

# Time to Abolish War!

**a youth agenda for peace and justice**

Hague Appeal for Peace

**Compiled by Jo Tyler and Adam Berry**

**with the support of the European Youth Foundation**

Cover by Adam Berry

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Nepalese girls take to the streets on 1 January 2000

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## Key to symbols:



things you can do

history



web links



## How many of the dates on the cover do you recognize?

Answers can be found in the pages of this book:

1907 - Introduction	1959 - Culture of Peace
1908 - Culture of Peace	1963 - Culture of Peace
1919 - International Law	1966 - International Law
1928 - International Law	1975 - Economic Justice
1930 - Culture of Peace	1978 - Culture of Peace
1931 - Economic Justice	1981 - International Law
1945 - Culture of Peace	1989 - Child Soldiers
1946 - International Law	1993 - International Law
1948 - International Law	1994 - International Law
1949 - International Law	1997 - Landmines
1955 - Ban the Bomb	1999 - Introduction

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# Introduction

*In peace children bury their parents.  
War violates the order of nature and  
causes parents to bury their children.*

Herodotus

*We come back to the alternatives in the Russell-Einstein Manifesto: the end of the human race or the renunciation of war. Since the first is unacceptable, war must cease to be an admissible social institution. The abolition of war must be our ultimate goal.*

Professor Joseph Rotblat, Nobel Peace Prize 1996

The world is emerging from the bloodiest, most war-ridden century in history. Just the last decade has seen genocides committed in Cambodia, Bosnia, Rwanda, Kosovo, Chechnya, and the spread of weapons of mass destruction capable of ending life on earth.

Indigenous peoples are still denied the right to self-determination. Governments continue to fail to prevent conflict, protect civilians, eradicate colonialism, and guarantee human rights.

It's high time, in the words of the UN Charter, 'to save succeeding generations from the scourge of war.' Maybe our generation can succeed where others have failed! Let's build a culture of peace in the 21<sup>st</sup> Century.

In this *youth agenda*, we will look at achieving this aim through peace campaigns—on issues including landmines, small arms, peace education, promoting children's rights, stopping the use of child soldiers, abolishing nuclear weapons, and building an International Criminal Court. These are problems that affect the lives and futures of young people, and we can play a part in all these efforts to find solutions, alongside others working in the fields of human rights, the environment, humanitarian assistance, disarmament, and sustainable development.

The campaigns demonstrate what can be done when people are listened to instead of 'talked at.' We must take the initiative, thinking of 'security' not in terms of state borders and weapons, but of human life. It is too serious a matter to be left to politicians and soldiers (nearly all men)!

Helping to bring peace and understanding to the places where we live is true 'humanitarian intervention'—bullying by the rich and powerful is not. The abolition of war is a long-term goal, so we should get started right away! We hope this agenda will give you some ideas and help to inspire your own...

## The Hague Appeal for Peace

Campaigning for a world without war

### Peace Conference

In May 1999, 10,000 peace activists of all ages met in The Hague in the Netherlands, in pursuit of new strategies for a peaceful 21<sup>st</sup> Century. Participants in the historic Hague Appeal conference included 1,500 young people, from 100 different countries, including many areas of conflict.

### Hague Agenda for Peace & Justice

At the end of the Hague Appeal for Peace conference, the *Hague Agenda for Peace & Justice for the 21<sup>st</sup> Century* was presented to UN Secretary-General Kofi Annan. The Hague Agenda, now an official UN document, is a 50-point plan for global action by governments and civil society. If you would like a copy of the Hague Agenda: You can download it in English, French or Spanish from the Hague Appeal for Peace website, contact the Hague Appeal Youth office in Geneva (see inside front cover), or ask for document A/54/98 from your nearest United Nations documentation centre, in any of the 6 UN languages.



### The First Hague Conference

One hundred years earlier, in May 1899, Tsar Nicholas II of Russia and Queen Wilhelmina of the Netherlands convened a conference in the Hague to discuss the issues of disarmament, conflict resolution and international law. It was followed, largely thanks to peace-minded citizens, by a second conference in 1907.

It didn't work! The first world war broke out a few years later, followed by many more conflicts throughout what was the bloodiest century in history. However, the first peace conferences did lay the foundations for today's international humanitarian law and UN systems. And The Hague is still the capital of international law.

# Youth & Conflict

*In the last decade alone, we have seen two million children killed, over one million orphaned, six million seriously injured or permanently disabled, 12 million made homeless and 10 million left with serious psychological trauma.*

Olara Otunnu, UN Special Representative for Children in Armed Conflict

In modern armed conflicts, 90% of victims are civilians, of which over half are children. According to the United Nations Children's Fund (UNICEF), some 400,000 children die every year from wars and related causes—in developing countries alone.

Many children are subjected to rape, torture and physical injury, for example from landmines, a problem which continues even after an armed conflict has officially come to an end (see page 22). In many parts of the world, children as young as 8 or 9 are forced to fight (see page 26), leading to their inevitable brutalization. Even those who do not fight witness appalling atrocities, and suffer great psychological and emotional trauma. Their families and communities are broken up; many become orphans and refugees. Children are deprived of an education and other basic and essential services and rights such as clean water and food.

*"It is we adults who teach children how to hate. It is we adults who teach children to fight in our wars."*

Archbishop Desmond Tutu, South Africa

War is a serious breach of the rights of the child. It snatches away childhood and youth from innocent, peace-loving people and leaves wounds that take a long time to heal. However, young people are often among the most active peacebuilders and advocates of a peaceful resolution of the conflicts they find themselves caught up in.



Children's  
Flag  
of  
Peace

## Children's Movement for Peace, Colombia

By Sara Cameron, UNICEF

Colombia's war has lasted more than 35 years, and kills over 6,000 people every year. A further 25,000 are murdered as a result of street, domestic or other criminal violence. One in six murder victims is a child. Until 1996 the peace movement in Colombia was weak and fragmented. Thousands of human rights activists had been murdered or forced to flee the country under threat of death.

In 1996, the Children's Movement for Peace in Colombia was founded with backing from UNICEF and the National Network for Peace, *Redepaz*. In October that year, these organizations

mobilized children living in the most violent municipalities of Colombia to vote in a special election—known as the Children's Mandate for Peace and Rights. Children were asked to choose which of their rights were most important to themselves and their communities. The ballot showed 12 rights that had been summarized from the Convention on the Rights of the Child and the Colombian Constitution.

The Movement grew so quickly that more than 2.7 million children aged 7 to 18 years turned up at the polls. The children voted overwhelmingly in favour of the right to peace.

The result had a transforming effect on the peace movement. A year after the Children's Mandate, adult Colombians were invited to pledge their support for the Children's Mandate, condemn the atrocities of the war and make their own personal pledge to help peace. Over 10 million Colombians backed this Citizens' Mandate—more than double the number that had participated in the previous presidential election. Peace was catapulted to centre-stage.



The Colombian children at the Hague peace conference



# Youth & Conflict

The Children's Movement for Peace was a lesson in democracy, bringing millions back to the ballot box. It established the rights of children to elect their own representatives and participate in local government, and inspired new ways of responding to the needs of children living in situations of violence.



Today, the Children's Movement is active at community level, helping to lay long-term foundations for peace. Hundreds of organizations, community groups and municipalities have responded to the demands for the right to life and to peace expressed in the Children's Mandate—and now see children as real partners in that effort.

- Thousands of children have received training as peacebuilders through the Red Cross, Scouts, Church and others.
- 7,000 children are receiving training in landmine awareness and are passing this knowledge on to other children.
- Hundreds more children are working as counsellors, helping other children who have been forced out of their homes by violence.

Children volunteering through the Movement for Peace benefit from helping other children who face even greater hardships. It gives them sense of power, in a situation where children are usually only seen as victims.

The Children's Movement for Peace gave children opportunities to express their fears, opinions and hopes, to develop solutions and improve their communities. Previously their choice was between acquiescence or joining one of the armed groups. Today, they have the option of choosing peace.

## Forgotten refugees

by Hillevi Munthe

Some of those who fled war in Palestine in 1948 settled in Lebanon. The Lebanese government, for political reasons, did not assimilate them. Instead, the refugees were given limited, fenced areas for temporary accommodation, unable to meet their basic human needs. Now, four generations later, the Palestinians in Lebanon still live in these camps, with the same limited possibilities for housing, education and work. They have never been provided with sewage systems, electricity or heat, but have illegally and dangerously connected themselves to the wires outside the camp.

I went to Lebanon with my mother in December 1998. Being a Norwegian, used to vast unpopulated areas and rules for everything that everybody follows, I was overwhelmed by the noise, the crowd, the way the Lebanese parked on the roundabouts: city life in Beirut.

A couple of hours drive from Beirut, in the south of Lebanon, is Burj Al-Shamali Camp. In comparison to Beirut, the camp seemed a nice, peaceful and untroubled little village (though fenced and with armed guards at the entrance). Later, I would learn that the inhabitants were not as relaxed as they seemed at first; with an unemployment rate of almost 100%, spare time is not good—it only encourages hostility and hopelessness.

The Palestinians had not been allowed to enlarge their houses or build new ones since they arrived, and many families of seven or more were living in the spaces where one or two had lived for fifty years, although some had managed to smuggle bricks in by night and had more space.

I met a family that had lived in Sweden for 12 years. When a man of Palestinian origin in the city they lived in killed a person, the Swedish government decided to send 12 random Palestinian families out of the country. This family was one of those. The eldest daughter of the family was saving all the money she could to be able to pay to illegally be transported back to Sweden to continue her education and create a brighter future for herself. But that would cost her \$5000—an enormous amount for a refugee. It will be years before she collects such an amount, if ever.

January 30 was the Palestinian Liberation Organization's 30th anniversary, a fact that was impossible to overlook, with all the flags, pennants and pictures all over the camp. But the inhabitants were not celebrating. The refugees in Lebanon, Palestinians with no citizens' rights, were not mentioned in the Oslo Accords. As a result, almost no international organizations have been in Lebanon since 1993. Some even thought Yasser Arafat had sold his people and land to the Israelis.

What I experienced during the month in Lebanon is impossible to tell in brief, and impossible to forget. When I came home, I saw the enormous difference between what a Norwegian cares and worries about and the everyday struggle of a Palestinian in Lebanon. The way we are able to live in luxury and comfort without even appreciating our privileges hit me as the biggest injustice against those struggling for survival, education and basic human rights. I promised myself to always keep my Palestinian friends in mind in the way I choose to live my life, and also do my very best to help them and others in the same situation to be able to improve their lives and future.

## A timetable for peace in Cyprus

*In summer 1998, Dylan Batten and Ivan Ovando, students at the International School of Geneva, did a sponsored bicycle ride from Geneva to Istanbul, raising money to bring three Greek Cypriots—Christina Loizidou, Athos Violaris and Anna Maria Shiarly—and three Turkish Cypriots—Emel Atacag, Gulden Menderes and Hissiye Oztoprak—to the Hague peace conference. Most of them had never met anyone from 'the other side' before, but in The Hague the six participated together in a session devoted to the Cyprus conflict, organized by Peace Child International. The group first looked at the differences of opinion that separated them and then put forward their ideas for bringing an end to the deadlock in Cyprus. They compiled the following peace plan.*

### 1. Change attitudes: small, clear steps towards peace

- Common TV programmes, radio, press, internet... Maybe a common newspaper or youth magazine in Greek and Turkish?
- A bicomunal zone where people from both communities can buy and sell, sit and have a coffee, and talk with each other.
- A bicomunal school or youth club in the Ledra Palace, where young Cypriots could meet, hold sports and drama events, parties, discussions—or a full-scale school!
- Joint charitable events—like a joint sponsored bike ride from the North to the South in aid of the blind or disabled!
- Hospitals offering specialized services should be opened to both communities.
- Every school should offer optional courses in the other language: Turkish in Greek schools, Greek in Turkish schools.
- Create and promote unbiased history texts in both Greek and Turkish, written by neutral writers (*not British or American!*)
- Joint Greek and Turkish Cypriot choirs, orchestras, drama troupes and craft workshops.
- A mixed football league. A united Cyprus team could play in the European championships.
- Invite all Cypriot children to think up a new design for a Cyprus flag. A joint North-South youth jury should publish a shortlist, so all children can choose which they like best.
- A website—on which the flag creation process can take place—and a youth chatroom where young people can meet for a live debate on, say, one Saturday each month. The rest of the time it would be open for comments and suggestions for peace.

### 2. Prepare and sign an agreement!! *We feel that a formal, signed agreement should be the second step, including:*

- The creation of a Federal bi-zonal Cyprus with a Parliament for each Zone, and a Federal Parliament consisting of equal numbers of Greek and Turkish Cypriots. The local parliaments will be responsible for education, health and social welfare, and the Federal Parliament for Foreign Affairs.
- An agreement on de-confrontation: we propose expanding the buffer zone to a mile-wide bicomunal zone, like that proposed above. Joint farms, factories, markets, schools, coffee bars, etc. would be set on the model of Pila.
- A firm timetable for demilitarization, including

decommissioning all weapons, de-mobbing all troops, closing the British bases. We want no more soldiers or weapons on Cyprus! Greece, Turkey and Britain must not be allowed to station their troops there. There will be a Federal Police to resolve inter-communal disputes, and we envisage an international arrangement to guarantee the security of Cyprus against take-over by a foreign power.

- An International Commission to investigate the whereabouts of missing persons, under the authority of the UN, with Turkish and Greek Cypriot members and investigators from other countries appointed by the UN. Both Turkish and Greek Cypriot governments must guarantee full access to all files so that families can trace their loved ones.
- An international Settlers Commission must be set up to deal with the problems of people who have settled in Cyprus but in fact have no ties to the island.
- Compulsory lessons in the other language for all children in primary school. They should grow up bilingual.
- A 5-10 year timetable to gradually enable freedom of movement throughout the island: starting with expansion of the existing day trips, to overnight trips, to one-week holidays, to two-week residential courses and conferences, to—eventually—unfettered freedom of movement.

### 3. Freedom of settlement and ownership of property

Property owners will be subject to the laws of the Parliament of the Zone where the property lies. This will be the final stage in the Agreement—maybe 10-15 years after signature, and then only if sufficient trust has built up between the communities.

Trust and friendship has blossomed between our two groups in the short time we have been together, and we are sure it can be between all Cypriots, if we can damp down the nationalist and fanatic elements, and breed common sense, trust, and mutual respect.

We want this with all our hearts.

Athos, Guldan, Forsie,  
Christina, Emel, Anna-Marie

## Dutch-Bosnian schools conference

On 11 May 1999, during the Hague Appeal for Peace conference, a special conference was held for students from Dutch schools (age 15-18) and from three schools in Bosnia-Herzegovina. The aim was to stimulate the interest of Dutch young people, and to give them the opportunity to engage with their peers from Bosnia. The conference and cooperation that ensued is a good example of how schools can work together to understand a conflict situation and engage in joint activities across borders.

*Over 100 people took part in the conference, and both students and teachers were very enthusiastic. Schools from each of the Croat, Muslim and Serb parts of Bosnia participated, even though Serbia was under NATO attack at the time.*

Class materials and a teachers' handbook were developed for the project, with assignments specifically aimed at preparation for the conference, though they were also used by other schools. Some of the Bosnian pupils also wrote essays in preparation for the conference.

Discussion focused on the past, present and future. The delegations from Bosnia gave presentations on the present situation in their country, and then in small groups participants worked to set priorities for the rebuilding of Bosnia. The fact that the Dutch delegates gave a high priority to the economy and infrastructure while the Bosnians placed more emphasis on restoration of trust and democracy formed a good basis for further discussions. Everyone agreed that sustainable peace was not possible without working for justice and reconciliation. The groups each made recommendations for follow-up activities, which resulted in this joint appeal:

### Appeal for Dutch-Bosnian Educational Cooperation

*by delegations of teachers and pupils from secondary schools in the Dutch towns of Geldrop, Stadskanaal, Tilburg and Wageningen, and from the Bosnian towns Banja Luka, Gornji Vakuf and Tuzla*

Young people in Bosnia-Herzegovina are confronted with a difficult situation, the result of the 1992-1995 war, and the severe tensions that exist in the Balkans. But young people want to work for peace, freedom and a future that gives a dignified existence for everyone. International cooperation between young people and schools contributes towards this aim.

This conference made a start to the process of getting to know each other, which the schools wanted to develop and deepen. The time is ripe for a cooperative project between Dutch and Bosnian schools, which are also bringing other schools into the process. They are appealing to the Dutch government and others to support this cooperative educational project.

A summary of the possibilities for cooperation between Dutch and Bosnian Schools:

- Video-network. Schools could make a video about their school and neighbourhood, the videos could be exchanged and lead to new productions on specific themes.
- Direct contacts between pupils, teachers and school management, including through email and the Internet.
- Working holidays: Dutch pupils raise money and use it to help with repair work in a school or community in Bosnia.
- Materials such as computers and educational resources. Specific Bosnian requests should determine what is sent.
- Class projects, developed jointly by teachers and carried out by the pupils, on subjects that are relevant to both countries and give rise to discussion.
- Cultural festivals: music, dance, theatre, poetry... Borders fade away with cultural activities, especially for young people.
- Joint publications: a multilingual magazine, for young people and secondary schools, about daily life and with each edition having a current theme.

Since the conference, all participating schools have developed their own follow-up activities, including video letters to partner schools and joint participation in a large intercultural project, 'Metamorphosis'. The partner school in Gornji Vakuf, Bosnia, has involved a second school: one is for Muslims, the other for Croats. There is still much enmity between the two groups, even though the war formally ended in February 1994. The line between the Muslim and Croatian parts of the city is still marked by a fence. The aim of this international project is to gradually bring about more normal contacts.

For more information about the conference and international educational cooperation, contact IKV (Interchurch Peace Council). See contact list on page 56.



## A Dream of Peace

Peace in our country.  
A truce in our land,  
Harmony in our world,  
All war banned.

I live in Dungannon,  
I've never known peace,  
I'm tired of the choppers,  
Soldiers and police.

I'm tired of the sirens  
The town's like a cage,  
I wish there was peace,  
I'm eleven years of age.

