

## NOTE

25 March 1996

To : Leslie

From : David

Subject: **International Institute for the Culture of Peace**

1. Just as the International Institute for Educational Planning was founded at a particular moment of history when the member states needed trained specialists for the establishment of their national educational programmes, so, too, this is a particular moment when trained specialists for the culture of peace are needed.

2. Whether it is called by culture of peace or another name, we read from many points in the United Nations system and regional organizations the demand for training in conflict resolution and conflict transformation. Here are some examples:

- \* The United Nations University has recognized the need for such training in its 1995 Advisory Team Report for the Programme on Peace, Security and Global Governance, one of whose members, Mr Antonio Donini, has written extensively on this subject.
- \* The Department of Peace-keeping Operations realizes that it needs systematic training for the staff, both military and non-military, engaged in their operations as indicated by discussions between CPP and DPKO.
- \* The UN Volunteers (UNDP), recognizing the need for conflict resolution training for their field staff in Burundi, was in touch with UNESCO in 1993 for this purpose and we had made arrangements with Hizkias Assefa to provide the needed training, but the Burundi programme took another direction instead.
- \* The World Bank has established a special section on conflict resolution with which UNESCO's MOST programme has been in touch.
- \* The OECD is recognizing increasingly the need for training to implement its new priority on participatory development, and CPP has been in discussions with them on this matter.
- \* The International Red Cross is increasingly concerned with this question, as indicated by Ambassador Sahnoun following his recent appointment to their high-level advisory committee.
- \* The Organization of African Unity is embarking on a major expansion of its

efforts in conflict resolution and no doubt training will emerge as a key issue for them.

- \* INCORE, at the University of Ulster in Ireland is expanding its work in this area, recognizing it as a key area. A formal arrangement for cooperation in this regard with CPP is under consideration.
- \* International Alert has long emphasized training in its priority on peace-building activities, including the Mombasa workshop which was perhaps its most successful initiative and in which both Nestor Bidananure and Noel Chicuecue participated.
- \* ACCORD, with which CPP has a contractual relationship, has placed a priority on training of trainers in conflict resolution.
- \* Several institutions are recognized for the high quality of the training that they provide in this field, but they are in no position to respond to the great demand. CPP has good relations with these institutions, the Mennonite Institute in Virginia, the Guernika Gogoratz in Spain, the Center for Mediation in Paris, the Berghof Center in Berlin and the Nairobi Peace Initiative. CPP could presumably engage some or all of them as partners in the development of an expanded training effort.
- \* A closely related process is that of training for conflict resolution in schools. UNESCO, via CPP, is now engaged in the development of an interregional project along the lines of the Associated Schools Project to support this process.

Given the present situation, it is only a matter of time before the United Nations establishes a training institute for the training of trainers in conflict resolution. The question is whether UNESCO will play the leading role that it could (and should, I believe).

Two of the recommendations of the recent Second International Conference for a Culture of Peace in Manila emphasized the need for a UNESCO initiative in this area:

12. Provide training and capacity-building in conflict management, consultation and consensus-building to enable local governments, non-governmental organizations and peoples organizations to lead their communities in peace-building.
14. Support the establishment of local and regional centers and mechanisms for capacity-building in conflict-mediation.

UNESCO has accumulated a certain amount of experience in the training of peace promoters in the national programmes of El Salvador and Mozambique, which could provide both conceptual and practical input for the establishment of a Culture of Peace Institute. Although the project documents for the establishment of local training centers in those two

countries were not funded (in the case of El Salvador it was vetoed by government authorities for political reasons), the process has gone forward by other means. Francisco Lacayo has functioned himself as a peace promoter and on that basis has provided us a detailed description of what is needed for such training. Noel Chicuecue has been trained himself and is in touch with a loose network of trainers in Mozambique with the prospect of developing a more formal organization. Also, the training of peace promoters will be one of the issues at the upcoming demobilized conference to be hosted by CPP in Mozambique.

UNESCO leadership for training was proposed in the Joint Inspection Unit report on conflict prevention which has been given to the ACC. The following is excerpted from that report:

4. **Recommendation 8** is also endorsed, which includes a call for: the "establishment of training/conflict resolution centres at the national and local levels". In UNESCO's Culture of Peace Programme, this is done through the training of development workers to become "peace promoters" who bring together parties previously in conflict to take part together in the planning and implementation of human development projects. The training of "peace promoters" needs to be implemented on a major scale, and linked directly to the development process. Development workers need to be trained in techniques of conflict transformation so that they can ensure that the development process is based on broad participation and cooperation instead of than creating new conflictual situations.

What is needed now is a global training effort for nonviolent social change based upon the methods of conflict transformation. Both through formal schooling and through the popular media, people should learn the skills of dialogue, negotiation and consensus. One might call these skills the "second literacy" which, in its own way, is as important for future generations as reading and writing. The contents of educational messages and communication for conflict transformation cannot be manufactured in New York, Geneva or Paris and dropped by parachute to the rest of the world. While they must be based on universal principles, they must develop out of traditions and experiences of the people concerned as they struggle to make development democratic and participatory.

UNESCO is in a key position to take the lead in coordinating such a global training effort, given the Organization's responsibility in the UN system for education. As pointed out in the JIU document, UNESCO has been at the forefront in making available at a global level the universal principles of justice that have elaborated in the Universal Declaration of Human Rights and many subsequent declarations. However, this is only the first step. If it is to be effective the process of training in conflict transformation needs to be extended to everyone through the linkage of educational and media systems to the process of participatory development.

This is at the heart of UNESCO's competence in education and communication. It should be seen as an extension of the Education for All programme in which literacy in conflict transformation is joined to other aspects of literacy. And it is fully consistent with UNESCO's efforts for the promotion of independent media.

If we agree that a Culture of Peace Institute is a worthwhile and feasible idea, we need

a rough plan of action to get it off the ground. To some extent we may get some ideas from a study of the history of the IIEP. In the meantime, I propose the following:

- 1) Informal discussions with potential partners about training needs and the role that they feel UNESCO might play. This should include INCORE and DPKO (Leslie, your missions) and the OAU (Edouard's missions).
- 2) Development of a proposal for the Director-General with a rationale for the Institute and a preliminary plan of action, including a proposed task force to prepare a more detailed plan.
- 3) The proposed task force will be a crucial step, as there are many people who will want to be involved although their approaches are not consistent with the culture of peace as it has been developed so far. Therefore, we need to give careful consideration to the identification and agreement with several high level and powerful individuals to give a solid foundation to the task force.