2002

UNESCO Prize for Peace Education

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PRIZE LAUREATE

City Montessori School, Lucknow
(INDIA)

UNESCO

The ideas and opinions expressed by the participants
at the award ceremony of the
UNESCO Prize for Peace Education 2002
are not necessarily those of UNESCO
and do not commit the Organization.

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Contents

Acknowledgement 6

Prize-giving Ceremony 7

Address by Mr PIERRE KIPRÉ 9
President of the International Jury
of the UNESCO Prize for Peace Education 2002

Address by Mr KOÏCHIRO MATSUURA 11
Director-General of UNESCO

Address by Mr MURLI MANOHAR JOSHI 15
Minister of Human Resource Development,
Science and Technology, India, and President
of the Indian National Commission for Co-operation with UNESCO

Address by Mr Jagdish Gandhi 17
Manager of the
CITY MONTESSORI SCHOOL, Lucknow (Inde)
Laureate of the UNESCO Prize for Peace Education 2002

Address by Mrs Bharti Gandhi 19
Director of the
CITY MONTESSORI SCHOOL, Lucknow (Inde)
Laureate of the UNESCO Prize for Peace Education 2002

Appendices

General Rules 23
Governing the UNESCO Prize for Peace Education

Members of the International Jury 27
of the UNESCO Prize for Peace Education 2002

Laureates 29
of the UNESCO Prize for Peace Education (1981–2002)

Acknowledgement

UNESCO wishes to express
its profound appreciation and deepest thanks
to The Nippon Foundation
(formerly the Japan Shipbuilding Industry Foundation),
whose generous donation has made it possible to award the prestigious
UNESCO Prize for Peace Education
for the past twenty-two years.

Prize-giving Ceremony

The UNESCO Prize for Peace Education 2002
was awarded to the City Montessori School, Lucknow (India)
by Mr Koïchiro Matsuura, Director-General of UNESCO,
on the recommendation of the International Jury of the Prize.

The prize-giving ceremony
was held at UNESCO Headquarters on 23 September 2002
in the presence of
Mr Murli Manohar Joshi, Minister of Human Resource Development,
Science and Technology, India
and President of the Indian National Commission for Co-operation with UNESCO,
Mr Ahmad Jalali, President of the General Conference,
Ms Aziza Bennani, Chairperson of the Executive Board,
Mr Pierre Kipré, President of the International Jury,
Mr Mohammed Arkoun, Member of the International Jury,
Former Prize Laureates,
Permanent Delegates of Member States
and representatives of governmental and non-governmental organizations.

The ceremony was followed by the showing of the documentary film
Promises
by Justine Shapiro, B. Z. Goldberg and Carlos Bolado,
on the Israeli-Palestinian conflict
as perceived by seven Jewish and Palestinian children
aged 9 to 13.

Address by

Mr PIERRE KIPRÉ
President of the International Jury
of the UNESCO Prize for Peace Education 2002

At the conclusion of its proceedings which took place on 3 and 4 June 2002, in the course of which thirty-one candidatures were examined, the International Jury of the UNESCO Prize for Peace Education, which I have the honour to chair this year, proposed that the Prize for 2002 be awarded to a school in India, the City Montessori School in Lucknow.

I should like, Mr Director-General, to take this opportunity to express to you, on behalf of my colleagues and myself, our appreciation of the immense honour you have paid us in appointing us to this International Jury and of your acceptance of our proposal. You have thus demonstrated the trust you place in us, displaying that human generosity that opens up the mind and heart and so often leads to the accomplishment of major achievements at the very frontiers of what is possible.

For this Prize to which UNESCO, under the leadership of Mr Koïchiro Matsuura, attaches such great importance for the purpose of constructing the defences of peace in the minds of men, also starts from the premise that it is education that creates the foundations of mutual trust which underlie tolerance and fruitful cooperation in building a just and law-abiding community, supportive of fundamental freedoms and human rights.

In the view of the Members of the Jury, the work of the City Montessori School in Lucknow is a reflection of this approach and of the desire to promote the universal values of tolerance and education for peace through a more fruitful, non-sectarian vision, at a time when every form of intolerance and all the hideous faces of injustice and war are to be seen all over the world.

On this solemn day marking international recognition of the merits of the City Montessori School, I should like to take the opportunity to convey the warm congratulations of the International Jury to that celebrated teaching establishment.

I could not conclude this brief address without expressing once again to the Director-General, and to all those eminent persons associated with him in awarding the Prize, our wishes for success in the work of promoting peace in the minds of men in order that humanity may move on from a culture of violence to a culture of sharing, tolerance and justice.

Address by

Mr KOÏCHIRO MATSUURA
Director-General of the United Nations Educational,
Scientific and Cultural Organization (UNESCO)

I am very pleased to greet you all on the occasion of the award ceremony of the UNESCO Prize for Peace Education 2002.

Allow me first of all to extend a special welcome to H.E. Mr Murli Manohar Joshi, Minister of Human Resource Development, Science and Technology of India and President of the Indian National Commission for Co-operation with UNESCO. I would like to take this opportunity to thank Mr Joshi once again for the warm welcome and hospitality he showed me during my first official visit to India in July 2001. I also thank him for his active interest in and support for UNESCO, which were clearly evident in his valuable contribution to the last General Conference here in Paris. And I pay tribute to the outstanding work he is doing to ensure that India's human resource development is consistent with spiritual values, sustainable and equitable patterns of consumption, and the development of 'home-grown' scientific and technological capacities. A man of vision and action, he has long advocated a holistic view of science, religion and human values. Mr Joshi, I am most gratified that you are with us here today for this ceremony.

I also extend a warm welcome to the President of the International Jury of the Prize, Mr Pierre Kipré, Professor of History, former Minister of Education and former Chairman of the National Commission of Côte d'Ivoire for UNESCO, and to one Jury Member who is here today, Mr Mohammed Arkoun, from Algeria, Emeritus Professor of Arabic Language and Literature at the Sorbonne (Paris III) and currently Professor at the Institute of Ismaili Studies in London. I would like to thank them for their invaluable work and, through them, my appreciation also goes to the other three Members of the Jury, H.E. Mr Javier Pérez de Cuéllar from Peru, Ms Lucy Smith from Norway and Mr Arjun Appadurai from India, who are unable to attend today's ceremony.