Laragh Cullen  
Dungannon, County Tyrone



from Children of 'The Troubles': Our Lives in the Crossfire of Northern Ireland. Laurel Holliday, Washington Square Press, 1997

## A Child's Life in Sarajevo

Sunday, April 12, 1992

"I keep thinking about the march I joined today. It's bigger and stronger than war. That's why it will win. The people must be the ones to win, not the war, because war has nothing to do with humanity. War is something inhuman."

Monday, June 29, 1992

"That's my life! The life of an innocent eleven-year-old schoolgirl!! A schoolgirl without school, without the fun and excitement of school. A child without games, without friends, without the sun, without birds, without nature, without fruit, without chocolate or sweets, with just a little powdered milk. In short, a child without a childhood. A wartime child. I now realize that I am really living through a war, I am witnessing an ugly, disgusting war. I and thousands of other children in this town that is being destroyed, that is crying, weeping, seeking help, but getting none. God, will this ever stop, will I ever be a schoolgirl again, will I ever enjoy my childhood again? I once heard that childhood is the most wonderful time of your life. And it is. I loved it, and now an ugly war is taking it all away from me."

from Zlata's Diary: A Child's Life in Sarajevo  
Zlata Filipovic. New York: Penguin Books, 1994

## Peace is Young

Ecuador and neighbouring Peru were at war three times during the 20th Century due to a border dispute. Young people were especially affected in both Ecuador and Peru, since they had to serve in their respective armies. Although the governments of both countries finally came to discuss the need to sign a peace agreement, at different times there were breakdowns that risked endangering the peace process. Civil society organizations in both countries consistently stressed the need for lasting peace.

In June 1998, the Acuerdo Nacional Juvenil (ANJ), in which the Ecuador ACJ (YMCA) is very active, together with youth organizations from Peru, including the Peru YMCA, organized the Peace is Young event, in order to promote a culture of peace. Youth members of the YMCA of Ireland also participated in the process, adding their perspectives from their own work in conflict mediation and resolution.

Peace is Young was organized in order to press governments to sign the peace agreements, and to provide an opportunity for people to share their views on working towards a culture of peace between the youth of both countries.

Over 300 young people participated in Peace is Young. A seminar on peace and integration was held in Quito, the capital of Ecuador, followed by a bi-national camp where people continued discussing proposals. A peace rally and youth festival on the border between the two countries concluded the meeting. A Youth Peace Mandate was written up by the young leaders and delivered to their respective Foreign Affairs Secretaries. There was wide media coverage, making the impact stronger.

Peace is Young was one of the processes that contributed to the signing of the final peace agreement between Ecuador and Peru in October 1998.

# Youth & Conflict

## Empower young people

*Through active participation in peace advocacy and social reconstruction, young people can become aware of the choices open to them, and the consequences of these choices. Their involvement in peacebuilding processes is vital to ensure that upcoming leaders are well informed and mindful of their responsibility to society, and for sustainable human development.*

- Get more young people to vote. Work with pro-democracy/voter education groups to learn effective techniques for encouraging participation. Hold voter education days to examine the impact of low voter turnout. Learn how to register voters and reach out to communities with low registration rates. Develop pamphlets with information on candidates, their positions, and how they will affect young people.
- Do a survey of organizations to see if they have youth in positions of leadership. Send them your results and encourage them to appoint youth to their boards and advisory councils. Follow up a few months later to see if they have done so. If not, keep pressuring them.
- Create a peer education programme at your school or youth organization. Young people educating others on important issues is empowering for both the peer educators and the participants. Contact youth development organizations to find out if they have curriculum materials and ideas you can use.
- Give youth meaningful roles in all forms of policy making—not just responding to something already created. Too often, youth are used in a token manner. The next generation of leaders needs to be nurtured and given the opportunity to take risks and learn from them. Youth should be included on every board. Political representatives should appoint youth advisors.
- Empower marginalized youth by providing opportunities to exercise positive leadership. Organize community service projects; encourage the police to understand the community better by holding meetings with local young people.

## Protect and respect children and youth

*In situations of war or civil disturbance, children are not only harmed by chance but are sometimes deliberately kidnapped, raped, conscripted as child soldiers, forced into becoming child-wives, or killed with the intent to wipe out an entire ethnic group or race. Very often too, children are thrown out of their homes into the street or forced to become refugees.*

- Simplify and translate where necessary the Convention on the Rights of the Child for wider dissemination, better understanding and more effective use as a tool to support your positions on issues of concern.
- Children who have experienced violence need safe spaces and constructive ways to channel their energy. Youth organizations and universities can work with local and national authorities to establish safe haven and violence prevention schemes providing recreation and educational activities for children. Youth 'mentors' can receive credits for this from their university.
- Start an awareness campaign to highlight the effects of war and conflict on children and young people. Many people do not know just how much they are effected by these events.

## Eliminate violence at the local level

*Communal violence can take the form of inter-ethnic clashes, student riots, religious uprisings, etc. At such times, youth are both players and victims. Very often the police respond with tear gas or live ammunition. Violence creates a general state of fear and insecurity, leads to the closure of schools and colleges, injury, and to the culture of violence becoming a way of life. Communities make nations, nations make the international community. So fear, insecurity and chaos, if not properly addressed, can be a time bomb waiting to explode at other levels.*

- Organise art and essay competitions on peace and what it means for youth and the community. Compile and document young people's thoughts on peace to inform the adult community of the concerns of youth and children.
- Initiate and maintain a youth network across communities or countries, and hold periodic meetings to review and adopt fresh strategies for curbing violence.
- Sponsor a peacemakers' training where young people can learn conflict resolution, mediation, consensus-building and community organizing skills. Reach out to school groups, other youth organizations, educators, and others to get participants. Contact peace organizations to help conduct the training.

Women's Peace & Development Organization, Lagos  
Global Kids, New York

# Education for Peace

*In order to combat the culture of violence that pervades our society, the coming generation deserves a radically different education—one that does not glorify war but educates for peace and nonviolence and international cooperation. The Hague Appeal for Peace seeks to launch a worldwide campaign to empower people at all levels with the peacemaking skills of mediation, conflict transformation, consensus-building and non-violent social change.*

*‘Educate for Peace, Human Rights and Democracy’*

*Hague Agenda for Peace and Justice for the 21st Century*



## What is peace education?

The peace education we deserve includes human rights, development and environmental education. Human security and disarmament issues, reconciliation, conflict prevention/resolution training, critical media awareness, gender studies, non-violence and international relations are all part of peace education. The methodology of peace education encourages critical thinking and prepares students to act on their convictions.

*“A definition of Peace Education as teaching and learning about the values, attitudes and forms of behaviour that reflect respect for life, for human beings and their dignity, and for all human rights, the rejection of violence in all its forms and commitment to the principles of freedom, justice, solidarity, tolerance and understanding among peoples and between groups and individuals.”*

From Hague Appeal for Peace conference session report on peace education in a non-formal environment.

*“Peace education does not simply mean learning about conflicts and how to resolve them peacefully—it should also involve learning methods which are participatory and encourage young people to express their own ideas and cooperate with each other to achieve common goals.”*

National Peace Council, UK

The Peace Education Network of the British National Peace Council suggests the following approach to understanding education for peace:

### Values and attitudes for peace education:

- Respect for others regardless of race, gender, age, nationality, class, sexuality, appearance, political or religious belief, physical or mental ability.
- Empathy—a willingness to understand the views of others from their standpoint.
- A belief that individuals and groups of people can make for positive change
- Appreciation of and respect for diversity.
- Self-esteem—accepting the intrinsic value of oneself.
- Commitment to social justice, equity and nonviolence.
- Concern for the environment and understanding of our place in the ecosystem.
- Commitment to equality.

### Aims of peace education:

- To understand the nature and origins of violence and its effects on both victim and perpetrator.
- To create frameworks for achieving peaceful, creative societies.
- To sharpen awareness about the existence of unpeaceful relationships between people and within and between nations.
- To investigate the causes of conflicts and violence embedded within perceptions, values and attitudes of individuals as well as within social and political structures of society.
- To encourage the search for alternative or possible nonviolent skills.
- To equip children and adults with personal conflict resolution skills.



# Education for Peace

## Global Campaign for Peace Education

The Hague Appeal's Global Campaign for Peace Education was launched at the Hague Conference in May 1999. The campaign has two goals. First, to build public awareness and political support for the introduction of peace education into all spheres of education, including non-formal education, and in all schools throughout the world. Second, to promote the education of all teachers to teach for peace.

### How the campaign works

The Global Campaign for Peace Education is open to the initiatives of individuals and groups throughout the world. The work of the campaign is carried out in each country, each community, by groups and individuals.

You can organize forums, write letters, circulate petitions, create working groups, form delegations to meet with government officials, and write articles for publication. Think of your own ways of building support for and implementing peace education!

### What can young people do?

One way to help get peace education into your institution and curriculum is to write to the people who have influence over these, expressing your wishes and demands. If you are fed up of all the violence that surrounds us, tell them—and explain why peace education is important to you and what you would like to learn. For example, why do we only hear about wars and bloodshed, when there are many successful peace initiatives going on around the world? How can we learn to deal with aggression and violence in our own lives? What is nonviolence? How can we ensure respect for human rights? What can we do to build a culture of peace in our own society? Find out where there is an organization in your area that is already doing work in peace education, so that your head teacher or principal doesn't have to do too much initial research her/himself.

Imagine if your headteacher or Minister of Education got thousands of letters from students demanding the introduction of peace education into schools, universities and other educational institutions! You could even start some lunchtime activities yourselves, such as cooperative games or anti-bullying activities. Talk to your class teachers, interest them in your ideas and encourage them to raise the issue in staff meetings and with the head teacher/principal. If you are a school student, ask your parents to support your efforts by suggesting peace education activities at parents' evenings.

Below is a letter, which you might like to use as a basis for your own. Get your classmates involved—ask them all to sign or write their own letters. Let's ensure that generations of the next century are better educated for peace and justice.

### Success story

*A high school student called Jeremy Fischer single-handedly took on his school in Bethesda, USA, overcame opposition within the school, and organized a peace studies course, which was very popular among students. Jeremy found that most people liked the idea of peace studies, but considered it to be impractical in their school. But he didn't give up. Jeremy invested a lot of hard work and time, and eventually found a sympathetic teacher who was willing to teach the course. Having never taught peace studies before, the teacher himself also gained a lot from it. Determination and commitment work, so give it a go!*

"Pacifism does not seek merely to end all violent international conflicts. It seeks to transform our everyday world into a compassionate family, void of racism, hatred, violence and misunderstanding. I know I can't do it alone, but this means I must keep trying to persuade others to help." (J. Fischer)



There is a peace education campaign postcard which you can get from any of the Hague Appeal offices (see page 2), and send to your Head of State or Minister of Education. The postcard encourages the inclusion of peace education in all educational curricula.



# Education for Peace

## Model letter

Dear [headteacher/principal/Minister of Education/local education authority, etc.]

I am writing to you to request the introduction of peace education into our [school/university/education] system. Every day, we are witnesses to acts of violence: on the television screen, on the streets, and often in our homes and schools. All we hear in the news are stories about war and murder. History lessons teach us about a series of wars. Even toys and games are often designed to stimulate enjoyment from “imaginary” violent activities.

We have had enough—we want to learn about peace! We want to know how young people in other cultures live, so we can understand each other better. To find ways of giving assistance in whatever ways we can to young people who have lived through a war. Perhaps we can organize an exchange with a [school/university] in a country that is recovering from conflict. We want to learn about human rights, our rights! We need to know how to deal with the aggression and violence we face in our own lives: how can we understand the roots of conflicts? What do we do about bullying? How can we mediate in a conflict we see going on between our friends?

The year 2000 is the International Year for a Culture of Peace, and marks the beginning of the United Nations Decade for a Culture of Peace and Nonviolence for the Children of the World. We would like our [school/university/country] to play a part in the building of a culture of peace, which is crucial for the survival of future generations. Peace studies in all educational institutions would of course be a wonderful contribution to this process, and one that I as a student would benefit from enormously.

There is an organization in [...] that has a lot of experience in peace education. We can contact them to get more information and ideas. Their address/telephone/fax/e-mail is [...].

I very much hope you appreciate the great need for peace education at a time when everyone is somehow affected by the culture of violence our society has created, and that you will enable our [school/university/education system] to play a leading role in developing a culture of peace.

Thank you for your time and cooperation.

Yours sincerely

## Students for peace & justice!

### Ideas for action in schools

It might seem that studying—at school and at home—leaves no time for saving the world! However, school does provide a community and resources that we can use, to explore and act on the issues we feel are really important for our common future.

It is essential that young people inform themselves and others around them, especially when the vital questions like justice, peace and nonviolence are not covered by school curricula or explored in the media.

### Organize it!

Get a group of interested people together. Discuss the issues that are important to young people in your school, area or country—choose priorities to concentrate on, or form smaller groups to specialize in different areas. You could think about what kind of problems or needs exist in your local community. Is there a problem with violence? Are there refugees? Are people suffering from the war industry... or benefiting? Do people ask why?

It's good to meet regularly, say once a week. Enlist the support of interested teachers: a good teacher goes a long way!

Think about how to raise funds and awareness for your projects. If you want to collect money for a cause, or finance your group's activities, draw up a budget and get it supported by your school, or local businesses. What innovative fundraising events could you organize? Two Swiss students did a sponsored cycle ride from Geneva to Istanbul in their summer holidays! They used the money to bring young Greek and Turkish Cypriots together at the Hague conference in May 1999 (see page 7).

# Education for Peace

## Introduce the issues

Invite guest speakers from local organizations working in the relevant field, whether it's youth, peace, development, human rights, the environment... If you don't already know of organizations in your area, ask a Hague Appeal office to recommend a contact.

You can also order a Hague Appeal mobilization video and show it at a meeting—or perhaps in a lesson at school. The Hague Appeal and its campaigns and members have informational materials available. Your group could spread awareness by distributing such information—or make your own!

## Internationalize it!

Think about twinning with a school in a different country, perhaps in a region of conflict. You could choose a school in a place that already has some connection with your town, school, or your group's interests.

## Demonstrate!

Create your own alternatives! If young people feel strongly enough about an issue to stand up and do something about it, the public will take notice. Nonviolent direct action can take many forms—theatre, music, costumes... be imaginative! And be sure to tell your local media in advance.

Why not choose one of the HAP international peace campaigns and work on it for a month or semester? (See p.54)



Bold Steps for Peace at The Hague, May 1999

- Begin conflict resolution and mediation programs in elementary and middle schools. Many current conflict resolution programs are taught by adults and are out of touch with the reality of youth. Young people should be trained to serve as peer educators, teaching others about conflict resolution techniques.
- Until systematic curriculum change can be made at the school board level, non-profit groups should offer free workshops or youth-led presentations on peace, human rights and democracy in schools or after school hours. Contact youth organizations to see whether they have materials you can use.
- In the US, there is lots of scholarship money available for young people who enlist in the military. Rather than reward them for that, more scholarship money could be allotted for peace and community building programs. Young people could create an awareness campaign which examines the amount of money and incentives poured into military training and compare it to peace initiatives, and publicize the results.
- Hold a mini Hague Appeal for Peace Conference in your city. The conference can include interactive workshops and speakers who address the agenda points and campaigns. A non-profit can take the lead or it can be a coalition of community or advocacy groups. Student groups could organize a Hague event at their school or in their community.
- Publish peace education and human rights workshops on the internet and distribute them to youth workers and other interested individuals so they can try them with their groups.

Global Kids, New York

## Project ideas

### Bold Steps for Peace “footprints” project for schools

Anyone who attended the Hague Appeal for Peace conference could not fail to notice the thousands of colourful and inspiring footprints that adorned the conference centre. The footprints were collected in the UK and brought to The Hague by the National Peace Council, as part of a project that involved many British schools in the Hague Appeal process, enabled many who could not attend the conference to be represented there, and reflected children's hopes and ideas for a better world.

Bold steps for peace footprints were created to encourage people, especially children, to think about the sort of world they want in the new millennium, and the concrete steps that could be taken now to move us in that direction. You can easily replicate this project in the schools in your own community!

- Make arrangements to visit your local schools.
- Ask the children to trace around each other's feet to make an outline footprint.
- Write or draw some ideas for what the children would like other people to do to bring about peace in the world. This

# Education for Peace

could be 'people who care' in the community, it could be national government or international organizations, e.g. the United Nations. Discuss with the children these different people/organizations.

- Write or draw ideas for what the children feel they can do themselves to bring about peace—in school, in their families, in their local areas or nationally and internationally.
- Encourage the children to be as visually and verbally creative as they wish in making their bold steps. Make it clear that this is a way of expressing their ideas, which will be seen and shared with others.
- Hold an assembly to explain what you've done and put all the footprints on display in the school. Then organize an exhibition in your town, to display the footprints from several schools, and to involve more local people in the project.

## Creating Positive Futures

### *Organize your own event!*



Banner made by school students in New Zealand/Aotearoa

On 31 March 1999, some 60 young people aged between 12 and 24 came together for the Auckland (New Zealand) Hague Youth Event. The day was organized by the Peace Foundation as a forerunner to the Hague conference. Primary and secondary school children from all over the country were invited to set their minds and hearts to the task of creating positive and peaceful futures, then to come up with a presentation that represented their vision.

The students initially brainstormed about what peace is, then spent their time in discussion groups, working with other students, to arrange presentations around their chosen topic. At the end of the day, the presentations were made to local decision-makers, who were overwhelmed by the understanding, idealism and energy that the students brought to their topics: achieving peace, disarmament, acceptance, human rights and sustainable peace.

The following questions might be useful to help prompt thinking and creativity:

- What needs to change for us to have a positive, peaceful future?
- What is the most important issue for me, for us?
- What role can I/we play in changing things?
- How can I/we present this to others?

The presentations that result can take the form of artwork, music, poems, stories, plays, posters...

### **Create your own Peacebank!**

The Peacebank is the place to deposit the resulting poems, art, stories, etc. that have come from the students' ideas, concerns, creativity. Encourage schools to have local gatherings, where students can present their ideas and concerns to each other as well as to local decision-makers such as councillors, mayors, Members of Parliament and so on.

