

Questionnaire on the implementation of the Programme of Action on a Culture of Peace

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 Programme of Action on a Culture of Peace is available at :

<http://www3.unesco.org/iycp/kits/53243A.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 civil society organizations;
- To take into account the contributions from civil society organizations in the mid-term report which

UNESCO will submit to the UN General Assembly;

- To identify main areas of action and to receive inputs regarding the direction of activities to be undertaken in the second part of the International Decade.

Contact Information

Please provide all necessary contact information for your Organization :

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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:
 - o Objectives
 - o Beneficiaries
 - o Location of activities
 - o Resources
 - o Results

Responsible global citizenship is an outcome which requires an innovative approach to instruction. The overall concept behind our Global Education Centre is to provide a service which enables teachers to develop a multi-disciplinary, Constructivist approach utilizing a "Teaching for Understanding" framework. Our premise is that intense intellectual, artistic and scientific exploration of significant global themes across the disciplines will enhance our humanity, develop essential characteristics of citizenship and enable students to play a positive role in promoting democratic ideals at home and abroad. The Newfoundland and Labrador Global Education Centre (NLGEC) aims to empower teachers to "think local and act global". Our goal is to provide a model which is practical and theoretically sound. We hope that this website, which is presently under construction, will serve as a guide which teachers can adapt according to curriculum outcomes, teaching styles and Multiple Intelligences theory to instill humane values in an increasingly complex world.

Global Education is an emerging field which strives to integrate intelligence, creativity and morality. All of the research on teaching ethics points to two definite conclusions:

1. Students learn more from example than from any other technique.
 2. Students have to believe that individual efforts actually make a difference.
- These two concepts will be our key themes for the year.

The overall concept of our proposal is to directly apply these conclusions in the context of CIDA's "Global Classroom Initiative". Teachers at Prince of Wales Collegiate (P.W.C.), with assistance of P.W.C.'s Global Education Co-ordinator, our district's Assistant Director of Education (Programs) and community human rights/multicultural organizations, will integrate these two concepts into the

operation of The Newfoundland and Labrador Global Education Centre (NLGEC). Students will be provided with opportunities to meet model global citizens who have "made a difference" and demonstrate what they learn from these exemplars of ethical citizenship through individual and group "Performances of Understanding" which meet required course outcomes across subject areas and open up avenues for responsible social activism. Those who meet specified criteria will be awarded a "Global Citizenship Certificate" from the Newfoundland and Labrador Global Education Centre.

Our objectives are:

1. To schedule a variety of local speakers from the NLGEC's "Speaker's List" and national as well as international presenters on human rights and international development issues in a number of contexts at P.W.C. and other schools in the Eastern School District of Newfoundland and Labrador, including individual subject classrooms, combined cross-curricular sessions, whole-school assemblies and community-school sponsored public events.
2. Connect these learning activities to required course outcomes, humanitarian community involvement and responsible social activism.
3. Empower high school students to become active, articulate and empathetic global citizens.
4. Establish a viable Global Education Centre which meets the needs of mandatory curricula and responsible global citizenship.
5. Provide logistical and professional development support for teachers.
6. Recognize student achievement and encourage young people to become lifelong learners and active global citizens.
7. Prepare students and teachers for provincial participation in the Canadian Museum for Human Rights Program, which will be provided to 100,000 Canadian high school students every year when the largest human rights education institution in the world opens in Winnipeg.
8. Provide a uniquely Canadian, ethics-based model which can benefit any community in our country.
9. Present our conclusions about the effective teaching of global issues provincially, nationally and internationally.
10. To continuously improve the quality of service provided by the Newfoundland and Labrador Global Education Centre.

In order to achieve these objectives, we will continue to integrate the themes of UNESCO's World Youth Manifesto for the Twenty-first Century into classroom, extra-curricular and community activities:

- 1. PEACE AND NONVIOLENCE** This century should be one of peace among nations;
- 2. EDUCATION** Affordable education is a necessity for every person regardless of race, gender, economic status or cultural background;
- 3. ENVIRONMENT** We must respect the environment in order to ensure the survival of our planet.
- 4. ECONOMIC DEVELOPMENT, HUMAN DEVELOPMENT** The basic needs of all human beings should be better satisfied, including health, education, adequate food, a good standard of living and an end to discrimination;

5. SOLIDARITY We must care for others and respect them without expecting anything in return;

6. CULTURE, COMMUNICATION AND INTERCULTURAL DIALOGUE It is important to maintain our culture, learn from others, promote intercultural dialogue and facilitate communication for peace and prosperity worldwide.