The UNESCO Prize for Peace Education was established in 1981 thanks to a generous donation from The Nippon Foundation (formerly the Japan Shipbuilding Industry Foundation) to which I wish to express once again the deepest gratitude of the entire Organization.

The Prize has been awarded annually in recognition of outstanding activities designed to mobilize the conscience of humanity and alert public opinion in the cause of peace, in the spirit of UNESCO's Constitution and the United Nations Charter. The Prize, which is being presented today for the twenty-second time, has become an essential part of UNESCO's action aimed at promoting peace-building by both individuals and institutions.

The main objective of UNESCO, to contribute to peace and security in the world by promoting collaboration among the nations through education, science, culture and communication, remains as relevant and necessary as ever. Despite the many efforts made by peace-makers, war, terrorism, violence, crime, intolerance and strife continue to afflict humanity. A lasting peace, based on humanity's intellectual and moral solidarity, is still far from being reached.

Yet we cannot, should not and must not give up. Now, more than ever, efforts must be strengthened to make reason and dialogue prevail for the sake of peace. Lessons should be learnt from the past but, at the same time, there is need for innovation if we are to respond effectively to new situations. We must apply the insights available from new knowledge and techniques to such perennial questions as: How can we secure a better understanding of ourselves and of those who are different from us? How can we bridge the gap between our differences? How can we best cultivate the universal values of tolerance, peace, human rights, non-violence and democracy in the perspective of cultural diversity?

Education lies at the heart of any answers to these questions. As the primary agent of capacity-building and transformation, education can increase our capacity to confront and master change. Education not only informs people, it can change them too. Education creates a space for dialogue and exchange; encourages respect and tolerance; integrates the principles of human rights into everyday life; and strengthens positive actions. The following words, pronounced over 2,600 years ago by Confucius, remain rich with meaning for our lives:

If you are thinking a year ahead – plant seeds,

If you are thinking ten years ahead – plant a tree,

If you are thinking a hundred years ahead – educate the people.

It now gives me great pleasure to introduce to you the laureate of the UNESCO Prize for Peace Education 2002, the City Montessori School of Lucknow, India.

The City Montessori School (CMS) was founded, with only five students, in 1959 by a dedicated couple – Jagdish and Bharti Gandhi – greatly influenced by the teachings of Mahatma Gandhi and his spiritual successor, Vinoba Bhave. Today, CMS, which is based in Lucknow, the capital of India's most populous state, Uttar Pradesh, hosts over 26,000 students aged 3 to 18. Apart from its size, the school stands out for the quality of the education it has provided for over four decades. This education is based on four fundamental principles: universal values, excellence, global understanding and service to the community.

CMS believes that a school must act as a lighthouse for society, providing direction and guidance, and that each child is potentially the light of the world, as a future conscious and proactive member of society, an agent of change, a builder of peace and coexistence and an upholder of high moral values. The school aims to give its students the skills to allow them to face the complex problems of today's world, by placing trust in each child, by developing their sense of responsibility, by teaching them moral values both theoretically and practically, and by opening their eyes to other cultures and religions.

The recognition given to the importance of the family is another key characteristic of CMS. The school tries to sensitize parents to their educational role and influence by actively involving them in school life.

Teachers benefit from continuing training in the main principles of the school as well as in child development, psychology and sociology, so that they have sound preparation to perform their role of mentors engaged in a personal relationship with each child placed under their supervision. In line with the Montessori comprehensive educational method, based on the observation of children's needs in a variety of

cultures around the world, special emphasis is placed on educational research. For this purpose, the CMS Innovation Wing employs twenty-five people who research and identify the best existing educational theories and practices as well as the most successful techniques and instruments.

CMS is also well known for its extensive Peace Education programme, implemented through the use of educational tools, peace-based activities and international events designed to promote tolerance, peace and harmony. The motto coined by Mahatma Gandhi – *Jai Jagat* (Glory be to the World) – has become a CMS slogan and greeting among students and teachers.

At a time when, in India as in the rest of the world, religious, sectarian and nationalistic hatreds are threatening to tear apart whole communities and are destabilizing many regions, CMS is to be congratulated for promoting the values of peace, religious harmony, tolerance and coexistence among children – the next generation of decision-makers – and, through them, among their parents and communities.

In recognition of its efforts to promote the universal values of education for peace and tolerance at a time when these values are increasingly being challenged, I now have the great pleasure of presenting the UNESCO Prize for Peace Education 2002 to the City Montessori School, Lucknow, which is represented here by its two founders, Mr Jagdish Gandhi and Mrs Bharti Gandhi. The Prize is represented by the statuette, *The Olive Tree*, executed by the Spanish sculptor Apel.les Fenosa, together with a cheque for US$30,000. I congratulate the City Montessori School and wholeheartedly encourage it in the pursuit of its mission.

It gives me great pleasure to now give the floor to Mr Murli Manohar Joshi, Minister of Human Resource Development, Science and Technology of India and President of the Indian National Commission for Co-operation with UNESCO. Following Mr Joshi, I invite Mr Jagdish Gandhi and Mrs Bharti Gandhi, the founders and the Manager and Director respectively of the City Montessori School, to address you.

Address by

Mr MURLI MANOHAR JOSHI
Minister of Human Resource Development, Science and Technology, India, and President of the Indian National Commission for Co-operation with UNESCO

It is a privilege to be present at the ceremony awarding the UNESCO Prize for Peace Education 2002 to the City Montessori School, Lucknow, India. The award is in recognition of the pioneering services of the school to promote the universal values of education for peace and tolerance and to renew the principles of secularism at a time when these values and principles are increasingly being challenged.