Organize a meeting of students from different schools to share their visions and discuss activities and issues relating to the themes of the Hague Appeal for Peace. Don't forget to tell one of the Hague Appeal offices about your events!

In Creating Positive Futures, you might like to address the following specific topics, and to add your own:

- Challenging prejudice
- Strengthening the UN
- Human Rights—who has them?
- Respect for the environment
- Military budgets/social budgets
- Coping with conflict
- Peace in the new millennium





# Education for Peace

## School twinning

One excellent way of expanding horizons and engaging people within a school environment is to organize a twinning programme with a school in another country. Encourage your school to find a partner school, perhaps in a conflict region, and work out a project. It could be a common environmental project, humanitarian assistance, reconstruction of damaged school buildings, etc. There are many ways to share experience, learn about a different culture, the school situation in other countries and international cooperation. See for example the Dutch-Bosnian schools project on post-conflict reconstruction, on page 8.

There is a non-governmental organization based in Sweden called *Life-Link Friendship Schools*, which aims to promote contact and cooperation between young people around the world and their schools, through active participation in shared projects vital for our time (e.g. environment, human rights, conflict resolution and constructive collaboration). Life-Link projects have three main focuses:

- Care for ourselves
- Care for each other
- Care for the environment

For 2000 and beyond, Life-Link has launched an international campaign: Youth Caring and Sharing Peace Actions in Schools Worldwide.

Life-Link has created a manual on Youth Peace Actions 2000+, which is to be distributed to as many schools as possible around the world. It contains many ideas for you to consider as possible actions, and certain days during the year 2000 are highlighted for coordinated and inspired actions of cooperation and goodwill. A school can join this campaign at any time. All youth actions will be recorded by Life-Link on their website to inspire youth to be part of creating a better future for human relations and life on earth. (For Life-Link's address, see the contact list on page 56.)

## A peace education project in Aotearoa

*"Get as much as you can! You've got ten seconds to get your partner's hand on your hip as many times as possible!"* On hearing these instructions most pairs of children begin a tug of war, and subsequently don't get very much! A few work out a win/win solution, standing close together and moving their hands quickly back and forth between each other's hips! Through this game, and many others like it, we introduce peace studies to pupils in schools in Aotearoa as part of the UN Year for a Culture of Peace Schools Outreach Programme.

The programme aims to help youth develop positive non-violent approaches to conflicts in their own lives. This is done through a combination of cooperative games, self-esteem building, affirmation exercises, problem solving techniques, role-play and discussion. Role-plays are used to act out conflict scenarios, which feature regularly in the students' lives. The role-plays demonstrate firstly the negative results of unresolved conflicts and aggression, and then show positive alternative solutions using win/win strategies.

In addition to leading classes in peace studies, we demonstrate and distribute materials and consult with teachers on the development of peace education in their schools.

We have also been researching other social services offered in schools which relate to youth and violence, such as the police's project to tackle bullying. We have found that our work complements other programmes, but has a number of uniquely valuable elements not found in the others including:

- An integrated programme covering peace at all levels from personal through to international, uniquely making the connection between these levels. Even with classes as young as four and five, we try to encourage global awareness, by opening the lesson with passing an earth ball amongst the children, which shows the world seen from outer space—as one planet without the dividing lines of national boundaries.
- Drawing from personal peace experience at different levels, particularly in community, national and international peace initiatives including reconciliation in Northern Ireland, nuclear disarmament, UN, Peace Brigades International.
- An array of novel teaching techniques including games, simulations, music, art and drama. For example, the huge Earthball, used for advanced cooperative games.

We are active in schools, holiday programmes and camps. It is encouraging to see how aspects of peace education have become mainstream here, but definitely not enough to meet the needs in an increasingly stressful and violent society. Many challenges lie ahead and we welcome the ideas and support of other young people, teachers, peace educators and any other interested people.

by Izzy Hallett & Alyn Ware:

izzyhallett@hotmail.com or alynw@attglobal.net



# Education for Peace

## Non-formal education

*Non-formal education is an excellent vehicle for peace education as it can provide opportunities for the following: studying issues for a socially just and sustainable world, peaceful negotiation of conflict, development of communication skills, working with peoples of other cultures and thus promoting respect for the dignity of others, and in active and collaborative community initiatives.*

YMCA Hague conference workshop report

### Reconciliation and Peace Peer Initiative, Northern Ireland

A YMCA education project for creating a culture of peace

#### **Main content of the project**

- RAPP is a mixed religion initiative for young adults (16-25).
- It is based on peer education, where young people share their experiences of living in their divided society, their pain, their excitement and aspirations. It challenges their prejudices and sectarianism and encourages them to examine how they can contribute to peace.
- Participants are given the opportunity to openly explore their own personal experiences and attitudes towards sectarianism.
- The project focuses on exploring diversity, with an emphasis on personal attitudes, feelings and emotions.
- It concentrates on relationship building, developing greater understanding for each other, clarifying hopes and fears, building trust, appealing for recognition, responsibility and accountability in order to redefine the relationship.

#### **Content of the Programme**

The programme consists of a series of workshops on the following topics:

- *Prejudice/Anti-Sectarian Awareness*—encouraging participants to become aware of how internalised views influence our attitudes and values, and to understand what sectarianism means and what it is to be anti-sectarian.
- *Conflict Resolution/History*—to develop an understanding of what conflict is and how to deal with it positively, and to gain an understanding of history and the preconceptions we hold.
- *Facilitating a Political Discussion*—understanding how to conduct useful political discussion between individuals and groups.
- *Child Protection Awareness/Peer Education*—to be aware of child protection issues, understand the concept of peer education and develop the knowledge, skills and values necessary for peer education in order that you can continue influencing those around you in a constructive manner.

#### **Methodology**

The programme methodology is based on five key principles:

- *Creative methods* of engaging young people and encouraging them to take ownership and control of their own learning.
- *Democratic principles*—young people are unlikely to develop a commitment to democratic principles unless they experience democracy.
- *Experiential learning*—generating from personal experience, telling your story, sharing your ideas and opinions in order to become better equipped to engage in exchanges of views.
- *Supportive environment*—structural and institutional support.
- *Peer Education and Community Relations*—Building relationships through peer influence: embracing principles of respect and acceptance protects the rights of individuals and traditions. It is a shared responsibility.

#### **Results and Impact**

- Personal development
- Prejudices are challenged and shared
- Participation and democratic decision making



### The world's first floating Peace University

Peace Boat's Global University course is the world's first floating peace studies programme. It brings together students from all corners of the globe to study peace, human rights and the environment during the three months *Peace Boat* is at sea for its biannual Global Voyage. With the aim of promoting the creation of a culture of peace through a unique combination of onboard study,

# Education for Peace

on-land fieldwork and international exchange, the Global University draws on a range of educational activities.

The onboard study programme consists of a series of lectures given by specialists in a range of peace issues, and is complemented by case studies of several of the countries and regions on the Peace Boat itinerary. Study tours, cultural festivals, student exchanges and homestays in the ports of call allow students to experience first hand these countries and regions, and to meet and make friends with local people.

Through the creation and presentation of their own workshops, as well as group project work and report writing, students are also able to develop a range of practical skills and to pursue their own interests. At the same time, cohabitation onboard with other Peace Boat participants and guest speakers provides an invaluable opportunity to develop lasting ties with people.

The first Global University programme, which was held on board Peace Boat between October 1999 and January 2000, was joined by a total of 46 students from over 13 countries. Highlights of the programme included homestays in the Gaza Strip, a visit to a women's self-sufficiency project in Eritrea and an overland study tour to Kosovo. Lectures and workshops were wide-ranging, including an examination of the Northern Ireland conflict, a programme of lectures on peace and the environment and a series of documentaries with follow-up discussions about Japan's military aggression in Asia during World War II. There was a variety of group projects, from a drama production about overcoming cultural barriers and stereotypes to a debate on whether Japan should become a member of the UN Security Council.

Peace Boat's Global University Courses are continuing. Peace Boat strongly believes in the urgency of increasing access to peace education in all regions and to all peoples of the world, and hopes that the Global University programme can contribute to this process.

## Health Through Peace Declaration

The Hague, 11 May 1999

We, as medical students, acknowledge that the Declaration of Geneva obliges us to pledge to dedicate our lives to humanity. The World Health Organization defines health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." It follows that health care must not only target physical and psychological manifestations of disease, but must also encompass the environmental, political and social situations with which they are intertwined. Specifically, we must recognize that violent conflicts, human rights abuses and global militarization have had and continue to have detrimental health effects on human populations and must be addressed by future doctors. Realizing that current medical school curricula inadequately incorporate these issues,

We declare that

1. Medical schools should provide both theoretical training and research opportunities on the health consequences of conflict, especially the themes of human rights violations, nuclear arms and war situations.
2. Medical schools should provide clinical training in order to appropriately equip physicians with the skills to address both interpersonal and global conflict on three levels of prevention:
  - i) primary prevention—research and interventions that address the root causes of conflict
  - ii) secondary prevention—the impartial mediation of emerging and existing conflicts
  - iii) tertiary prevention—the healing of personal and social consequences of conflict

We, as future physicians, share the responsibility for our education. We therefore call upon medical schools to integrate the stated articles into our curricula.

*This declaration was unanimously adopted by participants in the Health Through Peace training organized by the International Federation of Medical Students' Associations.*



Peace Boat

# Disarmament

*In today's world, societies can no longer afford to solve problems by the use of force. In international politics the most important means of reducing violence in inter-state relations is disarmament.*

Dr. Boutros Boutros Ghali, 1992

## Global Initiative

*Global Initiative is group of young people and adults, based in Switzerland, committed to working for worldwide disarmament.*

### Peace Walk 2000

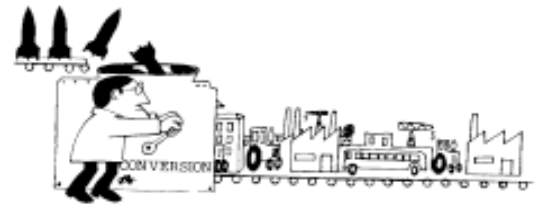
In July 2000, Global Initiative is convening a walk through Switzerland for immediate worldwide disarmament, against violence and repression, and for the protection and preservation of the foundations necessary for life. Along the way we will discuss and be silent, sing and dance, have great ideas, and aim for direct, subtle change. Concrete projects will emerge out of a forum on peace perspectives with experts and politicians, and the walk will raise funds for peace work in other countries.

The Peace Walk aims to raise public awareness for peace, justice and sustainable development, showing that we are ready for peace without weapons, while spending unforgettable days with people who think similarly, having fun, and strengthening our own awareness of violence and peace.

In every town where the Walk stops there will be public actions: concerts, theatre, role plays, workshops preparing for the forum on peace perspectives, discussion panels...

We hope that one day peace walks will take place in many countries simultaneously, showing the will of an increasing number of people to get rid of weapons worldwide and to use the freed resources to tackle the most urgent problems like social injustice and environmental destruction.

Let's put an end to apathy and resignation!



### Peace Workshop

Young people from all over the world will come to the Workshop in Switzerland for a year, to work together for a better present and future.

The Workshop's most important global aims are: • a world without war • a world community founded on a common humanity • sustainable development.

At the individual level: • personal integrity • cooperation with other cultures • clarity and determination in pursuing one's aims in life.

These aims are to be achieved through philosophical and spiritual investigation, political work for global aims, networking with other organizations and contact with international celebrities. Considerable importance is attached to art, drama and the day-to-day practical and social demands of living and working together. The participants will be young people aged 18-30 who have been accepted on the basis of detailed applications and recommendations. The workshop is planned to open in Autumn 2001.

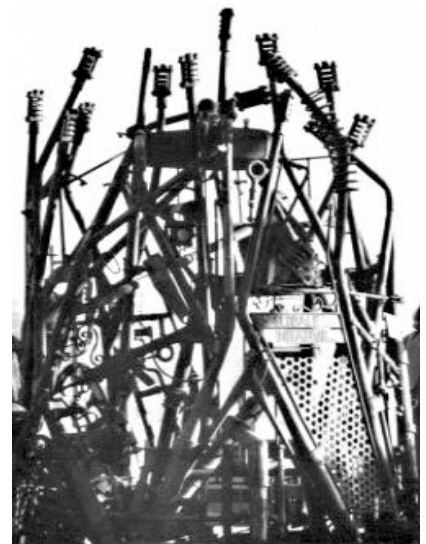


Bertha von Suttner (represented here by Barbara Gladysch, Mothers for Peace)

Bertha von Suttner was an Austrian Countess and a pioneer of the international peace movement.

In 1889 she published the best-selling anti-war novel *Die Waffen Nieder* (*Lay Down Your Arms*), the story of a woman who loses her young husband in the Austro-Italian War.

Von Suttner was active as a journalist at the first Hague peace conferences, and in the struggle against anti-Semitism. She influenced Alfred Nobel.



The Global Initiative Peace Candle, made from gun barrels donated by the Swiss defence ministry. The candle was first lit in 1998, by the Swiss president, Flavio Cotti.



# Ban the Bomb!

*Nothing could have been more obvious to the people of the early 20<sup>th</sup> century than the rapidity with which war was becoming impossible. And as certainly they did not see it. They did not see it until the atomic bomb burst in their fumbling hands.*

H.G. Wells



## Abolish nuclear weapons

see [www.napf.org/abolition2000](http://www.napf.org/abolition2000) & [www.motherearth.org](http://www.motherearth.org)

Although they are rarely discussed in public these days, nuclear weapons still threaten the very survival of the world. The World Court has pronounced them illegal. But the nuclear weapons states are ignoring their legal obligation to disarm. Instead, more and more dangerous weapons continue to be developed. As campaigners against nuclear weapons we have both international law and morality on our side!

See page 54 for Abolition 2000 contact details.

## Want to study in a Nuclear Weapon Free Zone?

Students! Have you gone nuclear-free yet? Below is a model resolution that was first adopted by Santa Barbara City College—why not adopt a similar resolution in your school or college and join your voices to the worldwide call for nuclear weapons abolition. Please inform the Abolition 2000 campaign when you have done so—they are keeping track of all the organizations, municipalities and institutions that have come out against nuclear weapons.

But you can also declare your home, your street, workplace or village a NWFZ (as long as there are no nukes there).



"Wouldn't you know it? Now the Hendersons have the bomb."

Once the zone has been officially declared, it's everyone's responsibility to ensure that no nuclear weapons are brought into or through the area. Eventually, we can join up all our zones, and the world will feel a lot safer!

### Resolution for colleges

*First adopted by Santa Barbara City College*

Adopt or adapt this resolution in your student union!

**Whereas** the billions spent on nuclear weapons each year could be reallocated to help fund educational programs and other social needs;

**Whereas** the research and development of nuclear weapons, which has involved many of our universities, fosters a culture of secrecy which is in direct opposition to the principles of democracy;

**Whereas** the intellectual resources currently devoted to the development and maintenance of our nuclear arsenals could be far more productively used for research into environmentally sound technologies;

**Whereas** the International Court of Justice ruled unanimously in July 1996, "There exists an obligation to pursue in good faith and bring to a conclusion negotiations leading to nuclear disarmament in all its aspects under strict and effective international control";

**Whereas** retired U.S. General Lee Butler, once responsible for all U.S. strategic nuclear forces, has called nuclear weapons "inherently dangerous, hugely expensive, militarily inefficient, and morally indefensible";

**Whereas** the residual effects of nuclear warfare would have a lasting impact on present and future generations, posing a constant threat to the health and peace of mind of the world's citizens;

**Whereas** it is in the direct interest of young people to support the sustainability of life on this planet in order that they may have a healthy place to live in which to pursue their dreams and aspirations;

Now, therefore, be it resolved that the Student Council of [your college]

**Declares** itself a Nuclear Weapon Free Zone and supports the further development of Nuclear Weapon Free Zones throughout the world;

**Calls** for all nuclear weapons to be taken off alert status, for all nuclear warheads to be separated from their delivery vehicles, and for the nuclear weapons states to agree to unconditional no first use of these weapons;

**Calls** upon the governments of all nuclear weapons states to begin negotiations immediately on a Nuclear Weapons Convention to prohibit and eliminate all nuclear weapons early in the 21st Century;

**Calls** for copies of this resolution to be distributed among the student body, faculty, and administration, as well as local and national government leaders.



# Ban the Bomb!



## Do-it-yourself disarmament

In August 1998, Katri Silvonen and Krista van Felzen, young women from the organization For Mother Earth, swam into the Faslane naval base in Scotland, dressed in wetsuits and carrying household tools. As ordinary citizens, deeply concerned about the future of society and the earth, they were courageous enough to do what

the British and other governments consistently fail to do: disarm a nuclear submarine. Katri and Krista base their actions on international law: the Nuremberg Principles of individual responsibility (you can't just obey orders, or ignore crimes you know about), and the Advisory Opinion of the World Court, which declared the threat or use of nuclear weapons illegal (see page 34).

## Citizens' Inspections

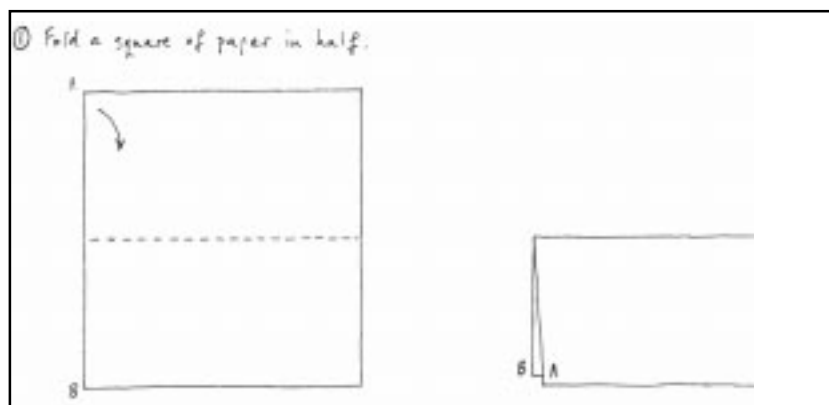
For Mother Earth is one of the foremost organizers of citizens' inspections of nuclear weapons bases. Citizens' inspections bring together a group of people to investigate a criminal activity: the possession and development of nuclear weapons.



