

## INTERNATIONAL CONTEXT FOR THE EDUCATION FOR PEACE PROGRAM AND THE 2002-2006 STRATEGY FOR PROGRAM IMPLEMENTATION IN ALL BIH SECONDARY SCHOOLS

The Education for Peace (EFP) Program of Landegg International University, as piloted in Bosnia & Herzegovina, and as discussed by the international development agencies, BiH State bodies, and local actors participating in the International Education for Peace Conference (15-16 May 2002), upholds and supports the realization of international priorities including UN Resolution 53/25 of 10 November 1998, by which the period 2001-2010 was proclaimed as the "International Decade for a Culture of Peace and Non-Violence for the Children of the World," as well as Resolution 53/243 of 6 October 1999, by which a global "Declaration and Programme of Action on a Culture of Peace" for the new millennium was adopted; and the Convention on the Rights of the Child adopted by UN Resolution 44/25 of 20 November 1989, recognizing the right of every child to be "brought up in the spirit of the ideals proclaimed in the Charter of the United Nations and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity."

That the adoption of the EFP-BiH Four-Year Strategy and Plan of Action is both timely and necessary can be demonstrated by the successes of the two-year pilot program and by the key strategies and principles identified in the Covenants and Resolutions adopted by the International Community over the past two decades, including **"A World Fit for Children" adopted by the UN General Assembly Special Session on Children on 10 May 2002**, which, stressing the international "commitment to create a world fit for children, in which sustainable human development... is founded on principles of democracy, equality, non-discrimination, peace and social justice and the universality, indivisibility, interdependence and interrelatedness of all human rights" boldly "call(s) on all members of society to join us in a global movement that will help build a world fit for children."

Upholding the vision and principles described in this most recent UN Declaration and Strategy, the EFP Program lends concrete assistance to realization of the goal to "nurture children in a safe environment that enables them to be physically healthy, mentally alert, emotionally secure, socially competent and able to learn."

Furthermore, the EFP Program actively supports the understanding that "children and adolescents are resourceful citizens capable of helping to build a better future for all" and provides means for young people "to express themselves and to participate in all matters affecting them, in accordance with their age and maturity." Students in the EFP Program are demonstrably assisted to "build self-esteem, acquire knowledge and skills, such as those for conflict resolution, decision making and communication, to meet the challenges of life." EFP students, with the assistance of their teachers and the wider school community, are enabled to "actively take part in the shaping of their environment, their societies and the world they will inherit" through meaningful participation in decision-making processes in their families, schools and both local and national communities.

In addition, the comprehensive methodology of the EFP Program contributes systematically and strategically to realization of the specific international goals to:

- Ensure that education programmes and materials fully reflect the promotion and protection of human rights and the values of peace, tolerance and gender equality, using every opportunity presented by the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) [paragraph 40(7)];
- Enhance the status, morale, training and professionalism of teachers including early childhood educators, ensuring appropriate remuneration for their work and opportunities and incentives for their development [paragraph 40(14)];
- Develop responsive, participatory and accountable systems of educational governance and management at the school, community and national levels [paragraph 40(15)];
- Meet the specific learning needs of children affected by crises, by ensuring that education is provided during and after crises, and conduct education programmes to promote a culture of peace in ways that help to prevent violence and conflict, and promote the rehabilitation of victims [paragraph 40(16)];

- Harness the rapidly evolving information and communication technologies to support education at an affordable cost, including open and distance education, while reducing inequality in access and quality [paragraph 40(18)].

The four-year strategy to extend introduction of the EFP Program to secondary schools across Bosnia & Herzegovina via the EFP-World, EFP-Intensive, and EFP-Leadership programs, which gained unanimous support from participants at the International Education for Peace Conference held 15-16 May 2002 that included representatives of CIDA, JICA, SDC, the Government of Bosnia & Herzegovina, the Ministries of Education of RS and FBiH, school directors and teachers, will contribute greatly to the elimination of discrimination against children and in the minds of children, as well as enable them "to partake of the benefits of the breakthroughs in information and communication technologies."

Furthermore, the EFP Program benefits from the active support and participation of mayors and local leaders, parliamentarians, high-level representatives of relevant Ministries, and other key figures in society who are working to "promote awareness; adopt necessary legislation; facilitate and appropriate the financial resources needed for this purpose; and monitor their effective utilization" on behalf of the EFP Program.

**A/RES/53/243 of 6 October 1999 – Declaration and Programme of Action on a Culture of Peace**, which, "*recognizing* that peace not only is the absence of conflict, but also requires a positive, dynamic participatory process where dialogue is encouraged and conflicts are solved in a spirit of mutual understanding and cooperation...", and "*recognizing also* that "Education at all levels is one of the principle means to build a culture of peace" [Article 4], defines a culture of peace as "a set of values, attitudes, traditions and modes of behaviour and ways of life" based on the fundamental principles upheld by the International Community including "freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations" [Article 1(i)].

Education for Peace enables "progress in the fuller development of a culture of peace" through the cultivation of "values, attitudes, modes of behaviour and ways of life conducive to the promotion of peace among individuals, groups and nations" [Article 2].