The presentation of the award to this institution is most appropriate because its founders have a deep and abiding faith in the principles of truth, non-violence, tolerance and universal humanism as preached and practised by the father of our nation, Mahatma Gandhi. For more than four decades the City Montessori School, Lucknow, has nurtured generations of students in these values and inspired them to play a useful role in the service of the community. We have a long tradition of dedication to humanity. More than 2,500 years ago, Buddha asked the monks to serve humanity and to work for the greatest good and happiness of the greatest number *(Charat Bhikkhave Bahujan Hitay Bahujan Sukhay)*. UNESCO has appropriately recognized the pioneering work of Shri Jagdish and Smt. Bharti Gandhi. I wish to congratulate them on behalf of my government and myself and thank the Director-General of UNESCO and the President of the International Jury for recognizing and selecting this institution for the Prize for Peace Education 2002.

True defences of peace in the minds of men can only be constructed through education. Mere learning and acquiring knowledge is not the same as education, the real purpose of which is to liberate minds from the shackles of ignorance and the full development of the human spirit. The Vedas defined knowledge thus: *Sa vidya ya vimuktaye* (that is the true knowledge which leads to salvation), which speaks of liberation, but with a wider and holistic connotation of complete spiritual awakening. Rousseau lamented that 'man is born free but is everywhere in chains'. It is a matter of

great distress that a large mass of humanity spread over the world is still suffering abject poverty. The chasm between the 'haves' and the 'have-nots' is so pronounced and deep that it hurts the human consciousness. If only the 'haves' could share part of their bountiful possessions with the deprived, their lot would considerably improve.

The philosophy of sharing with others gave India a unique philosophy in which the entire world is treated as one family. This is immortalized in the phrase *Vasudhaiva Kutumbakam* (the whole Earth is one family). In our lifetime, Mahatma Gandhi propounded the principle of trusteeship, in which neither nations nor individuals are the possessors of wealth and property. These are to be used for the good of the people and shared by all according to their needs. Unless the world understands this, we will never be able to eliminate inequality and deprivation and all our ideals of peace and happiness will remain a dream.

It is important for us to remember that 2001–2010 is the International Decade for a Culture of Peace and Non-violence for the Children of the World. The objectives include fostering a culture of peace through education; and economic and social development through sustainable means. I believe that education is the most important vehicle for the achievement and fulfilment of these objectives. Our education should be based on human values in conformity with the genius of each country. Respect for human dignity, not only within national boundaries but also between nations, is paramount. Even in the new millennium, around the world we are witness to the widening disparities among nations. We need a new global order, sensitive to the needs of economically deprived people striving for human dignity. This is possible only through universal understanding of the yearning of the human spirit.

The Vedic invocation to universal peace says:

Let there be peace in the entire Cosmos, let there be peace in the skies, let there be peace on Earth, let there be peace in the waters, let there be peace in herbs and vegetation, let the divine bring peace to us, let all the knowledge bring peace and let everywhere be peace, peace and peace.

I once again thank Mr Koïchiro Matsuura and all distinguished guests present here.

Address by

Mr Jagdish Gandhi
Manager of the
CITY MONTESSORI SCHOOL, Lucknow, India

Laureate of the UNESCO Prize for Peace Education 2002

On behalf of over 26,000 students, their teachers, parents and other well-wishers of the CMS family, it is indeed a proud privilege and a pleasure for me and my wife Bharti to accept the UNESCO Prize for Peace Education 2002. I would like to thank UNESCO and the International Jury for selecting our school for the world's most prestigious prize for peace education.

Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed, and what better place for this than the schools where tomorrow's citizens are being shaped today? It has been said that 'school is a building with four walls and tomorrow inside'. So, if there is no peace education in schools today, there will be no peace tomorrow.

Peace cannot be learnt instantaneously. Peace is a long-drawn-out process and the importance of peace education in schools cannot be overemphasized. It is during childhood that a lasting commitment to peace can be inculcated in children. Later is often too late. I would therefore like to suggest that efforts be made to encourage peace education in schools all over the world. I would also like to take this opportunity to appeal to Director-General Koïchiro Matsuura, to have UNESCO develop a peace-education curriculum to share with the governments of all countries. We very humbly offer the cooperation and experience of the City Montessori School in this vital endeavour.

I would also like to point out that peace is indivisible. There can be no peace in any one part of the world if peace is missing in other parts of the world. Children must be made aware of the interconnectedness of not only human affairs but also of the web of life. For example, they must become aware that felling trees in one part of the world

causes drought in another. We must therefore also teach our children: 'Let your vision be world-embracing, do not busy yourself in your own concerns. Be you anxiously concerned with the affairs of the age you are living in.'

Moreover, if we want to give peace education to children, we need to teach them about oneness of humankind, oneness of God, and oneness of religion, and give them the values of peace, justice and unity. The values according to which the City Montessori School is run are the universal values of global understanding, service to the world, and excellence in all things. These are precisely the values that are enshrined in all the great cultures and traditions of the world. But two specific influences shaped our thinking and our policies in particular.

The first is the ancient Hindu philosophy of *Vasudhaiva Kutumbakam* (the whole Earth is one family), and the concept of *Jai Jagat* (Glory be to the World) propounded by Mahatma Gandhi. This caused us to see the necessity for global understanding. The second major influence on our lives is the teachings of the Baha'i faith, which emphasize the oneness of God, the oneness of religions and the oneness of mankind. These teachings emphasize the abandonment of all forms of prejudice, the unity of the world and service to humanity. Moreover, they uphold that 'Every child is potentially the light of the world, as well as the cause of its darkness; wherefore must the question of meaningful education be accounted as of primary importance'. I can only add that among other subjects taught in schools today, perhaps education on world unity and world peace is the most important of all, even more important than the arts and the sciences! This is why cultivating a spirit of tolerance and coexistence in children remains the cornerstone of CMS educational work.

UNESCO's efforts in promoting peace education, by encouraging those who are working towards it, are indeed commendable. We at the City Montessori School will accept the award as an incentive and an encouragement to increase our own efforts towards peace education. Much more needs to be done, a very great deal more, before the real prize is achieved – that of true and lasting peace in the world.

Thank you once again.