They collect evidence in as many ways as they can: armed only with clipboards, Geiger counters, their commitment to preserve the future of the planet, and preferably accompanied by journalists, they attempt to meet with the workers and management of the particular nuclear site. They often write to the authorities in advance to inform them of the forthcoming inspection, and use creative ways (such as street theatre) of getting their message across to the public during and after the inspection. Citizens' inspections are another example of non-violent direct action for social change, which you can carry out at a nuclear weapons site near you!

See the contact list on page 54 for For Mother Earth's address.

Make your own paper crane by following the instructions over the coming pages.



Young people demonstrate for peace in Hiroshima

*Origami—the art of paper folding—can be compared to the bringing forth of life. Among the myriad of shapes, the paper crane stands out as a symbol of hope and peace because of the story of Sasaki Sadako, her classmates and the children of Hiroshima.*

On 6 August 1945, Sadako, then only 6 years old, was exposed to radiation from the atomic bomb which fell about 2km away. There were no apparent effects at the time and she grew up as a happy child and particularly good at sports. But towards the end of her 6<sup>th</sup> year at school, Sadako was diagnosed with leukemia.

One day, Sadako received a letter which said her illness would be cured if she made 1000 cranes by folding paper. Every day she folded paper into the shape of a small crane, wishing that someday she would be healed. After nine months fighting the disease, however, she died on 25 October 1955.

Sadako's classmates did not want her to die in vain. They called on the students of schools in Hiroshima to build a statue and continue to fold paper cranes in Sadako's memory. Thousands and thousands of paper cranes were created, bringing to life with them the longings for peace of Sadako and the children of Hiroshima.

*"I shall write peace on your wings, and you shall fly all over the world."*  
Sasaki Sadako

# Landmines



## International Campaign to Ban Landmines

[www.icbl.org](http://www.icbl.org)

Every 20 minutes, someone—very often a child—is killed or maimed by one of these barbaric weapons. Many countries have chronic landmine problems, which last for decades.

In 1997, an international mine ban treaty was signed in Ottawa, Canada. However, there is still lobbying work to be done to get the treaty adopted and implemented by governments. Other ideas for action include:

- collecting money for demining, mine awareness or victim assistance programmes
- collecting signatures for the parallel People's Treaty
- urging your government to destroy its stockpiles of mines
- helping to educate others about mines

The ICBL is made up of over 1,400 human rights, humanitarian, children's, peace, disability, environmental and other groups working to eliminate landmines.

International  
**CAMPAIGN TO BAN**  
**LANDMINES**

## Youth unite to promote landmine ban

by Carla Lisa Potts, Youth Mine Action Ambassador

Mines Action Canada and the Youth Mine Action Team of Ottawa have joined forces with a young Cambodian landmine survivor to help promote the Landmine Ban treaty to our southern neighbour, the United States of America.

The pillar of this campaign is the Youth Against War Treaty—a simple yet effectively clear treaty that calls for no more war, no more landmines and no more mine victims. Youth who sign also make the promise to “work for peace in our world”.

Mines Action Canada is part of the International Campaign to Ban Landmines and signatures will be collected through this network from all corners of the world. These signatures will be presented to the next president of the USA, to encourage the United States to sign the 1997 Landmine Treaty. The United States is the largest donor country to mine action in the world. By signing the treaty, they can show that their spirit is behind this money and that they are truly interested in eradicating this terrible weapon from the earth.

The young woman behind the treaty is an inspirational figure. When she was only four, Song Kosal stepped on a landmine in her native country of Cambodia. She lost one leg, but survived. Since the age of 12 she has been travelling the world campaigning against the continued use of landmines. She was here in Ottawa when the Landmine Treaty was signed in 1997, representing child landmine victims from around the world. Song Kosal also made a powerful plea for the eradication of landmines at the Hague Appeal for Peace conference in 1999.

The Youth Against War Treaty is a treaty by and for young people who believe in a world where no one has to play, work or live in fear. We encourage young people everywhere to contact us, sign the treaty and promote it in their communities.

The busy Ottawa Youth Mine Action Team also organizes the fundraising *Dance Without Fear* and events on landmines and global issues for high school students.

For copies of the Youth Against War Treaty, or more information, please contact: Carla Potts, Youth Mine Action Ambassador, email: [macinfo@net.ca](mailto:macinfo@net.ca)



## Time to eradicate landmines!

by Sophie Sauve

Just because landmines are *banned* does not mean they do not still *exist*. Too many countries have yet to adhere to the 1997 Landmine Ban Treaty, and youth have a role to keep the issue at the forefront of the agenda. Educating each other about the horrors of landmines, signing the Youth Against War Treaty, and raising public awareness are just three ways in which youth can contribute.

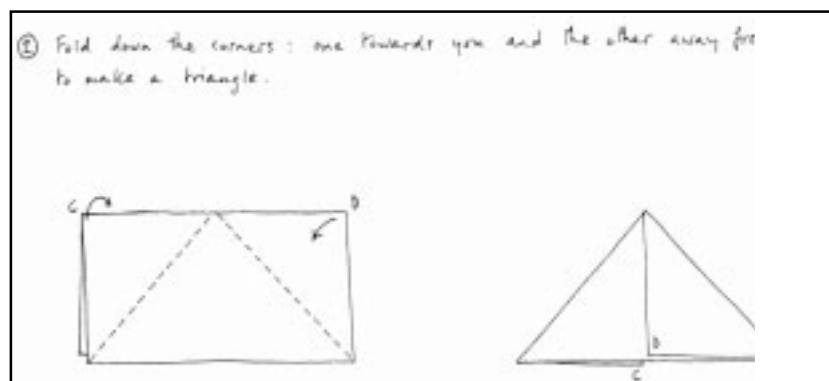
Mines Action Canada, in partnership with the Canadian Red Cross and the Department of Foreign Affairs, conducts outreach to young people via youth mine action ambassadors across the country. Through this program, volunteers are trained and educate their peers about landmines. Other activities which youth have taken on in Canada include letter-writing to embassies of countries which have not yet signed the landmine ban treaty, launching the Kids Against War Treaty, promoting events which raise funds for landmines, as well as hosting speakers on the issue of landmines.

**Educate your peers about the horrors of landmines.** How? Landmines touch every aspect of human rights: from education, to human security, to accessing food and potable water. Landmines impede peace, freedom and education by instilling fear in people—youth included. If we don't do something about landmines today, they will still be around tomorrow. And it's our generation that is going to have to clean them up.

**Keep the issue alive.** If people think the problem has been solved just because landmines are banned on paper, they are not aware of the real issue. If political leaders feel that the public thinks the problem is gone, funds will dry up and landmines will never be eradicated. The campaign's momentum must not be lost. Let's solve this problem, and then move onto others which are aggravated by landmines.

If you are in a country which made landmines and does not have landmines in the ground, demand funds from the producers of landmines, or your government. Organize events to educate the public and your peers and ask for donations.

If you are in a country which has landmines, get in touch with local groups which are working against landmines—or form your own group.



## The grisly facts

- Antipersonnel mines cost \$3 to \$30 each. It costs from \$300 to \$1000 to get rid of one.
- If no more landmines were planted, it would still take over 1,000 years to remove them all, and cost approximately \$33 billion.
- Antipersonnel landmines are designed to maim, so that soldiers have to stop fighting to look after the wounded.
- It is estimated that more than 110 million active mines are scattered in 68 countries with an equal number stockpiled around the world waiting to be planted.
- Every month over 2,000 people are killed or maimed by mine explosions. Most of the casualties are civilians.
- For every mine cleared, 20 are laid.
- Delivery and distribution of relief assistance for emergency situations are affected when mines prevent or slow down provision of relief supplies.
- Buried landmines can remain active for over 50 years. The threat they pose lingers long after hostilities have ceased.
- In addition to inflicting physical and psychological damage on civilians, landmines disrupt social services, threaten food security by preventing thousands of hectares of productive land from being farmed, and hinder the return of refugees.

Source: United Nations Mine Clearance and Policy Unit, on  
[www.un.org/Pubs/CyberSchoolBus](http://www.un.org/Pubs/CyberSchoolBus)



# Small Arms

## International Action Network on Small Arms

[www.iansa.org](http://www.iansa.org)

Guns are a plague everywhere in the world. Find out and discuss issues surrounding the legal situation, availability, ownership and use of guns in your country or region. What are the attitudes of young people? What are the effects of guns on young people? One possibility might be to organize an amnesty for war toys, encouraging kids to see the harmful side of growing up with guns, and hand them in. Make an anti-war sculpture out of the toy weapons you collect!



A symbolic bonfire of guns in The Hague in May 1999. Don't try this one at home!

*Small arms are the tools of death used by soldiers and civilians alike. They fuel and increase the lethality of conflicts; they are used in an indiscriminate manner to kill civilians of all ages, colours and persuasions; they are used to intimidate citizens and communities all over the world; they are the most lethal and frightening tools to express violence at home.*

The proliferation and unlawful use of small arms is one of the most serious humanitarian challenges for the next millennium. Governments have begun to address the small arms issue at the local, national, regional, and international levels. However, NGOs are concerned that governments are taking a piecemeal approach only—not least because many are significant suppliers of small arms.

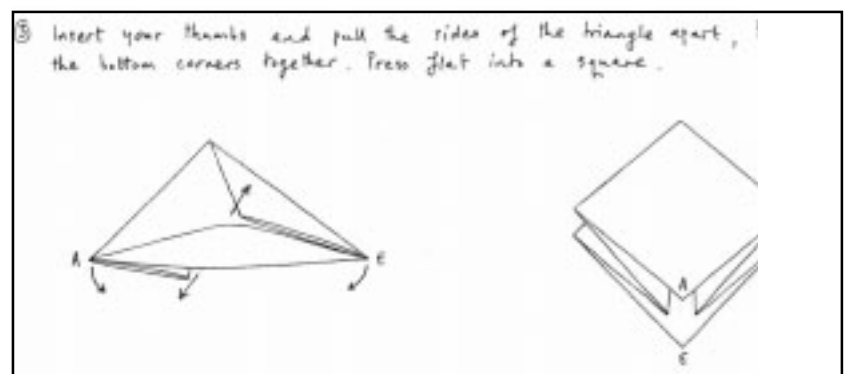
To push forward the boundaries of international action, a global network of NGOs has come together to establish the International Action Network on Small Arms (IANSA).

An estimated 500 million to 1 billion small arms are in circulation around the world. They cause untold suffering, destabilize societies and prolong conflicts. When conflicts end they stand in the way of reconstruction and sustainable development. In 46 of the 49 regional conflicts since the end of the Cold War small arms were the only weapons used.

### What are small arms?

There is no universally accepted definition of small arms. They are often described as “arms that can be operated and transported by a single person or a small team”—rifles, pistols hand grenades and mines, as well as stingers (shoulder-mounted anti-aircraft missiles). Small arms are inexpensive, light, and easy to operate, maintain, repair, transport and conceal. So easy, that they can be (and are) operated by children (see the next chapter, on child soldiers).

The legal sale of small arms involves 5-10 billion dollars a year, and constitutes 10-20% of the conventional arms trade. The illegal trade in small arms is without doubt greater. Legal arms can become illegal when they are sold to a third country or party, copied without authorisation, or stolen from the army or police. Giving away surplus arms is often cheaper than storing or destroying them.





# Small Arms

## How much do small arms cost?

*In human terms:* Approximately 90% of the victims of recent wars have been killed with small arms. And around 90% of the victims of recent wars have been civilians. The UN estimates that since 1987, 2 million children have been killed, 4.5 million maimed, 1 million orphaned, and 12 million driven from their homes as a result of small arms use.

*In financial terms:* In Uganda, an AK-47 (Kalashnikov rifle) can be bought for the price of a chicken; in Kenya for the price of a goat. In Mozambique and Angola a similar automatic rifle with ammunition costs less than \$15 or a sack of corn.

*In development terms:* Efforts to make peace and rebuild a country are on shaky ground as long as the parties involved still possess arms. Combatants with no other means of support use extortion and violence to obtain what they need. Children do not go to school. People do not dare to work their land. Crime flourishes. Economic activity is hampered because no one will invest in an area dominated by violence and chaos.

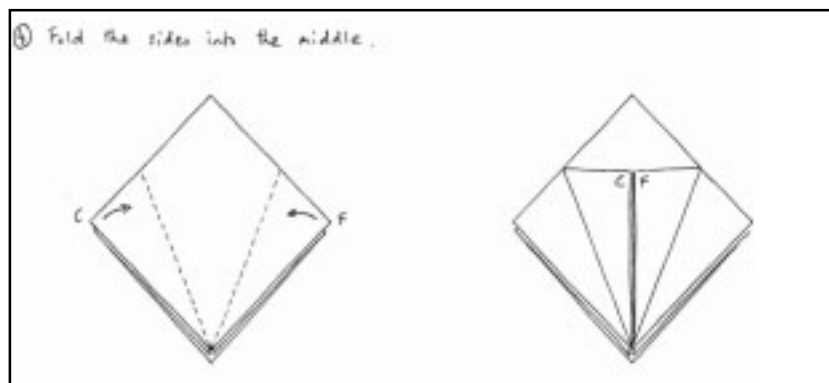
## What can be done about the proliferation of guns?

The best solution would be to stop producing them in the first place. Unfortunately, the arms trade is a highly profitable business, and although there are initiatives underway to promote the production of items that benefit humanity rather than destroy it (conversion from military to non-military production), we still have a long way to go to abolish the arms trade. However, measures can be taken to reduce the number of small arms in circulation, for example:

- Destroy surplus arms
- Fund programmes to collect weapons and take them out of circulation
- Demobilize combatants and reintegrate them into society
- Create a more secure society
- Limit the availability of ammunition so the arms become useless.

Source: *Small Arms, Big Challenges* (Dutch Foreign Ministry booklet)

Young people, whose lives are often affected by guns, have an important role to play: you can campaign for strict gun control laws, write to representatives, hold demonstrations, report on the gun industry. Hold a gun violence awareness conference at your school, bringing in experts, and use drama to show the impact of guns on young people. Clear up the myths!



## Gun Free South Africa

South Africa has one of the highest gun-related death rates in the world, an average of 31 people a day in 1998. The number of guns is increasing annually: gun violence and ownership have become a vicious circle of epidemic proportions. So, in 1994, a national campaign called Gun Free South Africa was launched.

## Gun free zones

The development of gun free zones is one of GFSA's projects. These are spaces in which firearms are not welcome—rather like no-smoking areas—allowing communities to reclaim their public space.

Mapela is a rural community of 40 000 families in South Africa. In 1995 Samuel Kobela, a resident of Mapela, saw a GFSA advert in a local paper, and wrote off for a Gun Free Zone manual, which outlines steps to creating a gun free zone. Samuel felt he needed support, so he formed a local committee of seven local teachers and unemployed residents. This committee visited the area's traditional leader, who gave her blessing to the endeavour. The committee members then visited local schools, clinics, local shops, shebeens and tribal offices, persuading them to become gun free. Now Mapela is a gun free community, making an impact on the global campaign on small arms. Samuel is employed part time by Gun Free South Africa to bring more local communities on board.

As well as helping fulfil the right to a safe environment, gun free zones facilitate local empowerment and debate on violence, guns and nonviolent alternatives. (See the contact list on page 56 for the GFSA address.)

# Child Soldiers

*It is immoral that adults should want children to fight their wars for them... there is simply no excuse, no acceptable argument for arming children.*

Archbishop Desmond Tutu



There are currently over 300,000 children, some as young as 8, participating in armed conflicts across the world. In addition, hundreds of thousands more are enrolled in armed forces in countries not currently involved in armed conflict. Over 50 countries, many of which are not at war, currently recruit under-18 year olds into the armed forces. In some countries, under-18s join as volunteers, e.g. UK, Slovakia, New Zealand. In others, there is conscription (i.e. compulsory military service) for under-18s, e.g. Angola, Cuba, Namibia.

During 1996 and 1997, children participated in over 30 armed conflicts, and many are still fighting. In war situations, both boys and girls are used by government and guerrilla forces for a number of different purposes: they might be fighting on the front line, sent on reconnaissance missions, used as cooks, messengers, sex slaves or spies. They are often forcibly recruited, for example the rebel army in Uganda's civil war has kidnapped thousands of children and brutalized them.

When Laurent Kabila (now president of the Democratic Republic of Congo) in a televised speech called for children aged 12-20 to sign up as soldiers—in violation of international law—only Kofi Annan protested. The governments were silent.

*"If one loses the opportunity to recruit school leavers at the age of 16, one may never get them."*

UK defence minister, April 1998

## Why are there so many child soldiers?

Central factors in the number of children fighting wars are technological developments and the spread of weapons, especially small arms. Semi-automatic rifles light enough to be used and simple enough to be stripped and reassembled by a child of 10 are in plentiful supply for very low prices. In some countries at war, an AK-47 may be bought for as little as \$20.

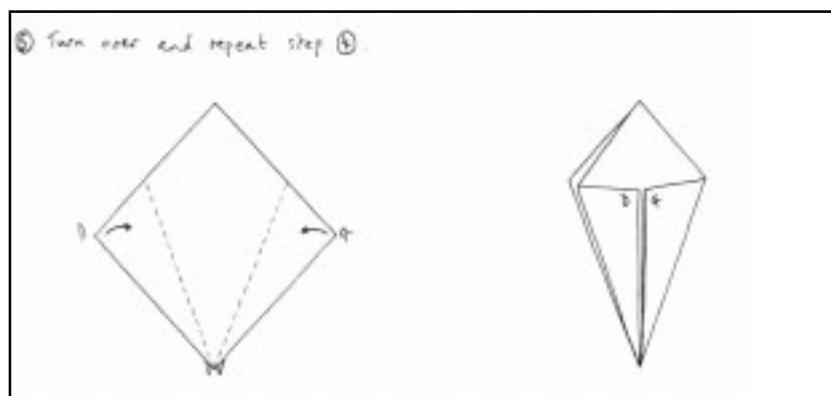
Several of the wars raging in Africa and other parts of the world have been going on for many years. As a result, the number of adults who could be recruited has fallen considerably due to death and injury, so children are used to fill the ranks. In some cases children are recruited in the belief that they will make obedient soldiers. In other cases children have no identity papers showing their age so their recruiters can claim that they are older than they really are.

