula and pedagogy, and this includes aspects relating specifically to peace education in our programmes and subjects. We update the content using world events.

It is the IB schools which undertake activities, and these continue into the future and are often publicized in our magazine *IB World*.

10. Do you think there are any priority domains amongst the areas defined in the Programme of Action? If so, please specify.

For us it is **education** for peace.

11. Please describe briefly how you envisage the approaches to a culture of peace and the promotion thereof over the next five years.

Peace will continue to be an integral part of our three school-age programmes and IB schools will continue to devise imaginative activities to promote the various strands which make up an education for peace within their schools and within their local communities.

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