Address by

Mrs Bharti Gandhi
Director of the
CITY MONTESSORI SCHOOL, Lucknow, India

Laureate of the UNESCO Prize for Peace Education 2002

As I stand here with my husband, receiving this prestigious honour given to the City Montessori School, I am reminded of the enormous sacrifices and Herculean efforts of thousands of CMS teachers and other staff members over the last forty years, that form the bedrock on which stands the present edifice of our achievements.

First of all, I would like to thank all members of the CMS family – including our principals, teachers, students and their parents, and pause for a moment to recall our debt to those colleagues who gave their all for CMS but are no longer with us to share this moment. It is thanks to the sacrifices of thousands of our friends and colleagues that CMS has been able to add a new chapter in the field of education, and open up new vistas for scores of thousands of students over the last four decades. I dedicate this Prize to all of them.

Friends, at a certain moment in history, education must also act as a powerful instrument for profound social transformation. We believe that such a moment has now arrived. This UNESCO Prize for Peace Education is also a recognition of the urgent need to incorporate peace education in school curricula worldwide.

At CMS, we believe that education is not merely the learning of the sciences and the arts but consists, more broadly, of learning high ethical and spiritual values as well – including, all-importantly, the values of coexistence and tolerance. We are persuaded that education needs an expanded definition that frees it from today's largely economic context, and acknowledges its role in transforming both individual lives and entire societies. It may even be said that the field of education is unexplored and that the goal of education (which is to establish true civilization) is unattained.

True education releases capacities, develops analytical abilities, confidence, will-power, and goal-setting competencies, and instils the vision that allows an individual to become a self-motivated agent of social change. True education should instil a commitment to serve the best interests of the community and the world as a whole. At CMS, we have endeavoured to focus on this vision of education.

We believe, as stated in the teachings of the Baha'i faith, that among the greatest of all the great services that can possibly be rendered by a person to society is the meaningful education of children.

I am honoured to accept the UNESCO Prize for Peace Education 2002 on behalf of the children and staff of the City Montessori School, and wish UNESCO every success in its commendable efforts to promote peace globally.

APPENDICES

General Rules
Governing the UNESCO Prize for Peace Education*

Article 1 – Aim

The aim of the UNESCO Prize for Peace Education is to promote all forms of action designed to 'construct the defences of peace in the minds of men' by rewarding a particularly outstanding example of activity designed to alert public opinion and mobilize the conscience of mankind in the cause of peace, in accordance with the spirit of the Constitution of the United Nations Educational, Scientific and Cultural Organization and the United Nations Charter.

Article 2 – Prize

(a) The Prize, which shall not be divided save in exceptional circumstances, shall be awarded to an individual, a group of individuals or an organization.

(b) The Prize shall be awarded annually.

(c) The Prize shall be worth approximately US$60,000, the exact amount to be decided each year on the basis of the interest accruing from the fund.

(d) A Prize not awarded in any given year may be awarded the following year to a second laureate.

(e) The Prize shall be awarded for an indeterminate duration. Should UNESCO decide to cease awarding the Prize, the balance of the fund shall be returned to the Foundation.

*Adopted by the Executive Board of UNESCO at its 110th session (September–October 1980).

Article 3 – Fund

The sum of US$1 million donated by the Japan Shipbuilding Industry Foundation has been placed in a UNESCO special account and only the annual interest shall be used to finance the Prize and the activities of the Jury responsible for awarding it.

Article 4 – Designation of laureates

The laureates shall be designated by the Director-General of UNESCO on the basis of proposals submitted by an international jury.

Article 5 – Jury

The Jury shall consist of nine personalities from different regions of the world chosen from the participants or guests at the Peace Forum held in 1979, or other meetings or events devoted to peace organized by UNESCO, or from representatives of the major information networks and specialists in peace education.

The Members of the Jury, who shall be appointed by the Director-General for a period of three years, shall serve as the International Commission for Peace in the Minds of Men; the Commission may undertake any other form of activity in the way of study, research and the promotion of public awareness within the field of peace education as defined in Article 1 of the present rules.

Article 6 – Criteria for the awarding of the Prize

(a) The laureate shall not be subject to any kind of discrimination on the grounds of nationality, religion, race, sex or age. He shall have distinguished himself through outstanding and internationally recognized action extending over several years in the fields of:

– the mobilization of consciences in the cause of peace;
– the implementation, at international or regional level, of programmes of activity designed to strengthen peace education by enlisting the support of public opinion;

– the launching of important activities contributing to the strengthening of peace;
– educational action to promote human rights and international understanding;
– the promotion of public awareness of the problems of peace through the media and other effective channels;
– any other activity recognized as essential to the construction of the defences of peace in the minds of men.

(b) The laureate shall be chosen for activities carried out in accordance with the spirit of UNESCO and the United Nations Charter.

Article 7 – Nomination of candidates

(a) Member States of UNESCO, intergovernmental organizations, non-governmental organizations granted consultative status with UNESCO and persons whom the Director-General deems qualified in the field of peace may nominate an individual, a group of individuals, or an organization considered to merit the distinction of this Prize by virtue of their activities.

(b) The closing date for the submission of nominations shall be fixed by the Director-General each year.

Article 8 – Selection of the laureate and date for the awarding of the Prize

The Jury shall meet during the three months following the closing date for the submission of nominations to make its recommendations to the Director-General concerning the selection of the laureate for that year. The date for the awarding of the Prize shall be fixed by the Director-General in consultation with the laureate during the year in question.

Article 9 – Official ceremony

A prize-giving ceremony shall be organized. The address delivered by the laureate on that occasion shall be published by UNESCO.