Some children 'volunteer' to join an army or rebel group. However, although they may not be physically forced to join, it is often the force of brutal circumstances that leaves no choice. Some children see it as the only possibility to survive, expecting at the very least to be fed and clothed and to belong to a community. Others may wish to prove their manhood, encouraged by their peers or a prevailing culture of violence. Or they may be driven by a desire to avenge atrocities committed against their family or community.

## How does being a soldier affect a child?

Children are often treated brutally, suffering severe physical, emotional and sexual abuse, which leave enduring physical and psychological scars. They are constantly in danger, and are frequently forced to carry out atrocities.

When children manage to escape, or when the conflict is over, they are often rejected by society for having participated in the fighting. What is more, they often do not receive any special treatment for their reintegration into civil society. Former child combatants have different needs from adult soldiers and require specific services, such as education and training, as well as psychological rehabilitation.



## Children in armed combat and the Convention on the Rights of the Child

Many of the rights laid down in the 1989 Convention on the Rights of the Child (CRC) are violated in a war situation. When children themselves are engaged in the fighting, the violations are even more serious. These violations include:

- likelihood of death or injury as a result of participation in combat
- non-combat deaths—many child soldiers die or are killed before they ever reach the front line because of resisting recruitment, trying to escape, inability to keep up, succumbing to disease, malnutrition, injuries caused by toughening up techniques or punishments, suicide or fatal self-inflicted injuries
- exposure to health hazards, e.g. malnutrition, skin and respiratory diseases, malaria, and sexual exploitation (both sexes) with resulting likelihood of sexually transmitted diseases, HIV/AIDS, pregnancy, abortion or childbirth
- non-combat related injuries, e.g. beatings, deprivation of food/drink, bone deformation from carrying heavy loads
- drug/alcohol abuse
- separation from family
- arbitrary detention
- mental/emotional/psychological effects of committing atrocities or of destruction of self-esteem/self-confidence by training techniques designed to break the will of recruits
- exposure to criminal prosecution, and likelihood of severe penalties, including the death penalty for war crimes/treason (even when originally abducted)
- exposure to torture and other ill-treatment if captured, and to summary execution
- deprivation of education

Source: Quaker UN Office, Geneva

## Legal standards relating to the use of children in armed conflict

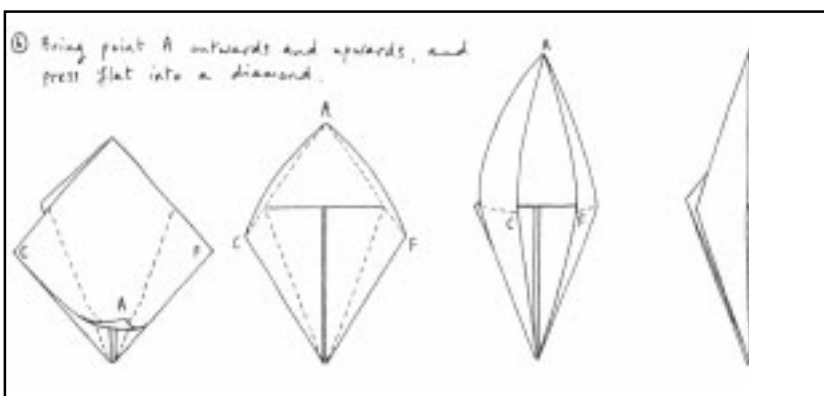
International law currently sets 15 as the minimum age for military recruitment and participation. The national laws of most countries, however, have 18 or above as the minimum age. 18 is also the voting age in most countries.



Russian child on military training

It is paradoxical that the Convention on the Rights of the Child (CRC) sets the minimum age at only 15 years, when the recruitment of children to the armed forces and their participation in armed conflict clearly violates so many of the rights embodied in the CRC (which defines a child as any person under 18 years of age). However, there have been a couple of major legal developments in this regard recently. For example, the recruitment or use in any armed conflict of children under 15 has been included as one of the war crimes over which the International Criminal Court—once established—will have jurisdiction (see page 35).

On 21 January 2000, a draft Optional Protocol to the CRC was agreed by a working group of the UN Human Rights Commission, after six years of negotiations. The draft Optional Protocol outlaws all military *conscription* of under-18s, and requires states to “take all feasible measures to ensure” that soldiers under 18 years “do not take an active part in hostilities”. However, the draft unfortunately does not forbid all *voluntary* recruitment of under-18s.





# Child Soldiers

**NB:** international law is developed and agreed to by states (governments). Of course the same human rights standards and laws should also apply to armed opposition groups, but it is more difficult to hold such groups accountable. However, some armed opposition groups have made commitments not to recruit or use children as soldiers. These commitments must be monitored and followed up on, to ensure that they are respected in practice. Where such groups continue to use children as soldiers, political pressure must be brought to bear on governments that support—or tolerate—the abuse of children in this way. The Special Representative of the UN Secretary-General on Children in Armed Conflict, Olara Otunnu, has a significant role to play.



## Coalition to Stop the Use of Child Soldiers

The Coalition to Stop the Use of Child Soldiers is an international movement of organizations and individuals committed to ending the use of children as soldiers. The Coalition played a leading role in seeking the adoption and now implementation of the Optional Protocol to the Convention on the Rights of the Child, setting the minimum age for all forms of military recruitment and use in hostilities at 18 years.

The Coalition is comprised of six international NGOs—Amnesty International, Human Rights Watch, International Federation Terre des Hommes, the International Save the Children Alliance, the Jesuit Refugee Service and the Quaker UN Office, Geneva. Many countries also have a national coalition committed to working to end this appalling practice.

## Action!



You could contact your local branch of one of these six organizations to get more information, and look at the Coalition's website: **[www.child-soldiers.org](http://www.child-soldiers.org)**. Invite someone working in this field to come to speak at your school, university or youth club.

Request materials or make your own, in order to inform others about the extent and devastating effects of this global problem.

Find out about the situation in your own country. How do the armed forces recruit young people? Are their claims and promises justified? Is it purely voluntary? Do people have the right to refuse or replace military service for reasons of conscience? Would young people be interested and willing to do international voluntary service instead of learning to fight?

If your armed forces recruit under-18s, write to your Minister of Defence, Minister of Education, other government ministers/departments and your local Member of Parliament: remind them of the standards already laid down in international law and soon to be in force when the International Criminal Court statute is ratified. Impress on them the need to educate young people for peace and justice rather than to be killing machines. Encourage your department for overseas aid to give more assistance to programmes that prevent child recruitment and to those supporting the demobilization and reintegration of former child combatants. This is essential for the development of a society that has been ravaged by war.

## Youth initiatives

### Peace-Links, Sierra Leone

The people of Sierra Leone have suffered from a brutal civil war for almost 10 years, and as in all wars, children have been primary victims. They, like other innocent civilians, have been forced from their homes, had limbs amputated by rebel forces, lost relatives and been denied their childhood. Children were also forced to fight in yet another adults' war.

The peaceful citizens of Sierra Leone are tired of the suffering, bloodshed and uncertainty. As a result, there are many different groups working for peace and reconciliation in the country. **Peace-Links** is one of them, and is also very actively involved in the Hague Appeal for Peace process. This talented group of young people even composed and performed the Hague Appeal's theme tune, *Time to Abolish War!* (See page 31)

Peace-Links is a non-governmental children's/youth organization founded in 1990 with the aim of empowering young people to step forward for positive change in their communities. Peace-Links is dedicated to enabling young people, especially those in extremely difficult circumstances, to discover their tremendous talent and untapped energy so as to become responsible and well-informed citizens.



# Child Soldiers



Peace-Links

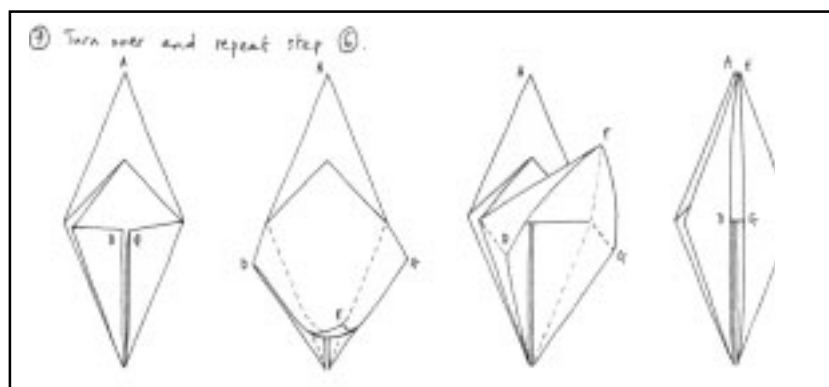
Peace-Links believes that encouraging the development of creativity in young people will in turn bring about their ability to make the changes needed for a better future. Peace-Links envisions a future where Unity, Love and Peace will reign; a future where each child, irrespective of socio-economic background, will express his/her life purpose and join with others to create a peace-filled world.

## Peace-Links aims and objectives

- To direct special attention to children and to develop in them the potential to help create their own future.
- To act as motivators and facilitators of positive change in the direction of individual, group and national development.
- To promote the shift in consciousness from fear and seclusion to unity, love, tolerance, hard work and peaceful coexistence.
- To promote a healthy and progressive working relationship with all children/youths and community-based organizations both nationally and internationally.

## Special areas of focus

- ex-child combatants and unaccompanied children
- peace music
- the girl child
- vocational skills training
- Children's/Youth Parliament



## Activities

Peace-Links' Musical Youths put together an audio cassette comprising six original peace songs with the title *Believe in Peace*. The lyrics tell the stories of children and social problems plaguing Sierra Leone and the wider world.

Since its inception, Peace-Links has initiated and actively participated in community development projects. More recently, Peace-Links has begun to address the concerns of ex-child combatants through a series of outreach programmes to centres housing former child soldiers and the creation of a Peace-Links rehabilitation/reintegration centre. Additionally, the organization has been observing the International Day of Peace and facilitating leadership training workshops for community-based youth leaders.

Concrete steps that Peace-Links are undertaking to achieve their goal of reintegrating child soldiers and restoring their sense of worth both among themselves and in society as a whole include:

### • **Writing newspaper articles:**

in order to appeal to society to show restraint in dealing with and treating former child soldiers. The war has been so bitterly fought, and these children have been in the forefront of it all committing the most atrocious crimes in the process. Society is therefore slow in forgiving these former child soldiers. In our articles, we shall portray them as human beings rather than as monsters. We shall target the leading newspapers so that we can reach out to a wider reading public.

### • **Outreach programmes to centres for ex-child combatants:**

during these visits, the children have the opportunity to tell their own stories. Since these visits usually attract the media, their views are also relayed to a wider audience.

# Child Soldiers

- **Peace music, dance and drama:**

we specialize in creating and performing peace music. The views and concerns of the children form the focus of our songs. Through these songs, which are created with and for the children, society will be able to better understand the issues affecting former child combatants.

- **Guidance and counselling:**

this is an absolute necessity in helping to reintegrate former child combatants into civil society.

- **Delegations to important figures:**

Peace-Links occasionally leads delegations to important personalities in our community, including traditional rulers, politicians, heads of international NGOs and others whose decisions affect the welfare of young people in the community. This is meant to bridge the gap between the rulers and the ruled and to acquaint the former with the problems of the latter.

- **Workshops and seminars:**

to create a forum for young people to meet and share ideas on how to continue our work towards a war-free world. Both former child combatants and the country's decision-makers will be invited, so they can share ideas and come up with concrete plans.



If you would like to support Peace-Links' activities or purchase their cassette *Believe in Peace*, please contact them at the address on page 56.

## Child soldiers at the Hague Appeal

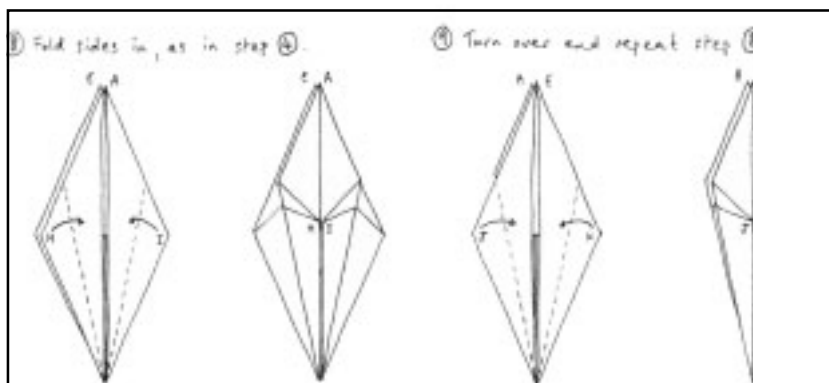
### Youth meeting and recommendations

*Terre des Hommes Netherlands* and the *United Nations of Youth Foundation* organized an international youth debate on the rights of children in armed conflict, in particular the use of child soldiers, during the Hague conference in May 1999. It involved young people from Armenia, Lesotho, Mexico, Netherlands, Philippines, Sierra Leone, Uganda and the USA, and the project officer of Gulu Support the Children organisation (GUSCO). GUSCO is a centre for the protection and rehabilitation of children in Uganda who were abducted by the rebel Lord's Resistance Army and managed to escape.

In preparation for the youth workshop, two meetings were convened with Dutch students. At the first meeting, a young boy from Sierra Leone who is an asylum seeker in the Netherlands gave an introduction to the situation of children who have become victims of armed conflicts in East Africa, and a few statements were launched, which the students discussed. At the second meeting, held 3 months later, these statements were debated. As a result of these discussions, the students formulated a set of draft recommendations, which were used as a basis for drawing up the final recommendations of the Hague conference workshop.

The discussion mainly focused on the minimum age for recruitment of children into the armed forces and the minimum age for participation of children in armed conflicts. Everyone felt that the minimum age of 15 years for recruitment into the armed forces and for participation in armed conflict was too low. Some people felt that a minimum age of 18 years for participation is still too low, and that people should at least have reached the age of 20 years before joining the armed forces.

Participants strongly emphasized that the ultimate goal should be the total abolition of war. Because of the long-term character of this goal, they felt it necessary to formulate some short-term recommendations to at least improve the situation of children in armed conflicts. Raising the minimum age for participation in armed conflicts was seen as a first and important step. This, however, can only have impact when an International Criminal Court is able to prosecute the people who violate these rights.



# Child Soldiers

## Recommendations

The long-term goal is the total abolition of war. For the short term the following recommendations were made:

### 1. Participation of soldiers under 18 years in armed conflict

The UN Convention on the Rights of the Child must increase the minimum age of recruiting soldiers from 15 to 18 years. When recruited they should at least have one year of training.

### 2. Prosecution

The use of children under 18 years in armed conflict must become a criminal offence by amending the Statutes of the International Criminal Court (ICC) accordingly. A separate department of the ICC should be set up to deal exclusively with crimes against children.

### 3. Alternatives

Children can be prevented from joining the armed forces by providing them with food, shelter, protection and education. These elements will provide a sound alternative to a life of war.

### 4. Prevention

Industrialized countries should provide incentives to developing countries who maintain a policy of non-recruitment of children into their armed forces. Strict controls on the international arms trade are essential in the prevention of war.

### 5. Universal ratification of the UN Convention on the Rights of the Child

The UN Convention on the Rights of the Child has not been ratified by two countries. The United States of America is one of them. They should be urged to ratify this convention.

## Call to all young people in the world

We call upon all young people in the world to start action to urge their governments to raise the minimum age for the use of soldiers to 18 years and to make the use of soldiers under the age of 18 punishable by the International Criminal Court.

Hague Appeal for Peace conference, 12 May 1999



## Time to abolish war! (Bye bye war)

### By Peace-Links

#### Chorus

Bye bye war  
No more killing  
No more fighting  
We want peace, love, unity  
For mankind is one  
So says HAP '99\*  
This is the time  
To abolish war

#### Verse 1

This is the time  
To abolish war  
A new millennium  
And a new page  
The time is ripe  
Join hands with civil society  
To bid farewell to war

#### Verse 2

This is the time  
For mankind to come together  
Whether black, coloured or white  
American, Asian, African  
European or Australian  
It doesn't matter  
For peace business  
Is everybody's business

#### Verse 3

This is the time  
For mankind has suffered long enough  
As we usher in  
A new millennium  
We say bye bye to war  
Strive to live in love, peace and unity  
We say no more war  
We will protect our planet earth

\*HAP '99 = Hague Appeal for Peace



# International Law & Human Rights

*Human rights are your rights.  
Seize them.  
Defend them.  
Promote them.  
Understand them and insist on them.  
Nourish and enrich them.  
They are the true reflection of humanity's highest aspirations.  
They are the best in us.  
Give them life.*

Kofi Annan, on 50th anniversary of the Universal Declaration of Human Rights, 10 December 1998

## What is international law?

International law is the body of rules governing relations between states and between them and other members of the international community, including certain international organisations such as the UN and the Red Cross. International law is comprised of many branches, such as international humanitarian law, human rights law, refugee law, law of the sea, environmental law, laws governing the peaceful settlement of conflicts, etc. We will look here at international humanitarian law and human rights law in particular.

## What is the law of war?

International humanitarian law, or the law of war, is concerned with *armed conflicts* (both international and non-international). It is made up of the rules that seek to protect those who are not or are no longer taking part in the hostilities (e.g. civilians, prisoners of war and wounded or sick military personnel), and to restrict the methods and means of warfare used.

### The essential rules of international humanitarian law, based on the formulation of the International Committee of the Red Cross (ICRC):

People not taking part in hostilities are entitled to respect for their life and for their physical and mental integrity. They must be protected and treated with humanity, without distinction.

It is forbidden to kill or wound an adversary who surrenders or who can no longer take part in the fighting.