Regardless of their individual ability levels or unique Multiple Intelligence combinations, students are more likely to become informed, involved and responsible if they are provided with opportunities to exhibit "Performances of Understanding" related to these themes. The subject matter may include a wide variety of topics: international conflicts and peace initiatives, globalization, prejudice, democracy and authoritarianism, education systems in different countries, student activism, the survival of our planet, genetic engineering, global warming, endangered species, renewable resources, world hunger, standards of living, freedom of speech, the world court, anti-drug campaigns, human rights, discrimination, child labor, child soldiers, weapons of war and destruction, third world debt, poverty, people with special needs, cultural and sporting events for youth, technology and development, bilingualism, multi-culturalism, refugees and immigration. "Performances of Understanding" may include commentaries, essays, research papers, poetry, short stories, paintings, photographs, sculptures, graphs, charts, musical compositions, animations and public displays. They should be encouraged to respond in either official language.

These learning activities correlate exceptionally well with mandated curriculum across Canada. They enable teachers to meet all of the general curriculum outcomes for the Atlantic Provinces Education Foundation:

1. Aesthetic Expression – students will respond with critical awareness to various art forms and express themselves through the arts.

2. Citizenship – students will assess social, cultural, economic and environmental interdependence in a local and global context.

3. Communication – students will use the listening, viewing, speaking, reading and writing modes of language as well as mathematical and scientific concepts and symbols to think, learn and communicate effectively.

4. Personal Development – students will learn to pursue an active, healthy lifestyle.

5. Problem Solving – students will use strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical and scientific concepts.

6. Technological Competence – students will use a variety of technologies, demonstrate an understanding of technological applications and apply appropriate technologies for solving problems.

These general outcomes are supported by *specific outcomes* throughout the curriculum. For example:

Advanced Writing 3103 – No. 12 : To have students write in informative and interpretive styles (including new journalism) for diverse audiences and purposes.

Art and Design 2200 and 3200 – Sculpture Unit Objective No. 2: Students will incorporate visual concepts, art processes and process-related concepts in their sculpture to realize their expressive intentions.

Biology 3201 – No.2: Students will be expected to demonstrate that the biosphere is the portion of the earth in which living things exist and where biogeochemical cycles are essential to the maintenance of life.

Communications Technology 3104 – No. 2: The student will have the opportunity for practical application through hands-on activities with current and emerging communications methods, devices and systems.

Global Issues 3205 No.1.1: Students will examine the nature of and need for human rights.
No. 2.1: Students will examine the general conditions which influence peace and security.

Histoire mondiale 3231 : La diffusion culturelle : aucun État-nation n'est isolé; l'histoire montre que les idées, les religions et les cultures se répandent par contact et emprunt.

La sensibilisation : les aspects négatifs du monde moderne -la pauvreté, le racisme, la violence, la dégradation de l'environnement - ne sont pas des états naturels; ils sont le produit de l'histoire, mais aussi le résultat de l'ignorance de l'histoire. Cette dernière favorise la sensibilisation à ces problèmes.

Les valeurs : l'histoire nous aide à apprécier les valeurs des différents systèmes politiques, culturels et économiques.

Mathematics 2206 – Specific Outcome C-8 : Students will demonstrate an understanding of real-world relationships by translating between graphs, tables and written descriptions.

World History 3201: Students will demonstrate an understanding of selected problems throughout the world at the turn of the millennium.

All of these outcomes can be achieved by focusing instruction on the six themes of the Manifesto across subject areas. Students may be given or produce their own list of topics pertaining to any of these themes and, individually or in groups, produce Performances of Understanding using media of their own choice, whether it be essay format, poetry, art or sculpture, animation or graph, letter to the editor, public exhibition, theatrical or musical performance or voluntary community service. They should be encouraged to share their contributions locally and globally using the mass media and technology. Teachers may assess their work for credit towards final grades in particular courses and make recommendations for publication, promotion, school/public exhibition and community service. Lesson plans which connect clearly and succinctly to Manifesto themes for the explicit purpose of developing "International Understanding" can be submitted for publication on the NLGEC's website and shared during teachers' professional development days and provincial conferences. Students who meet specified criteria will be awarded a Global Citizenship Certificate from the NLGEC and we believe they will become responsible global citizens who have been empowered to create a "Culture of Peace".

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

Funding - financial support to provide personnel to create systemic change in an obsolete educational system incapable of responding to the real needs of youth.

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?

Definitely education. It is essential to the creation of a culture of peace in one's personal life and global perspective.

II

GENERAL PROGRESS TOWARDS A CULTURE OF PEACE

4. 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. The Canadian Commission for UNESCO's conferences and CIDA's support have made a real difference.

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

Lack of governmental support at the local level for those who are actually trying to make a difference.

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.

The Feedback sections of our websites, number of invitations to speak at international conferences and increase in graduates pursuing careers in human rights, international development and related areas are very positive indicators.

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.

Yes. As I mentioned above, we work regularly and have long-term partnerships with UNESCO, CIDA and local affiliations of Oxfam, Amnesty and many other NGO's.

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. Very helpful for promoting our activities. Not much time to post events lately, but will do.

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.

NLGECC - Explained above.

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

Education is always a priority.

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

Our Global Education Centre will be a model for schools all over the world! (One must be an optimist to generate systemic change in an arcane system. Please keep promoting Transdisciplinaryism.)