Members of the International Jury of the UNESCO Prize for Peace Education 2002

President of the International Jury:
Professor PIERRE KIPRÉ (Côte d'Ivoire)
Former Minister of Education
Former Chairman of the National Commission of Côte d'Ivoire for UNESCO
Abidjan

Professor ARJUN APPADURAI (India)
Professor of International Studies
Director, Initiative on Cities and Globalization
Yale University
New Haven

Professor MOHAMMED ARKOUN (Algeria)
Emeritus Professor, Sorbonne (Paris III)
Paris
Visiting Professor, Institute of Ismaili Studies
London

Professor JAVIER PÉREZ DE CUÉLLAR (Peru)
Former Secretary-General of the United Nations
Ambassador Extraordinary and Plenipotentiary,
Permanent Delegate of Peru to UNESCO
Paris

Professor LUCY SMITH (Norway)
Professor of Law
Institute of Private Law
University of Oslo
Oslo

Laureates of the UNESCO Prize for Peace Education (1981–2002)

1981

Ms Helena Kekkonen (Finland)

As an organizer of training seminars for teachers, lecturer, convener of summer courses and producer of educational films and other teaching aids, Ms Helena Kekkonen (1926–) has devoted herself unceasingly to the task of fostering attitudes conducive to peace among educators and all those in positions of responsibility. Her personality, her educational activities and her extensive contribution to the development of peace education, at the national, regional and international levels, set an example to the whole international community.

World Organization of the Scout Movement (WOSM)

First established in 1920, WOSM is an international, non-governmental organization composed of national Scout organizations. This voluntary, educational, apolitical movement is open to all young people without distinction of origin, race or creed. Its important contribution to the education of young people, in a spirit of concord, aid, peace, friendship and fraternity beyond all boundaries, is recognized worldwide. Scouting is education for life and complements that of the family and the school.

1982

Stockholm International Peace Research Institute (SIPRI) (Sweden)

Founded in 1966, SIPRI is an independent foundation whose activities are mainly focused on the problems of disarmament and arms limitation. The Institute conducts scientific research on peace, security and international cooperation and undertakes studies with the aim of contributing to the establishment of a just and lasting peace. For many years, SIPRI has been drawing the world's attention, by means of a monumental series of rigorous and unequivocal studies and international peace research, to the tragic waste that humanity is making of its intellectual capacities and the world's natural resources, in its race towards self-destruction.

1983

Pax Christi International

Founded in 1945, Pax Christi International, although of religious inspiration, is an organization whose activities in the field of peace education, especially among youth, cut across religious and ideological frontiers. The organization is energetically involved in the quest for peace, and its action has several complementary dimensions, such as disarmament, human rights, East-West rapprochement and North-South solidarity in the cause of development.

1984

International Physicians for the Prevention of Nuclear War (IPPNW)

Established in 1980 by the vigorous action of a small group of American and Soviet doctors, IPPNW rapidly became a vast movement supported by doctors from all over the world. The basic purposes of its wide-ranging activities are to protect human life by using the moral and scientific influence of the medical profession to alert world opinion to the dangers of nuclear weapons, and to promote a spirit of cooperation and mutual understanding between peoples.

1985

General Indar Jit Rikhye (India)

After many years in the service of the United Nations in charge of operations in zones of conflict, in 1969 General Indar Jit Rikhye (1920–) helped to found the International Peace Academy (IPA), a non-profit-making, non-governmental educational institute dedicated to promoting research on the maintenance of peace. From 1971 to 1990, as its Founding President, he worked on the preparation of models for the solution of various conflicts and of practical curricula which would be adopted by many teaching and professional institutes. He has also directed training programmes in conflict resolution in various institutions throughout the world and written a number of books about peace-keeping.

Georg Eckert Institute for International Textbook Research (Germany)
The Institute was founded in 1951 by the man whose name it bears. Mr Georg Eckert, a historian by training, was marked by his personal experience of the Second World War. He set himself the task of revising school textbooks, in order to eliminate from them all prejudices and stereotypes which they might contain. On the initiative of the Institute and often in cooperation with UNESCO, many international commissions of experts, historians, geographers, sociologists, etc., have been set up in order to exchange, compare and jointly revise teaching materials and make them more objective.

1986

Mr Paulo Freire (Brazil)
Distinguished educator, philosopher and historian, Mr Paulo Freire (1921–97) worked with unflagging determination and devotion to provide literacy training and education for the poorest populations. The originator of a famous method of literacy training known as 'conscientization' or 'education for liberation', he not only promoted the broadest possible access to education, but worked to make illiterate men and women the active 'subjects' of history, rather than passive 'objects' owing to their inability to read and write. His exceptional capacity to understand the humblest of people and to make them aware that knowledge is power, as well as his rare teaching and human qualities, made him one of the most original educationalists of our time, whose ultimate purpose was to promote human rights and international understanding through education.

1987

Ms Laurence Deonna (Switzerland)
Ms Laurence Deonna (1937–) is a writer, reporter and photographer. She has worked, without any ideological or religious bias, to bring the peoples of the world closer together through dialogue and mutual understanding and to improve the status of women worldwide. Her work is a shining example of the contribution that information and communication can make to international understanding, by combining a passionate search for the truth with the constant concern to serve

justice and peace, to strengthen respect for the individual and to open up ever-wider channels of friendship and cooperation between nations, cultures and individuals everywhere.

Servicio Paz y Justicia en América Latina (SERPAJ-AL)
SERPAJ-AL came into being in Central America in 1974 and gradually spread to the southern part of the continent and to the Andean region. Today the organization is present in Argentina, Brazil, Chile, Costa Rica, Ecuador, Mexico, Nicaragua, Panama, Paraguay and Uruguay. Its guiding principles draw their inspiration from the ecumenical Christian movement that emerged with the reality of the Latin American social context, the struggle for a more equitable and freer society and the strategy of non-violence. SERPAJ-AL runs peace education courses and educational and other activities to promote respect for human rights and the rights of peoples, together with training courses for grass-roots leaders.

1988

Brother Roger of Taizé (France)
Brother Roger of Taizé (1915–) is an active peace-maker, a person of global vision who translated that vision into daily, local activity by living, teaching and practising reconciliation, the fundamental and basic value and skill of peace-making. In 1940, he founded the ecumenical international community of Taizé, a small village in central France. Since the darkest days of occupied France, Taizé has been an oasis. A symbol of reconciliation between French and German peoples during the Second World War, it is now synonymous of reconciliation among all Christians and, extending beyond the religious sphere, among all people. Bearing its message of hope, trust and universal sharing, this community has spread throughout the world.