The wounded or sick must be collected and cared for by the party to the conflict which has them in its power. Medical personnel and establishments, transport and equipment must be spared—protected by the sign of the red cross or red crescent. All prisoners are entitled to respect for their life, dignity, personal rights and convictions. They must be protected against all acts of violence or reprisal. They are entitled to exchange news with their families and receive aid.

Everyone must enjoy basic judicial guarantees and no one may be held responsible for an act he has not committed. No one may be subjected to physical or mental torture or to cruel or degrading corporal punishment or other treatment.

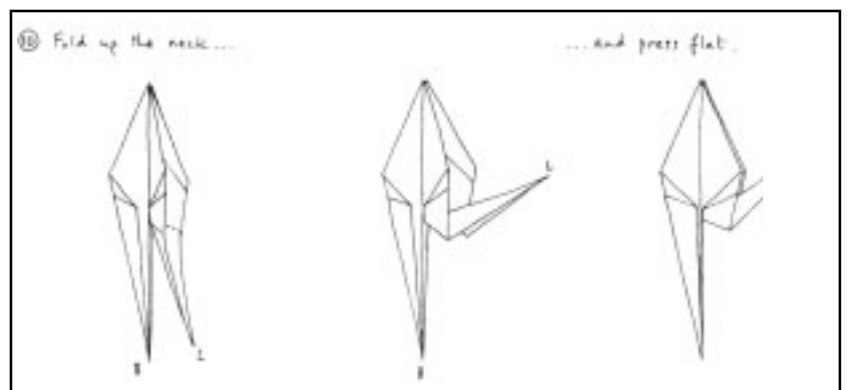
It is forbidden to use weapons or methods of warfare that are likely to cause unnecessary losses or excessive suffering.

The parties to a conflict must at all times distinguish between the civilian population and combatants in order to spare the civilian population and property. Civilians may not be attacked—only military objectives.

## Development of international humanitarian law

Henry Dunant, a Swiss citizen, formulated the idea of humanitarian law on the basis of his experience of the Battle of Solferino (June 1859). He and four other Swiss men were the founding members of the International Committee of the Red Cross (ICRC) in 1863. One of the ICRC's main functions is to be the promoter and guardian of international humanitarian law. The same five men prompted the convening of a Diplomatic Conference in 1864, at which the foundation of contemporary humanitarian law was laid. The 16 states attending the Diplomatic Conference—which was convened by the Swiss government—adopted the *Geneva Convention for the amelioration of the condition of the wounded in armies in the field*.

Since 1864, new conventions and protocols have been formulated, and existing ones developed, often in response to the impact of specific armed conflicts. After the second world war (1939-45), for example, the three existing Geneva Conventions were revised and a fourth one adopted because of the enormous number of civilians killed and the terrible effects the war had on civilians.



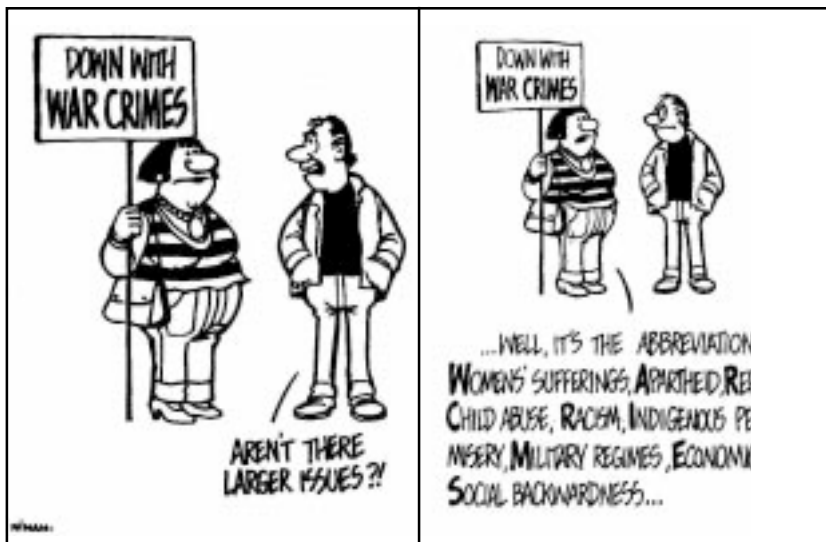


# International Law & Human Rights

Some of the most well-known of these conventions are:

- the Hague Conventions of 1899 respecting the laws and customs of war on land and the adaptation to maritime warfare of the principles of the 1864 Geneva Convention.
- the Four Geneva Conventions of 1949:
  - I Amelioration of the condition of wounded and sick members of the armed forces in the field.
  - II Amelioration of the condition of wounded, sick and shipwrecked members of armed forces at sea.
  - III Treatment of prisoners of war.
  - IV Protection of civilian persons in time of war (new).
- 1972 Convention on the prohibition of the development, production and stockpiling of bacteriological (biological) and toxic weapons and on their destruction.
- Two Protocols (1977) additional to the four 1949 Geneva Conventions, which strengthen the protection of victims of international and non-international armed conflicts.
- 1993 Convention on the prohibition of the development, production, stockpiling and use of chemical weapons and on their destruction.
- 1997 Convention on the prohibition of the use, stockpiling, production and transfer of anti-personnel mines and on their destruction (see page 22).

## What is a war crime?



According to the Principles of Statute and Judgement of the International Military Tribunal at Nuremberg 1945/6, war crimes are:

*Violations of the laws or customs of war which include, but are not limited to, murder, ill-treatment of prisoners of war or persons on the seas, killing of hostages, plunder of public or private property, wanton destruction of cities, towns or villages, or devastation not justified by military necessity.*

War crimes are generally considered to be grave breaches of international humanitarian law, including attacks against any person not or no longer actively involved in hostilities. The International Criminal Court (see page 35) will of course have a

universally accepted list of war crimes, which will include:

- wilful killing
- torture and inhumane treatment
- deliberately causing great suffering
- seriously endangering physical integrity or health
- attacking the civilian population
- deporting or illegally displacing population groups
- using prohibited weapons or methods e.g. chemical, bacteriological or incendiary weapons
- misuse of red cross or crescent or other protective signs
- looting

## How are war criminals prosecuted?

State parties to the Geneva Conventions must **prosecute** suspected war criminals in their country or hand them over to another state for judgement. If the suspects are found guilty of breaches of the Geneva Conventions, they must be punished. States therefore are responsible at all times and in all places for the prosecution of war criminals.

What is more, in the case of international humanitarian law, **universal jurisdiction** applies, i.e. states must seek out and punish any war criminal, irrespective of his/her nationality or the place where the offence was committed. Prosecutions of war criminals can be brought either by national courts, or by an international authority such as the International Criminal Tribunal for the former Yugoslavia, which was established in 1993 to try those accused of war crimes committed during the Balkans conflict.



# International Law & Human Rights

## International Court of Justice

The International Court of Justice (ICJ) or World Court was established in 1946. It is the principal legal organ of the United Nations and the supreme tribunal ruling on questions of international law. Its home is the Peace Palace in The Hague, the Netherlands.

The Court is made up of 15 elected (by the UN) judges from different countries. The judges are under oath to act totally independently, i.e. as independent experts on international law, **not** as representatives of their country. The main functions of the ICJ are to decide legal disputes between States, and to give Advisory Opinions to certain international organs and organizations in accordance with international law. States have a duty under the UN Charter to solve disputes by peaceful means. Submitting a dispute to the Court for judicial settlement is one of those means, but the Court cannot make judgements unless the States concerned request it to do so. Many States choose not to seek a judicial settlement, thereby failing in their duty under the UN Charter.

All 15 judges are involved in the process of reaching each judgement. Only States may be parties to cases before the Court. Advisory Opinions are given only to public international organizations.

For example, in December 1994, the UN General Assembly requested the Court to give an advisory opinion on the question:

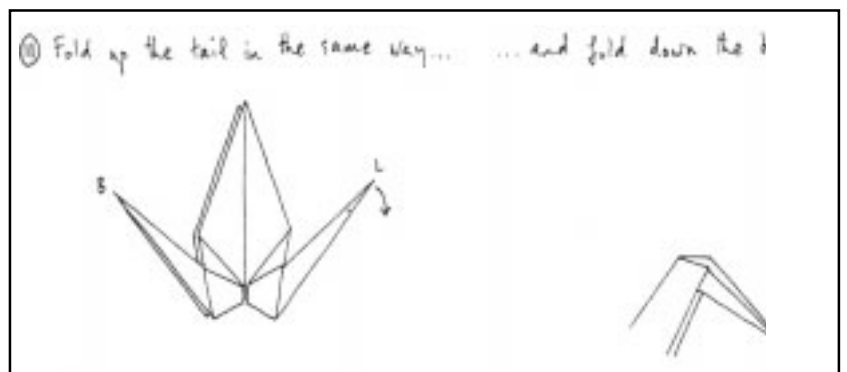
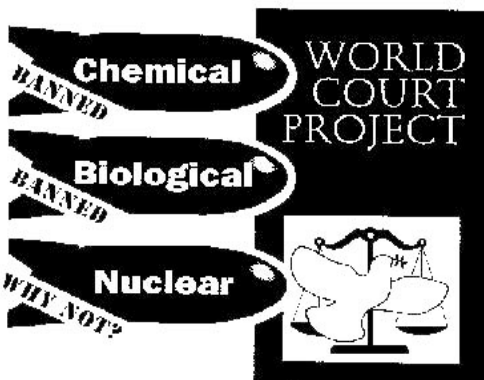
*Is the threat or use of nuclear weapons in any circumstance permitted under international law?*

The Advisory Opinion was given on 8 July 1996, and the Court concluded that threat or use of nuclear weapons would generally be contrary to the UN Charter and laws of armed conflict, particularly humanitarian law. The only qualification noted to this rule was an extreme case of self-defence where the very survival of a state was at stake. Under that condition, if the weapons complied with humanitarian law, threat or use might or might not be lawful.

It is largely thanks to an international movement of anti-nuclear activists that became known as the World Court Project that the ICJ Advisory Opinion was ever requested. Now, this Opinion provides a legal basis for many kinds of anti-nuclear activism (see page 21).



Youth demonstration at the Peace Palace in The Hague



# International Law & Human Rights

## The International Criminal Court

Currently in cases of human rights violations, when it takes action at all, the international community does so against a state and not against an individual. However, on 18 July 1998 160 nations met in Rome, Italy, and decided to establish a permanent International Criminal Court (ICC) to try individuals accused of committing genocide, war crimes and crimes against humanity. It will enter into force as soon as 60 nations have ratified (i.e. when their Parliaments have approved the Rome Statute).

Cases will be brought to the Court either by the Court's prosecutor, the states themselves, or by the United Nations Security Council. If the accused is being tried under national law the Court will not interfere. If he/she is not or cannot be tried by national law, the country must extradite him/her.

The recent wars in the former Yugoslavia and Rwanda encouraged the development of the Court. To try perpetrators of crimes against humanity committed during these two horrific wars, *ad hoc* tribunals were created by the UN Security Council. The International Criminal Tribunal for the Former Yugoslavia was established in 1993 in The Hague and the International Criminal Tribunal for Rwanda in 1994 in Arusha, Tanzania.

**The NGO Coalition for an ICC** is an active part of the Hague Appeal for Peace. Its main purpose is to advocate the creation of an effective and just International Criminal Court. The Coalition brings together a broad-based network of NGOs and international law experts to develop strategies on legal and political issues relating to the Rome Statute. A key goal is to foster awareness and support among a wide range of civil society organizations: human rights, international law, judicial, humanitarian, religious, peace, women's, parliamentary and others.

To follow day-to-day developments pertaining to the ICC, you can subscribe to the NGO Coalition email list. To subscribe, simply send an email to: [icc-info-subscribe@onelist.com](mailto:icc-info-subscribe@onelist.com) (See page 55 for full address.)

## Why are there violations of international law?

There is some controversy about the effectiveness of international law in general. In the case of a violation of international law by a state, other states often impose sanctions—in particular economic—against the guilty state or, more rarely, bring the case to the International Court of Justice. International law is more effective in some areas than in others. It is perhaps in relation to war that international law faces its greatest challenges, because states are so protective of their sovereignty.

Some people claim that ignorance of humanitarian law is to blame for its violation, or that the nature of war itself is responsible (further proof that war should be abolished completely).

Although one main reason is that international law is not matched by an effective system for *implementing* sanctions, still it is the best standard we have for holding states accountable for their and their citizens' actions, and the more people who know about it, the better.

## What steps have been taken to outlaw war?

In 1919 the Covenant of the League of Nations (the precursor to the United Nations) and the Treaty of Paris (Briand-Kellogg Pact of 1928) tried to outlaw war. The UN Charter (adopted in 1945) continued this attempt:

*All Members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the Purposes of the United Nations.*

Article 2.4, UN Charter

However, article 51 of the UN Charter allows a state or a group of states to use force in **self-defence**, i.e. in the case of aggression against it. The self-defence argument is often used as an excuse to justify a state's actions.

A UN General Assembly resolution (2105 (XX)) adopted in 1965 "*recognizes the legitimacy of the struggle waged by peoples under colonial domination to exercise their right to self-determination and independence...*"

That is to say that within the framework of the right to self-determination, armed struggle is not considered a breach of international law. Wars of national liberation, incidentally, are classified as international armed conflicts and not internal conflicts.





# International Law & Human Rights

## Human rights

On 10 December 1948, the General Assembly of the United Nations adopted the **Universal Declaration of Human Rights**. It was in the aftermath of the second world war that the international community first recognized and declared that human rights and fundamental freedoms are applicable to every person, everywhere. In spite of major differences in ideologies, economic differences and a diversity of cultures, the Universal Declaration was universally accepted by all the member states of the UN. Today the Declaration provides the basis for many international treaties (including regional ones such as the African Charter of Human and Peoples' Rights of 1981), declarations and national constitutions.

In 1966 the General Assembly of the United Nations adopted the *International Covenant on Economic, Social and Cultural Rights* and the *International Covenant on Civil and Political Rights*. Today, there are over 60 human rights treaties that elaborate on the fundamental rights and freedoms contained in the Universal Declaration. They address problems such as:

- slavery
- genocide
- humanitarian law
- the administration of justice
- social development
- religious tolerance
- cultural cooperation
- discrimination
- violence against women
- status of refugees and minorities.

In addition to the two Covenants, there are several core Conventions that form the basis of human rights law and legislation. These Conventions relate to: racial discrimination, torture, discrimination against women, the rights of the child, refugees and minorities.

Humanitarian law and human rights law are complementary, but human rights are to protect the individual at all times, not only in times of war, to prevent arbitrary behaviour.

## So what are our human rights?

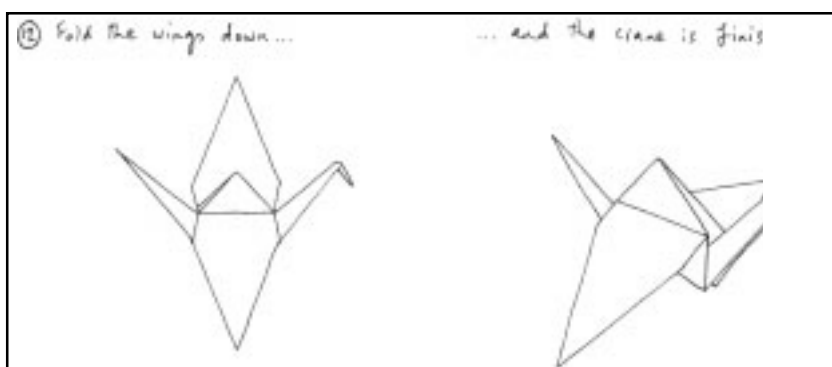
Do you know what your rights are? Did you know that we are currently in the middle of the **UN Decade for Human Rights Education** (1995-2004)? Get copies of the Convention on the Rights of the Child, the Universal Declaration of Human Rights and other conventions and treaties. Are all these rights respected in your home/school/university/country?

What **laws and institutions** protect rights in your country? Do you have an ombudsman/woman to oversee the implementation of children's rights, for example? Do you know about regional human rights mechanisms such as the European Court of Human Rights, to which cases of human rights violations in Europe can be brought when all domestic legal measures have been exhausted?

## Convention on the Rights of the Child

The 1989 Convention on the Rights of the Child (CRC) is the best expression of the human rights of children, and is one of the most widely ratified human rights conventions: only Somalia and the US have not ratified it! Its general definition of a child is any person under 18 years of age, and all the provisions of the CRC protect all children. The rights embodied in the CRC are of course based on the Universal Declaration of Human Rights, and include in addition, for example:

- The child's best interests should be taken into consideration.
- Children's participation in matters that affect them, i.e. freedom to express their own views and for those views to be taken into consideration.
- Children should not be separated from their parents, except by competent authorities for the children's well-being.
- Primary education must be free and compulsory, and discipline in schools should respect the child's dignity.
- Protection from economic exploitation and work that may disrupt education or damage the health or well-being of a child.
- Special treatment and rehabilitation should be provided for children who have suffered maltreatment, neglect or detention.
- Children involved in infringements of the law should be treated in a way that promotes their sense of dignity and worth and aims at reintegrating them into society.
- States should make the rights in the CRC widely known to both adults and children.