Furthermore, EFP supports "the fuller development of a culture of peace" as described in Article 3 through grassroots

- (a) Promotion of peaceful settlement of conflicts, mutual respect and understanding, and international cooperation;
- (c) Promotion of democracy, development and universal respect for and observance of all human rights and fundamental freedoms;
- (d) Enabling of people at all levels to develop skills of dialogue, negotiation, consensus-building and peaceful resolution of differences;
- (g) Promotion of sustainable economic and social development;
- (h) Elimination of all forms of discrimination against women through their empowerment and equal representation at all levels of decision making;
- (i) Elimination of all forms of racism, racial discrimination, xenophobia, and related intolerance;
- (m) Advancement of understanding, tolerance, and solidarity among all civilizations, peoples, and cultures, including towards ethnic, religious, and linguistic minorities.

The four-year strategy to extend introduction of the EFP Program to secondary schools across Bosnia & Herzegovina via the EFP-World, EFP-Intensive, and EFP-Leadership programs aims to contribute to a culture of peace in this country and greater region. This strategy has gained the unanimous support of all key members of society as referred to in Articles 5 (governments), 6 (civil society), 7 (media), and 8 (parents, teachers, etc.) of the Declaration on a Culture of Peace.

The strategy contributes to the realization of international goals identified in the Programme of Action on a Culture of Peace, including the following articles in particular:

*B.9. Actions to foster a culture of peace through education*

- (b) Ensure that children, from an early age, benefit from education on the values, attitudes, modes of behaviour and ways of life to enable them to resolve any dispute peacefully and in a spirit of respect for human dignity and of tolerance and non-discrimination;
- (c) Involve children in activities designed to instill in them the values and goals of a culture of peace;
- (e) Encourage revision of educational curricula, including textbooks, bearing in mind the 1995 Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy for which technical cooperation should be provided by the United Nations Educational, Scientific and Cultural Organization upon request;
- (f) Encourage and strengthen efforts by actors as identified in the Declaration...aimed at developing values and skills conducive to a culture of peace, including education and training in promoting dialogue and consensus-building;

*10. Actions to promote sustainable economic and social development*

- (e) Undertake further efforts to ensure that the development process is participatory and that development projects involve the full participation of all;
- (f) Include a gender perspective and empowerment of women and girls as an integral part of the development process;
- (h) Strengthen, through development assistance in post-conflict situations, rehabilitation, reintegration and reconciliation processes involving all engaged in conflicts;

*12. Actions to ensure equality between women and men*

- (d) Promotion of equality between women and men in economic, social and political decision-making;
- (f) Provision of support and assistance to women who have become victims of any forms of violence, including in the home, workplace and during armed conflicts;

*13. Actions to foster democratic participation*

- (a) Reinforcement of the full range of actions to promote democratic principles and practices;
- (b) Special emphasis on democratic principles and practices at all levels of formal, informal and non-formal education;

*14. Actions to advance understanding, tolerance and solidarity*

- (c) Support actions that foster understanding and solidarity throughout society, in particular with vulnerable groups;
- (h) Promote increased understanding, tolerance, solidarity and cooperation among peoples and within and among nations;

*15. Actions to support participatory communication and the free flow of information and knowledge*

- (a) Support the important role of the media in promotion of a culture of peace;

(c) Make effective use of the media for advocacy and dissemination of information on a culture of peace involving, as appropriate, the United Nations and relevant regional, national and local mechanisms.

**The Dakar Framework for Action on Education for All, adopted by the World Education Forum in Dakar, Senegal on 28 April 2000**, which, acknowledging that education “is the key to sustainable development and peace and stability within and among countries,” promotes the following lines of action which the Education for Peace program actively and effectively addresses:

- Engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development [paragraph 8(iii)],
- Attention to the needs of education systems affected by conflict, natural calamities and instability, and the conducting of programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict [paragraph 8(v)],
- Implementation of integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices [paragraph 8(vi)];
- Enhancement of the status, morale and professionalism of teachers [paragraph 8(ix)]
- Harnessing of new information and communication technologies to help achieve EFA goals [paragraph 8(x)].

Furthermore, the Education for Peace (EFP) Program is fully developed, implemented, and evaluated in harmony with those guiding principles upheld by the Dakar Framework as essential to effective education strategies, including:

- Systematic consultation with government leadership and national civil society;
- Coordinated support of all development partners;
- Establishment of a sustainable financial framework;
- Time-bound and action-oriented program planning;
- Identification of mid-term performance indicators;
- Achievement of “a synergy of all human development efforts, through its inclusion within the national development planning framework and process.”

## **Conclusion and Declaration**

Supporting the international mandates set forth in the preceding documents and recognizing the strategic contribution which the Education for Peace (EFP) Program of Landegg International University makes to the realization of worldwide “Education for All” and a “Culture of Peace,” we submit the EFP Program for special consideration and support by relevant international, state, and civil society bodies, confident that the sustained delivery of Education for Peace will ensure a future fit for the children and communities of the world.