1989

Mr Robert Muller (France)
Mr Robert Muller (1923–), from Alsace-Lorraine, was profoundly marked by the sufferings of his region and by his own experiences during the Second World War. After the war he decided to devote his life to working for peace and to transcend

national divisions by a deeply humanistic philosophy similar to that of Albert Schweitzer and Robert Schuman. After forty years of devoted behind-the-scenes work at the United Nations, in 1986 he became Chancellor of the UN University of Peace, Costa Rica. He has inspired and given hope to innumerable people through his action and idealism and his work has set an example for the young in every nation. He has emerged as one of the great peace-makers of our time.

International Peace Research Association (IPRA)
IPRA was founded in 1965 and since then it has worked ceaselessly to advance interdisciplinary research into the causes of war and other forms of violence and into the conditions conducive to peace, by promoting national and international studies and teaching related to the pursuit of worldwide peace, facilitating contacts between scholars throughout the world, and fostering the international dissemination of research findings and of information on significant developments in peace studies. One of IPRA's major accomplishments has been the creation of its Peace Education Commission, which has become the vehicle for significant dialogue on both East-West and North-South issues, focusing particularly on the relation between peace and economic development in the developing world.

1990

Ms Rigoberta Menchú Tum (Guatemala)
Ms Rigoberta Menchú Tum (1959–) was born into a poor Indian peasant family and raised in the Quiché branch of the Mayan culture in Guatemala. Since 1979, she has been actively involved in the work of the Committee for Peasant Unity (CUC) and in 1982 started her long-standing cooperation with the United Nations through her participation in the work of the Sub-Commission on Prevention of Discrimination and the Protection of Minorities, held in Geneva. Since then, through the Foundation that bears her name, she has been promoting peace, human rights and, in particular, minority rights. In 1992, she was awarded the Nobel Prize for Peace in recognition of her social justice and ethno-cultural reconciliation based on respect for the rights of indigenous peoples.

World Order Models Project (WOMP)
The WOMP was set up in 1968, under the auspices of Mr Harry B. Hollins of the World Law Fund, to examine in detail the values that would underpin a peaceful world order. It is an association of scholars and politicians from various regions of the globe who are engaged in ongoing cross-cultural multidisciplinary research, education and action aimed at promoting a just world peace. The contributions of the Project to peace education stem from a dialogue that has been established between students, specialists and activists from Eastern and Western Europe, the Americas, Africa and Asia. Numerous works have been published which today are used as textbooks in universities and schools.

1991

Ms Ruth Leger Sivard (United States of America)
A sociologist as well as an economist, Ms Ruth Leger Sivard (1915–) has made a brilliant career as an analyst of economic and social issues. In her reports, she has clearly demonstrated the actual costs of seeking an illusory security through military power, rather than an authentic security through the power of healthy economies based on meeting human needs and respecting human rights. Her reports are irrefutable evidence of the absolute need for an alternative to the logic of war. They also demonstrate that, even with limited resources, the committed individual holds great power and potential and can achieve remarkable results and that information plays an essential role in the will to change the world.

Cours Sainte Marie de Hann (Senegal)
The Cours Sainte Marie de Hann is a co-educational school providing general education that takes pupils from the pre-school stage to the final year of secondary studies. Founded in 1949/50, it is recognized by the national education systems of other countries. While rooted in Senegalese historical and sociological realities, and while forming part of the Dakar private Roman Catholic school system, its work is international in scope and its doors are open to children of all nationalities, cultures, religions and social backgrounds. Students are taught that peace is a way of living and of thinking, holistically and humanely, consisting of dialogue between cultures and international understanding.

1992

Mother Teresa of Calcutta (India)

Born into an Albanian peasant family in Skopje in the former Yugoslav Republic of Macedonia, Agnes Gonxha Bojaxhiu (1910–97) went to Ireland in 1928 to enter the religious order of the Sisters of Loreto. Only six weeks later, she requested and obtained permission to sail to India as a teacher, to work with the poor in Calcutta. In 1948, she left the order to found the Society of the Missionaries of Charity. Mother Teresa of Calcutta, who was awarded the Nobel Prize for Peace in 1979, devoted her whole life to serving the 'poorest of the poor', to promoting a peace that is inseparable from the dignity of each individual, and to fighting injustice.

1993

Ms Madeleine de Vits (Belgium)

With a university training in educational psychology, Ms Madeleine de Vits (1912–) has had an outstanding career working in many institutions. She has been a member of the Belgian National Commission for UNESCO as well as of many foundations and associations promoting education for peace, international understanding and human rights teaching. She played an active part, working on a voluntary basis, in the creation of the Associated Schools Project. Her numerous publications are focused on education for peace, international understanding and the defence of human rights and fundamental freedoms. Her untiring efforts dedicated to teaching earned her the title of 'United Nations Messenger of Peace', conferred in 1989.

The Graduate Institute of Peace Studies (GIP) (Republic of Korea)

Established in 1984, inspired by the spirit of the United Nations and particularly by UNESCO's Constitution, from the outset GIP's priority was to educate and foster peace-oriented leaders for the twenty-first century. Its motto is 'Friendship, exchange, mutual trust and cooperation, to promote peace, security and welfare through education'. Specialists from all parts of the world are trained in the fields of peace education, peace philosophy, the development of peace-oriented public, economic and social policies and international cooperation. The Institute has organized several international conferences and seminars and produced numerous publications on international peace and security, notably the *World Encyclopedia of Peace*, a work that is widely used by teachers, researchers and students in many countries.

1994

The Venerable Prayudh Payutto (Thailand)

From the time he was ordained as a monk under exceptional royal patronage in 1961, the Venerable Prayudh Payutto (1939–) has dedicated himself to the dissemination of Buddhism, pointing out how individual members of society can develop peace and happiness intelligently. Although he is officially a Buddhist monk, his teachings do not belong exclusively to any race or creed. His essential and innovative idea is that peace is an intrinsic and purely human value emanating from the innermost being, radiating through group relationships and finally reflected in international relations between peoples and states. This conception emphasizes the prime importance of inner peace and the responsibility of each individual in considering peaceful solutions to all social, economic and moral problems. The Venerable Prayudh's work for peace consists in instilling, through his writings and lectures, a conscious awareness of peace and the true quality of life.