# International Law & Human Rights

## The Universal Declaration of Human Rights

(Simplified version, from *Bells of Freedom* Human Rights Education Manual)

1. All human **beings are born free and equal**. We are all the same in dignity and rights and have the same rights as anyone else. This is because we are all born with the ability to think and to know right from wrong.
2. Everyone should have the **same rights and freedoms**, no matter what race, sex, or color he or she may be.
3. Everyone has the **right to live**, to be free and to feel safe.
4. The buying and selling of people is wrong and **slavery should be prevented** at all times.
5. No one should be put through **torture**, or any other treatment or punishment that is cruel or makes a person feel less than human.
6. Everyone has the right to be **accepted everywhere as a person**, according to law.
7. You are entitled to be **treated equally by the law**, and to be equally protected by it.
8. If your rights under the law are violated, you have the right to have fair judges who will see that **justice is done**.
9. You should not be **arrested, held in jail or thrown out of your own country for no good reason**.
10. In case you have to go to court, you have the same rights as anyone else to a **fair and public hearing** by courts that are open-minded and free to make their own decisions.
11. If you are blamed for a crime, you should be thought of as **innocent until you are proven guilty**.
12. No one should butt into your **privacy**, family, home or mail, or attack your honesty and self-respect for no good reason.
13. Within any country you have the right to **go and live where you want**. You have the right to leave any country, including your own, and return when you want.
14. You have the right to **seek shelter from harassment** in another country.
15. No one should take away your **right to the country where you're from**.
16. Grown men and women have a **right to marry** and start a family, without anyone trying to stop them because of their race, country or religion. Both have to agree to marriage and both have equal rights in getting married, during the marriage, and if and when they decide to end it.
17. Everyone has the **right to have belongings**, and no one should take your things away for no good reason.
18. You may believe what you want to believe, have ideas about right and wrong, and **believe in any religion you want**, and you may change your religion if you like.
19. You have the right to tell people how you feel about things without being told to keep quiet. You may **read the newspapers or listen to the radio**, and you have the right to print your opinions and send them anywhere.
20. You have the right to **gather peacefully with people**, and to be with anyone you want, but no one can force you to join or belong to any group.
21. You have the right to elect one of the people in your government by choosing them in **fair elections** where each vote counts the same and where your vote is your own business. Because people vote, governments should do what people want them to do.
22. You have the **right to have your basic needs met** so you can live with pride and become the person you want to be; and other countries and groups of countries should help.
23. You should be able to **work**, choose your job, join a union, have safe working conditions, and be protected against not having work. You should have the same pay as others who do the same work. If you don't get paid enough you should get other kinds of help.
24. Everyone has a right to **rest and relaxation**, and that includes limiting the number of hours you are required to work and allowing for a holiday with pay once in a while.
25. You have a right to have what you need to live a decent life, including **food, clothes, a home, and medical care** for you and your family. You have the right to get help from society if you're sick or unable to work, or you're older or widowed, or if in any other way you can't work through no fault of your own.
26. You have a **right to education**. At least in the early years it should be free and required for all. Later education should be there for those who want it and can undertake it. Education should help people become the best they can be and to respect the human rights of others in a peaceful world.
27. You have the right to join in and be part of the world of **art, music and books** and to share in the advantages that come from new discoveries in the sciences. If you have written, made or discovered something, you should get credit for it and get earnings from it.
28. Everyone has the right to a world where **rights and freedoms are respected and made to happen**.
29. We all have a responsibility to the place where we live and the people around us. To enjoy freedom, we need **laws and limits that respect everyone's rights, meet our sense of right and wrong, keep peace in the world, and support the United Nations**.
30. Nothing in this statement means that anyone may **weaken or take away** our rights.

# International Law & Human Rights

*War is not to be thought of as dying for what you believe in, but as killing for what you believe in.*

Stuart Morris, 1937

## The right to refuse to kill

Over half the countries in the world still have *conscription* to the army, i.e. young men are required to do military service. Other countries, like the UK and the Netherlands, have a professional army, which means that only those who want to serve in the armed forces. In some of those countries where there is compulsory military service there are also laws and structures for conscientious objection. In Germany, for example, lots of young men do *alternative civilian service* instead of military service.

However, in some countries, such as Russia, this right is not granted. Although the Russian Constitution grants conscientious objectors the right to an alternative civilian service, in practice they usually end up in court. At his trial in 1999, Dima Neverovsky condemned the war in Chechnya as a crime. He was sent to prison for two years. After 5 months he was released, but at the time of writing he is still not totally free, but awaiting a retrial. During the Chechen war of 1994-96, most of the Russian soldiers that died were conscripts.

If a culture of peace is ever truly to exist, we must abandon the current military defence system and replace it with alternative security arrangements—there can be no real, human security as long as people are being trained to kill and develop lethal weapons. In the meantime, no one should be forced to undergo such training against their will. The right to conscientious objection is recognized as a manifestation of the fundamental rights to freedom of thought, conscience and religion (article 18 of the Universal Declaration of Human Rights) and to freedom of opinion and expression (article 19), and of course article 3: Everyone has the right to life, liberty and security of person.

## What can we do about human rights?



Are there **political prisoners** in your country? That is to say, are people imprisoned because of their political beliefs and opinions? Amnesty International calls such people prisoners of conscience, and they include people who are in prison because they have spoken out against their government, for example. Amnesty International organizes letter-writing campaigns, which everyone can take part in, to put pressure on governments to release prisoners of conscience or to bring perpetrators of human rights abuses to trial. You can also write to the prisoners themselves to express your support for their actions, and to let them know that they have not been forgotten. You could set up your own letter-writing group.

Every year in December, War Resisters International puts out a list of **Prisoners for Peace**, people who are in prison because of their actions for peace, e.g. conscientious objectors or *whistle-blowers* such as Mordechai Vanunu. Vanunu has been in prison in Israel for 14 years, 12 of which were spent in solitary confinement. His 'crime'? Having worked in one of Israel's nuclear plants, he revealed to the outside world that Israel was developing a nuclear arsenal, which the government to this day has not acknowledged.

Does the state execute or cruelly punish people in your country? The death penalty is a blatant violation of one of the most fundamental human rights, the right to life.

Make your school a School without Racism in preparation for the International Year of Mobilization against Racism, Racial Discrimination, Xenophobia and Related Intolerance, which will take place in 2001. In 2001 the World Conference against Racism will be convened in South Africa.

There is a Belgian organization that supports the establishment of **Schools without Racism** (Ecole sans Racisme). Their conception of a School without Racism is one where:

1. accurate information on racism, immigrants, immigration and different cultures is freely distributed.
2. discrimination and racist propaganda are rejected and forbidden.
3. anti-racism actions are carried out.
4. meetings are organized between Belgians (or your own nationality) and immigrants in order to promote friendship and anti-racism.

The Youth Directorate of the Council of Europe ran a Europe wide anti-racism campaign, and produced some excellent materials for youth work in this field, in particular the *All Different - All Equal* Education Pack which contains great ideas, resources, methods and activities for informal intercultural education. The Education Pack is available in several languages and free of charge from:

European Youth Centre, 30 rue Pierre de Coubertin  
67000 Strasbourg, France. Fax: +33-88-41-2777

# International Law & Human Rights

*South Africa is large enough to accommodate all people if they have large enough hearts.*

Albert Lutuli



South African dancers at the Hague conference

Young people can play an important role in lobbying for international respect of human rights. If you live in a country where human rights are largely respected (there is certainly not a single country in which every person's rights are fully respected), you can lobby your government to introduce sanctions against countries where there are grave human rights violations: trade relations could be broken for example. Or demand that your government not sell arms to such countries (though even better would be for them not to sell or produce weapons at all!).

One of the best ways to ensure respect for human rights is through **human rights education**. We can only act upon what we know, so only when people know their rights will they be able to defend them.

## What is human rights education?

Human rights and responsibilities are those reciprocal universally accepted principles and norms that must govern the actions of individuals, communities and institutions if human dignity is to be preserved and justice, progress and peace are to be promoted. In the words of the Universal Declaration of Human Rights, they represent **a common standard of achievement for all peoples and all nations**.

Human Rights Education, then, is any activity that promotes the understanding of, and respect for, human rights and obligations, fosters human dignity and builds a universal culture of human rights *aimed at creating a peaceful world society*.

## How to facilitate human rights education?

Human Rights can only be passed on through a new kind of understanding of human nature and of the processes involved in education.

The main objective of human rights education is to **empower** individuals and communities, and to achieve that in a way that is faithful to the principles contained in human rights documents. Human rights education uses participatory methods, drawing on the participants' experience to link abstract principles to their everyday lives and helping them to realise how they can take possession of their life and promote and protect human rights and obligations. Such empowerment occurs through:

- enhancing knowledge
- developing critical understanding
- clarifying values
- bringing about attitudinal changes
- promoting attitudes of solidarity

## Suggestions for disseminating human rights information:

- Organize multicultural drama, art, dance, music performances—on the streets, in schools, universities, etc.
- Hold seminars and classes on human rights education
- Organize exhibitions
- Distribute the Universal Declaration of Human Rights
- Hold competitions in schools, youth clubs, etc. on human rights
- Organize a human rights day in your school in conjunction with local peace and human rights groups. Use various media (workshops, film, speakers, music, teleconferences, etc.) to make the day exciting
- Do outreach to teacher groups and encourage them to use human rights issues in their curricula. Contact teacher training programs and recruit teachers, or present during class time.



# International Law & Human Rights

## Youth For Human Rights Education Network

A group of youth NGOs involved in human rights education established a *Youth For Human Rights Education Network* to share experience and ideas and engage in joint projects. The activities the network is currently planning include: a Human Rights Education Weekend Workshop, a live action role play on the promotion of peace and a project with the association of diabetics in Portugal. The network organizes internet discussions of human rights issues and publishes a newsletter.

Look at their website  
(& see contact list on  
page 56 for full details):

[www.yfhren.8m.com](http://www.yfhren.8m.com)



## Exercise: “Needs, Rights and Human Dignity”

From *Bells of Freedom Human Rights Education Manual*



**Overview:** It is important to link basic human needs with human rights in order for the concept of human rights to gain acceptance and understanding. The Universal Declaration of Human Rights (UDHR) should initially be introduced in accessible language. Raising elementary questions about the range of human needs and showing participants that there is a right matching every need generally gets quick acceptance for the notion that human rights are important and can be useful.

**Objectives:** The participants should gain an understanding that:

- basic human needs are universal
- every identifiable human need is connected to a human right according to the UDHR
- the UDHR represents a “hoped-for world” supplying the goals as the basis for judging our own society
- our society, like others, comes up short by international standards where needs are not met and where human rights are violated.

**Procedures:** The first activity in this introductory session should take about ten minutes. The other steps 20 minutes or more. Two sessions may be needed if the group is ready to go beyond step 5.

**Materials:** The “Simplified Version of the Universal Declaration of Human Rights” (on page 37).

### Sequence:

**Step 1.** Ask the participants to help you make a list of all the basic **needs** that are inherent in being a human being.

**Step 2.** Break up participants into groups, one for each need, reporting back whether they think the one need on which they focused is, in fact, met in our society. Characterize our society as to whether it allows individuals to meet their needs and use their potentialities, and helps them develop their qualities.

**Step 3.** Ask each group to envision and characterize the **goals** of a society that they think will allow them to meet their basic needs and to develop their potentialities as human beings.

**Step 4.** Ask each group to report back its discussion in a few words. Listening to these presentations, the facilitator should construct a chart divided into three columns:

- (1) characteristic basic needs of a human being
- (2) characteristics of the present society and whether the identified needs are met for most people
- (3) characteristics of the desired goals for society.

**Step 5.** Constructing a new column (4), the facilitator shows the different human rights needed to enjoy, to protect and to enhance one's dignity.

1. NEEDS	2. FACTS	3. GOALS	4. RIGHTS
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Explain that for every basic need there is a corresponding human right. Draw upon the relevant human right by using the Article number and simplified version of the Universal Declaration of Human Rights.

**Step 6.** Open a discussion about column 2, where human rights violations may be identified, and column 3, which gives a glimpse of what lies ahead if and when human rights are finally respected, protected and promoted. Ask members of each group previously formed to look at needs, what could be done in our society to meet basic human needs and protect human rights?

*Bells of Freedom* can be downloaded from the University of Minnesota Human Rights Library:

[www1.umn.edu/humanrts/education/materials.htm](http://www1.umn.edu/humanrts/education/materials.htm)

# Economic Justice

*War is not caused by weapons—these are simply implements used in war. Real and sustainable peace is therefore not obtained simply by abolishing armaments. For the foundation of real peace is justice and equality.*

Julius Nyerere

I think something's wrong here...



The world spends (\$billion)		The world needs (\$billion)	
golf	40	basic child health & nutrition	13
wine	85	primary education	6
beer	160	safe water & sanitation	9
advertising	250	family planning	6
cigarettes	400		
military	800		

## Defence budgets

Every year \$800 billion are spent on weapons and the military, compared with \$34 billion on primary education, health and sanitation. And yet governments are always saying they haven't got enough money to fund these essential services. The price of 11 'Stealth bombers' (\$24 billion) would cover the cost of four years of elementary education for the 135 billion children who do not go to school!

What do you and the people you know think? Are resources being distributed in a sensible way? If not, let your elected representatives know. Whenever people argue that there is not enough money for social causes, you can point to the enormous amount wasted on weapons and soldiers. Maybe more countries should follow the example of Costa Rica and Iceland, which have no army at all, but do not live in constant fear of invasion. So far, though, only the people of Switzerland have been asked whether they want an army. 30% said no!

Some people, risking prosecution, refuse to pay a proportion of their taxes, because their consciences do not allow them to subsidise the military.



Peace Pledge Union:

[www.gn.apc.org.peacepledge/](http://www.gn.apc.org.peacepledge/)

War Tax Resisters (USA):

<http://www.nwtrcc.org/>

Food Not Bombs:

<http://home.earthlink.net/~foodnotbombs/>

## Arms trade

Arms dealers and manufacturers are making a killing.

The war industry is so important to many countries that it is heavily subsidised by governments, which aggressively market fighter planes, tanks and other murderous toys to other regimes—whatever their record on human rights, or the real needs of their people. For example, when Margaret Thatcher was Prime Minister of the UK, her son acted as an arms envoy, securing lucrative contracts for British military hardware on foreign visits. In this highly competitive business, countries spy on each other to head off rival bids, and governments are offered 'sweeteners', such as money for aid, to encourage them to buy.

It is often argued that the research and development of weapons has positive technological 'spin-offs' for societies. But what innovations and breakthroughs could be made if the vast amounts of money and huge number of engineers and scientists engaged in the 'defence' industry were put to a civilian use, such as research into renewable energy sources, for example?

These are some of the reasons why concerned citizens campaign against the arms trade, lobbying for strict international controls on the sale of weapons to oppressive regimes, and with the ultimate goal of banning this trade in death and torture altogether.

One notable success was the Seeds of Hope action in 1996, in which four courageous women disabled a Hawk fighter jet with hammers, and were acquitted by a court in Britain. The plane was being sold to Indonesia, which had used Hawk jets in the past to bomb the people of East Timor, an island invaded by Indonesia in 1975, since when a third of its population have lost their lives. So by putting the plane out of action, the women were judged to be preventing a much greater crime. This is another case of law finally catching up with justice!

# Economic Justice



Center for Defense Information: [www.cdi.org](http://www.cdi.org)  
British American  
Security Information  
Council (BASIC):  
[www.basicint.org](http://www.basicint.org)

Campaign Against the Arms Trade:  
[www.gn.apc.org/caat/](http://www.gn.apc.org/caat/)  
European Network Against the Arms  
Trade: [www.antenna.nl/enaat/](http://www.antenna.nl/enaat/)



The dustbin of history? Place des Nations, Geneva

## Ethical investment

Think about the relationships between poverty and war, money and war. Do your parents, friends, school, government, religious institution, etc. have an ethical investment policy? That is, do they refuse to invest in companies or banks that produce or deal in arms, damage the environment, have a poor record on workers' rights and conditions... Once they know the facts, 'consumers' have great potential to influence the powerful companies that play such a decisive role in world affairs.

Ethical Investment Cooperative:



[www.gn.apc.org/eic/](http://www.gn.apc.org/eic/)

Ethical Consumer:

[www.ethicalconsumer.org](http://www.ethicalconsumer.org)

Council on Economic Priorities:

[www.cepnyc.org/](http://www.cepnyc.org/)

## Fair trade

Fairness is not a feature of mainstream international trade. Corporations whose only interest is short-term profits are the new colonial powers, with appalling records on environmental degradation, monopolistic practices and the exploitation of workers and producers. If you buy fairly traded goods—which might be

things like tea, coffee, chocolate, bananas, clothes...—you can be surer that the people who produced them have been paid a fair price. Fair trade food also usually tastes much better!

Clean Clothes Campaign: [www.cleanclothes.org](http://www.cleanclothes.org)



Fairtrade Foundation: [www.gn.apc.org/fairtrade/](http://www.gn.apc.org/fairtrade/)  
United Students Against Sweatshops:

[www.umich.edu/~sole/usas/](http://www.umich.edu/~sole/usas/)

Traidcraft: [www.traidcraft.co.uk](http://www.traidcraft.co.uk)

Women Working Worldwide:

[www.poptel.org.uk/women-ww/](http://www.poptel.org.uk/women-ww/)

## Jubilee 2000

In Biblical tradition, every 50 years there would be a 'jubilee' where debts were cancelled and slaves set free. *Jubilee 2000* is an international campaign for the cancellation of unpayable debts owed by the world's poorest countries to other governments, the International Monetary Fund, World Bank and commercial lenders. These are debts that are impossible to pay back, or impossible without an unacceptable human cost.

Creditors as well as debtors must accept responsibility for these high levels of indebtedness. Democratic and accountable bodies in indebted countries, together with impartial UN representatives, should set the conditions for debt cancellation—and the monitoring of how the money released is used.

*Jubilee 2000:* [www.jubilee2000uk.org](http://www.jubilee2000uk.org)



## Structural Adjustment Programmes

International loans to developing countries come with strings attached, designed to impose economic conditions in the interests and on the terms of rich corporations and countries. The consequences are often disastrous for the people of indebted countries, and serve to increase poverty and suffering.

Typical requirements are:

- Privatization of enterprises and services such as banks, industries, transport systems, schools, hospitals, electricity, and even vital resources like water. As a result, prices for these invariably go up.



# Economic Justice

- Production of more export crops, bringing prices down, making less land available for food crops for domestic consumption, building dangerous reliances on monocultures.
- Devaluation of the national currency, making exports cheaper and imports more expensive.
- Removal of state subsidies, such as those on staple foods and transport, making them unaffordable for the poor.
- Cuts in public expenditure such as health, education and social welfare budgets, affecting the future of millions of people.

In Zimbabwe, since the beginning of a Structural Adjustment Programme in 1990, spending on healthcare has fallen by 30%. In many countries of the world, infant mortality has risen in recent years, and diseases thought to have been eradicated, including tuberculosis and yellow fever, are making a comeback.