1995

Austrian Study Center for Peace and Conflict Resolution (ASPR) and European University Center for Peace Studies (EPU) (Austria)

In 1982, an initiative was launched to make the small Austrian village of Schlaining the seat of an international centre for peace research and education. Today, Schlaining is recognized around the world as the base of two peace-building institutions: the ASPR, founded in 1983 as an independent, charitable association; and the EPU, founded in 1988 on the initiative of ASPR by several National Commissions for UNESCO and international non-governmental organizations. Through its university postgraduate programme, civil peace-keeping and peace-building programme, international research projects, publications, conferences and seminars, and its close cooperation with associations, institutions and universities worldwide, the Schlaining peace project represents the effective implementation of specific interdisciplinary education for peace in the widest sense.

1996

Ms Chiara Lubich (Italy)

In 1943 Ms Chiara Lubich (1920–), a young schoolteacher during the horror of the war in Trento, Italy, began to rediscover the values contained in the Gospels and cherished a certain hope, unthinkable at that time but deeply rooted in her faith in God and in the worth of the human being. This hope has become reality through the creation of a vast organization, the Focolari Movement, which is an indisputably powerful generator of peace worldwide. Founder and President of the Movement, Ms Lubich has worked for over fifty years to contribute to peace and unity between individuals, generations and social classes as well as to a constructive dialogue and creative interchange between peoples of different backgrounds and religious faiths.

1997

Mr François Giraud (France)

A retired doctor, Mr François Giraud (1927–) has worked for over twenty years to promote peace education for all and to bring together young people from different countries. In 1977, he created the Peace and Global Understanding Prize, an essay competition in several languages on subjects inspiring tolerance and cooperation. The texts are disseminated among participating countries and the winning contestants take part in summer exchange programmes. The International Universities for Peace – of which he is the initiator – bring together the laureates and other interested individuals in annual conferences, round tables and workshops focusing on universal values and human rights. Mr Giraud is also the author of several books and of numerous lectures, notably at Rotary Clubs, on peace education.

1998

Educators for Peace and Mutual Understanding (Ukraine)

Set up in Kiev in 1990, Educators for Peace and Mutual Understanding is a non-governmental organization operating on a voluntary and completely independent basis, with no religious or political affiliation. It brings together educators and educational groups, clubs and centres of various kinds, as well as

public bodies. The aim is not only to devise and implement a new education for peace, by providing individuals with a basis for living in harmony with nature, other people and themselves, but also to enlarge the sphere of tolerance and mutual understanding through intensive local, regional, national and international cooperation. Its action takes many and varied forms: lectures, meetings and discussion groups of all kinds, the publication of theoretical works and teaching guides, creative workshops, behavioural games for young people and sessions at its university for the study and teaching of peace, which has already trained hundreds of peace educators.

Honourable mentions:

Fridtjof Nansen Academy (Norway)
The Fridtjof Nansen Academy bears the name of the famous Norwegian explorer and humanist who won the Nobel Prize for Peace in 1922. It was founded in 1938 in response to the rise of the totalitarian ideologies of Nazism and Fascism and has remained faithful to its main objective: the defence of human dignity and human rights through dialogue, as the best way of teaching peace and of resolving conflicts.

World Court Project (New Zealand)
The World Court Project (Aotearoa), which was formed in 1987, is an extensive movement whose members are active advocates of nuclear disarmament. Their network has been known as Abolition 2000 since 1997. Its aim is to implement the advice and recommendations of the World Court Project and to make the public, as well as political leaders at the national and international level, aware of the measures it puts forward.

Ulpan Akiva Netanya (Israel)
Founded in 1951, the International Hebrew Study Center, Ulpan Akiva Netanya, is unique of its kind. For decades it has contributed to language teaching – Hebrew at first, but also Arabic – not only for coexistence but also for mutual understanding through the in-depth exploration of the language, culture and traditions of other cultural groups.

1999

Association of the Mothers of the Plaza de Mayo (Argentina)
This human rights and peace movement was launched in Buenos Aires in 1977 when a group of fourteen women gathered in the Plaza de Mayo, in front of the presidential palace, to demand information from the ruling military junta about their missing children. The police attempted to disperse the group and, as an act of civil disobedience, the mothers marched around the Plaza. Since then, this mothers' march has been repeated every Thursday. The Association is an ethical movement for non-violent action to promote peace, a peace based on respect for life and fundamental rights. Its commitment to education for peace is growing increasingly strong. Having opened a bookshop, a literary café and a cultural centre for meetings and exchanges, the mothers have decided to launch a People's University to teach 'the value of life, words, principles and ethics' with a view to creating a more equitable and cooperative society capable of sustained vigilance.

Honourable mentions:

Ms Irène Drolet (Canada)
A teacher, Ms Irène Drolet (1946–) has devoted herself since 1985 to education in citizenship. She has been carrying out an educational and ethical task of great importance: to make the school once again a place where students learn about democracy and living together. By teaching youngsters from the primary grades upwards about the values of tolerance, respect for human rights and non-violence, she introduces pupils to participatory democracy at a very early stage, aiming to turn them into responsible citizens, ready to understand and listen to others.

Association for Peace Education of Tübingen (Germany)
Established in 1976, the Association for Peace Education has worked to raise public awareness about issues of peace and conflict and to strengthen civic vigilance. The Association relies essentially on education to change attitudes and behaviour that have a direct impact on political decisions. It also promotes specific action for peace and civic responsibility, such as international campaigns against nuclear weapons, atomic testing, weapons sales and anti-personnel mines.

Congregation of the Daughters of Mary-Auxiliatrix in Angola
Since its foundation in the nineteenth century, this international religious order has undertaken outstanding work in the field of education by actively fighting against the growing marginalization of young people, especially women, to preserve an essential right, the precondition of any peace – the right to education. To this end, the Congregation set up the Don Bosco Centre, a school for dialogue and cooperation, paying special attention to young girls, the future women who will be the main providers of education in the family.

2000

Mr Toh Swee-Hin (Australia)
Professor, researcher and advocate in the fields of international, intercultural peace education, global education, human rights and sociology, Mr Toh (1948–) has helped to pioneer and promote peace education in many countries, including Jamaica, Japan, South Africa, Uganda and the United States of America. In particular, on the island of Mindanao in the Philippines, a site of long-standing armed, social and cultural conflict, he introduced the community to a holistic peace education framework, integrating issues of militarization, structural violence, human rights, cultural solidarity, environmental care, personal peace, and pedagogical principles of holism, dialogue and consciousness. As Director of the Centre for International Education and Development (Alberta, Canada) from 1994 to 1999, he was able to integrate peace education into several bilateral projects on educational development in Africa, Asia and the Caribbean. He has also produced numerous publications on peace education and related fields.

Honourable mentions:

Mr Pierre Weil (France)
A psychologist, writer and educator, Mr Pierre Weil (1924–) created the City of Peace Foundation in 1987 in Brasilia, which in turn established the International Holistic University, UNIPAZ, inaugurated in 1988. As Rector of the University, he promoted a new transdisciplinary approach to education for peace, combining methods from East and West, an approach that has become an international tool in the service of peace. Through UNIPAZ, Mr Weil's action is being carried out at three levels: awareness-building, training and post-training for education for peace.

Ms Christiana Ayoka Mary Thorpe (Sierra Leone)
Ms Christiana Thorpe (1949–) started her career as a teacher, to become successively a principal and a religious leader and counsellor. In all these activities, her aim has been to spread literacy among women and to promote awareness of their self-worth and dignity as well as of their civic and moral rights and responsibilities. As Under-Secretary and Secretary of State for Education, she introduced radical reforms in the education system of her country. After becoming a member of the Forum for African Women Educationalists (FAWE), Kenya, in 1994, she launched, in 1995, the FAWE Sierra Leone Chapter of which she is the Chairperson.

Middle East Children Association (MECA)
MECA is a non-profit organization jointly established in 1996 by Israeli and Palestinian educators as a response to the need to make the peace process a stable reality for both peoples. The Association focuses on the education systems of the two communities and works with their leaders, teachers and students, providing them with a time and a place to explore tolerance, difference, pluralism, human rights, democracy and mutual respect. By conceiving new educational projects in which Israelis and Palestinians interact, MECA aims to consolidate the role of educators of the region as promoters of a culture of peace and tolerance.

2001

Bishop Nelson Onono-Onweng (Uganda)
A primary-school teacher for many years, Mr Nelson Onono-Onweng (1945–) was ordained minister in 1976. School inspector and director of the Lweza Training and Conference Centre, he became Bishop of the Northern Uganda Diocese in 1988. He has been the originator of numerous peace and conflict resolution initiatives: a poverty alleviation credit scheme; Jamii Ya Kapatakanisha (Swahili for 'fellowship of reconciliation'), a non-governmental peace organization; the Gulu Vocational Community Centre, a technical school for orphans of war; the Acholi Religious Leaders' Peace Initiatives, an interfaith forum for peace and dialogue, etc. As a peace trainer, he has travelled all over the world attending seminars and giving lectures on peace. He received the Uganda Peace Award 2000 in recognition of his efforts for peace in Uganda.

The Jewish-Arab Center for Peace at Givat Haviva (Israel)
Established in 1963, The Jewish-Arab Center for Peace is Israel's oldest and largest peace-education institution, which, despite wars and upheavals, has never spared any effort towards peace and co-existence. Its main aims are fostering closer relations between Jews and Arabs in Israel, educating for mutual understanding and promoting partnership and permanent dialogue between the two communities regardless of race, religion or gender. Through education and research projects in schools and informal education bodies, conferences and workshops in Israel and abroad, a peace library, an information centre and numerous publications (e.g. *Crossing Border*, an English-language Israeli-Jordanian-Palestinian youth magazine) the centre makes an important contribution to the cause of peace on a daily basis.

Honourable mention:

Ms Betty A. Reardon (United States of America)
Ms Betty Reardon (1929–), teacher and peace educator, has pioneered and provided visionary leadership, theoretically and practically, to initiatives that have influenced the development and promotion of peace and peace education. Among these is the International Institute on Peace Education (IIPE), of which she has been the director since 1982, and which enables educators worldwide to meet, interact and improve their knowledge, skills and values, and the Global Campaign for Peace Education (GCPE), a campaign of The Hague Appeal for Peace, which has produced *Learning to Abolish War*, a teaching resource for training activities. Author of innumerable books, articles and lectures on peace education, human rights, global problems and women's issues, Ms Reardon's widely recognized exceptional contribution to the cause of peace and to peace education is even more admirable as it has always been voluntary.

2002

City Montessori School (CMS), Lucknow (India)
The City Montessori School (CMS) was established in 1959, with only five students, by a dedicated couple – Jagdish and Bharti Gandhi – greatly influenced by the teachings of Mahatma Gandhi and his spiritual successor, Vinoba Bhave. Today CMS teaches over 26,000 students from pre-primary to degree level in Lucknow, capital of India's most populous state, Uttar Pradesh. The school is well known both

for the quality of the education that has been provided for over four decades and for its extensive Peace Education programme, implemented through the use of educational tools, peace-based activities and international events designed to promote tolerance, peace and harmony. The motto coined by Mahatma Gandhi, *Jai Jagat* (Glory be to the World), has become a CMS slogan and greeting among students and teachers, while the mission of the school is 'To Make Every Child a Gift of God to Mankind and a Pride of the Human Race'.

***L'Olivier* (The Olive Tree)**
1981, bronze, 25 x 11.5 x 9 cm
This statuette, a stylized form of which appears throughout this brochure, was designed by the Spanish sculptor Apel.les Fenosa (1899–1988)
to be presented to each laureate of the UNESCO Prize for Peace Education

«L'Olivier» créé par A.PEÑOSA en 1981
pour le PRIX UNESCO de
l'Education pour la PAIX