When access to education is restricted, it is usually girls that suffer first, because the education of boys is seen as a priority. In Mozambique, universal primary education has been delayed until 2010 because of debt service.

Source: World Alliance of YMCAs, *We're all in this together!* workshop outline



*Nothing could be worse than the fear that one had given up too soon and left one unexpended effort that might have saved the world.*

Jane Addams, founder of the Women's International League for Peace and Freedom

Jane Addams, who helped bring the voice of women to the first Hague peace conference, was awarded the Nobel Peace Prize in 1931, the same year as she was declared "the most dangerous woman in America" by the FBI!

## Revolting in Seattle: the World Trade Organization

By Barrett Chaix

*I don't like working all day to consume all weekend. I hate it that 800,000 people can't get food, clothing and shelter while plump Americans drive to the mall to chase down their latest commodity fetish. OK, lets just say I've had it with capitalism. Especially today's growth-dependent version whose uniform popularity amongst global economic powers is taken as proof of its righteousness. This is perhaps the source of the glee I felt with some 10,000 partners in resistance in November 1999 when a bunch of citizens turned the streets of downtown Seattle into a carnival of resistance, creating a fiasco of global proportions...*

I was born an American, and have, from a global perspective, very little to complain about. The riot cops in Seattle were better behaved than in Tiananmen Square ten years earlier, and I do not have to eke out a precarious existence on a mountain coffee plantation. I am a young person born into the belly of the beast, grumpy about global homogenization, and gripped with revulsion at the bloated wealth and waste of an American society whipped into a consumerist frenzy by billions of dollars of advertising. I am especially sickened by the parasitic relationship I've inherited vis-à-vis the 'developing' world and the working class in the West. My friends and I were paralysed by the scale of the exploitation—until we became acquainted with the World Trade Organization (WTO). Upon inspection, we discovered an institution which represents the subordination of humanity to corporate interests and the codification of existing power relationships between and within societies, explicitly dedicated to economic expansion which few can deny is destroying the planet.

It was a sunny day in June, and I was chilling with my friends after work on the third floor of Civic Apartments, Portland, Oregon. We were discussing the Art and Revolution Road Show—a group of

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artists who were publicizing the upcoming WTO meetings and encouraging people to contact the Direct Action Network. Until then, none of us could imagine anyone turning up to boycott technocrats besides the familiar tired handful of local activists.

The roadshow, however, was less a sermon and more a stage musical about the human and environmental exploitation resulting from the free trade regime. It made historical connections to the European conquest of the Americas, slavery, pollution, traffic jams, while white girls with dreadlocks span about with huge heron puppets and cardboard cutouts. Very different from the flyer-and-placard system of political protest, familiar for hundreds of years. The roadshow introduced another innovative concept of organization: the affinity group. The protests were to be almost completely decentralized. Individuals would form independent groups drawn from their friends, workplace, sewing circle, relatives, neighborhoods etc., united by their common aim of shutting down the WTO meetings in Seattle. Whatever the basis of affinity, it was important that the group should take care of one another, and come up with their own tools of protest. The groups were directly democratic voluntary co-operatives, meant to serve as a model for a non-exploitative society. A group could decide to risk arrest, dress as an enormous genetically engineered mad cow, form a marching band, make a book, what was important is that they were in charge of their activities themselves and 'capitalized' upon their individual strengths. The Radical Geographers of the University of Washington, for example, created detailed maps of the convention site and likely police barricades. The objective: find your talents and throw them into the grinding gears of corporate exploitation.

To this end, the three of us founded the Civic Defense Syndicate. 'Civic' after the apartment, 'Defense' because we were defending society, and 'Syndicate' because it sounded tough, like the mafia, or Ice-T's Rhyme Syndicate.

Over the next few months, after work and at weekends, we got down to the business of disseminating dangerous propaganda into the urban center. You see, a cheap form of entertainment among our friends is the crafting of black and white stickers with a xerox machine (5¢ a page) and some sticker paper (50¢ a sheet) while drinking cheap malt liquor (\$2.20 / 40 oz.) This generally provides a good afternoon or evening's worth of fun, and leaves us with a pile of stickers of whatever tickled our fancy—usually underground rap stars, 'your momma' jokes, etc. This time it would be different...a campaign of subversive anti-WTO stickers featuring manipulated images of Marx, a salmon, a regional hip-hop icon, and logos publicizing the 'festival of resistance against corporate capitalism', still several months away. For the next few weeks, we carried them on our way to work, on the bus, in letters to our friends, put piles in record and bookstores, merrily sticking away.



Greg Gilman, *Peace Brothers*  
War Resisters League Calendar 1999

By the time November rolled around, our projects increased in complexity, and our ranks swelled to 6-10. We made T-shirts promising to 'dance with great merriment at the death of your institutions'. A radio ad was recorded urging the youth of Portland to 'get our act together or get run over in the 21<sup>st</sup> Century' which ran on Portland State University radio. Our autonomy was a blessing as we could plan our own meetings, hang out with our own friends, and operate with our own style, knowing that all over the city others were putting together equally impressive plans. We occasionally checked the Direct Action Network website for articles about the WTO to sharpen our

arguments and bring more comrades into the fold. The overall plan was to bring the WTO meetings to a grinding halt by non-violently occupying all the intersections surrounding the convention center. To foil the police, many affinity groups would handcuff themselves together or to bits of fencing. Before driving to Seattle, we spraypainted our bedsheets, strung between tent poles, with slogans of '*The Revolution will not be Commodified*', and '*Human Need, not Global Greed*' as well as one with a nice graffiti Earth! And we were pleased.

You could smell revolution in the 'convergence area' in Seattle—a converted warehouse where activists from great distances met to scheme and plot, eat free vegan meals, hold non-violence workshops, and share information. Affinity groups in Seattle did an amazing job organizing warehouses for sleeping, an independent non-commercial media center, and a

# Economic Justice

million other vital things. Our group accumulated a few more members, and the night before the meeting we were 13 in a somewhat overwhelmed friend of a friend's apartment. Hundreds of 'real' NGOs and unions were in Seattle to hold a steady stream of workshops, lectures, marches, debates on the global economy and debt relief.

On November 30 1999, we awoke before sunrise and assembled with the Portland squadron before marching off into the darkness towards the convention center. We arrived at our intersection, twenty or so people 'locked down' to one another, and we stopped the sparse traffic that was on the streets at 5am. Our intersection held, and we could see tear gas volleys down the street, and by 9am we joined the crowd in front of the Paramount Theatre where Madeleine Albright was supposed to host opening ceremonies. The streets were packed with dancing drumming chanting people and puppets of all ages and colors. A van belonging to protesters was blaring techno music and alerting crowds to the periodic approach of delegates (identified by their suits). The delegates were surrounded, though not touched, and challenged as to their motives for attending the conference. Most tried to shove through the crowd for several minutes before relenting and turning back to the cheers of the people. The announcement came via the techno van that the opening ceremonies and the planned morning meetings had been cancelled and euphoria rippled through the assembled masses.

The entire day was a blur of surreal scenes of police attacking unarmed protesters with chemical weapons including pepper spray and tear gas, and feeling a deep sense of pride in the people occupying the streets. People with a message for the visiting delegates: *the Earth is not for sale*. Its rightful inhabitants were starting to reclaim and share their planet and its resources. We had come masked face to masked face with thousands of strangers who were equally committed to taking the world back. Some Anarchists describe it as the green growing between the cracks in the pavement. Don't rebel for other oppressed people. Rebel for yourself, identify your own oppressors. Rebel because it's fun, true, satisfying, and sexy. Perhaps you can't save the world with a slogan but we discovered you can stop a bureaucrat with your body as well as put an institution on trial. Get pissed off and get a project. If you're not pissed off, read until you are. If you can't find a major international economic institution in a neighborhood near you, identify your local problems. There's still plenty to be done.



*Direct Action Network:*

[www.directactionnetwork.org](http://www.directactionnetwork.org)

*Peoples' Global Action:* [www.agp.org/agp](http://www.agp.org/agp)

*Third World Network:* [www.twinside.org.sg](http://www.twinside.org.sg)

*Global Exchange:* [www.globalexchange.org](http://www.globalexchange.org)

*Poor People's Economic Human Rights Campaign:*

[www.libertynet.org/kwru](http://www.libertynet.org/kwru)

## Buy Nothing Day

As its name suggests, this is one day in the year where people have a great opportunity not to buy anything for a change. Instead, events and activities are organized to draw attention to the cult of spending that is threatening to consume the whole world. Some go to shopping centres and give away tins of beans labelled 'happiness'. Why not come up with your own fun ideas for actions to stimulate alternative thinking about consumption?

<http://adbusters.org/campaigns/bnd/>

## International Poor People's Campaign for Economic Justice

Launched at the Hague Appeal conference, this campaign is led by the poor, unemployed and homeless and all of those concerned with economic justice. It is committed to building an international movement to end the violence of poverty by reclaiming the basic human rights to food, housing, heat, water, medical care, education and jobs at living wages with just conditions as guaranteed by the Universal Declaration of Human Rights.

### Join the campaign!

- Document economic human rights violations in your community
- Help to end the isolation of the poor by bringing them into direct relationship with each other on an international level
- Invite speakers from the Campaign to speak at universities, teach-ins, meetings, etc.
- Read the webpage and subscribe to the list-serve of the Kensington Welfare Rights Union and the Campaign for regular updates about the struggle of the poor in the USA and to participate in discussions between the poor on an international level
- Participate in the International Poor People's Summit (2000)

For the full address, see page 54.



# Culture of Peace

*Just as wars begin in the minds of men, peace also begins in our minds. The same species that invented war is capable of inventing peace. The responsibility lies with each one of us.*

UNESCO Seville statement on violence, 1989

*Peace is a spirit, and not an intellectual abstraction: it is life, not a theory.*

Elihu Burritt, 1846 (pacifist activist, USA)

*There is no way to peace, peace is the Way.*

A.J. Muste

## Exercise: What does a Culture of Peace look like?



You and a group of your fellow Martians are planning a trip to Earth. You have done some research into life there, and having heard about the Year for a

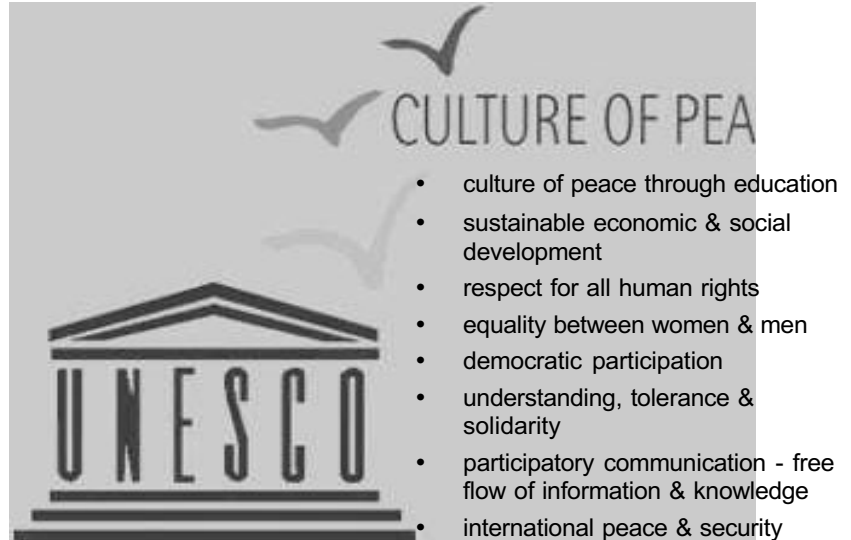
Culture of Peace, you want to find out what this means in practice! On the way, you stop to hold a meeting at the MIR Space Station, in order to decide the criteria for a 'culture of peace.' What are your criteria? What visible signs of a culture of peace would you expect to see in the street, in schools, etc.?

Compare your list with other groups, and combine everybody's ideas. You now have a practical definition of a Culture of Peace!

## UNESCO definition

In proclaiming the year 2000 as the International Year for the Culture of Peace, the United Nations General Assembly defined a culture of peace as the "...values, attitudes and behaviours that reflect and inspire social interaction and sharing based on the principles of freedom, justice and democracy, all human rights, tolerance and solidarity, that reject violence and endeavour to prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation and that guarantee the full exercise of all rights and the means to participate fully in the development process of their society."

The culture of peace is a concept that inspires the work of individuals, groups, organizations and institutions around the world whose actions correspond to those of the United Nations Declaration and Programme of Action for a Culture of Peace (A/RES/53/243):



Addressing governments, civil society, and the United Nations system, the General Assembly has asserted that "Partnerships between and among the various actors... should be encouraged and strengthened for a global movement for a culture of peace." It calls for the creation of a "grand alliance" of existing movements to unite all those already working for aspects of the culture of peace.

This is a long-term process that will be continued during the *International Decade for a Culture of Peace and Nonviolence for the Children of the World* (2001-2010).



# Culture of Peace

## Culture in the service of peace

There are many means by which we can introduce a culture of peace. It's important to appeal not only to reason, but also to the senses, emotions, creativity. A message of peace can be very effectively transmitted through art, music, literature and drama. In addition, such cultural activities can be therapeutic: in fact, techniques such as music, art and drama therapies are frequently used in the rehabilitation of those who have suffered the horrors of war. For example, Peace-Links from Sierra Leone use music to help rehabilitate former child soldiers, and at the same time spread their message of peace to the war-torn society. (See page 28 for the Peace-Links story.)



### Punks Against War, Russia:

Punks, anarchists and liberals got together in St. Petersburg in early 2000, for a discussion about the war in Chechnya, a street action and an anti-war concert.

More fun than joining the army!

## Peace Child musical

Peace Child International has been staging youth musicals since before the fall of the Berlin Wall (1989) and the end of the Cold War. The original Peace Child musical aimed to build bridges between East and West, with children and youth from both sides of the border re-writing their own script, expressing their hopes and worries. The musical reappeared in various incarnations—Earth Child, City at Peace, Peace Child Habitat—through the 1990s but none of these had the same impact as the Romeo & Juliet romance of the Soviet-American show.

However, a new version of the musical was written and performed in honour of the Hague Appeal for Peace, and it incorporated the major post-cold war challenges, including the need to now build bridges between the North and the South.

At the Hague conference the musical was performed in English by Dutch school students. One really got a glimpse of how peace might come to the world, that a Tobin tax could be levied to end poverty, that the disputes in Kashmir, Cyprus, East Timor, Western Sahara could be solved by the kids, and that an Environmental Security Council could be set up to conserve and restore the natural environment of our planet.

For a copy of the Hague Appeal Peace Child pack (\$25), contact Peace Child International (see contact list on page 56). It shows how you can stage your own Peace Child musical!



## Media

We are constantly bombarded with images and 'messages' by the mass media. But what do we see and hear? Footage and photographs of bombed-out homes; dead and wounded; the desperate plight of refugees; children, fighting for their commanders or just for survival. Reports of crimes committed by one group of people, human rights abuses against another. And that's just the news. For relaxation and entertainment we can choose from a whole array of violent and bloody films or warrior video games. Is there not enough violence in real life that we can't be spared it in our leisure time?

The media contribute a great deal to the culture of violence we live in, often without us realizing. It often seems as if an event hasn't happened if we haven't seen the pictures on TV. And how much of what we see and hear can we believe anyway? It is very easy to cut a piece of film or a speech in order to make a situation appear quite different. How often do the media reinforce prejudices against particular groups of people? What makes an event newsworthy? Why don't we see more coverage of successful peace initiatives?

One could be forgiven for thinking that the world were plagued exclusively by war and misery, if the mass media were the only source of information. It can be very disempowering to see only bloodshed and suffering, but if the media gave more time and energy to positive steps being taken to overcome all the tragedies we are faced with, people would be more inspired to join and to initiate such efforts themselves! Lead by example, using the media imaginatively and positively. Peace is all about creativity and initiative!

# Culture of Peace

- Start writing articles about your actions. Publish your own newsletter or youth magazine.
- Conduct a 'media watch' in which you examine how the media portrays certain groups. Call or write to them if you notice that a particular group is being stereotyped or portrayed in an inflammatory way.
- Make your own media. Create videos for broadcast on local channels. Approach public radio stations to co-produce a youth program on issues related to peace, youth empowerment and social justice. Start a website devoted to youth and peace initiatives. Research foundations which fund these and other types of youth media access initiatives and apply for funding.
- Pressure media groups to promote positive portrayals of young people and not sensationalize violence. Create youth-produced videos which examine these issues from a realistic, non-sensational point of view. Since the voice of youth is often ignored, try to get these videos broadcast on local/cable TV stations and at events and in schools.

Presse Jeune, for example, is an association for communication development among youth in Cameroon. They publish two newspapers regularly: *Le Journal des enfants*, a newspaper for children from 7-13 years, and *Le Journal des jeunes*, for youth from aged 14 upwards. Presse Jeune's aims include, among others:

- To contribute to national and international reflection on communication practices, and on youth participation in human development.
- To use the press and new communication technologies to inform, educate and train young people, and to promote human rights, democracy, a culture of peace, and other youth issues.
- To develop and distribute informational support concerning specifically youth problems.



## Future Vision mural painting

### Aims of the activity:

- 1) To enable participants to create a vision of the future
- 2) To touch hearts by using the arts
- 3) To identify obstacles that prevent the process of peace
- 4) To show that the removal of these obstacles is possible
- 5) To convince that every individual can play his/her part
- 6) To support bonding of the participating youth through the exchange of ideas

### Description of the activity

Participants are requested to mingle with youth from other organizations and form groups of 5-10 people. Each group gathers around large, coloured sheets of paper. Markers, paints and paintbrushes are provided. While calm and peaceful music is played in the background, the following instructions are given to the groups: "Please demonstrate your vision of a world in which you would like to live. You may either draw your ideas or express them in writing."

After 30 minutes of drawing and painting the participants are asked to rotate and change their groups, in order to see what others have painted or written, and maybe add or comment on this. After another 20 minutes all the sheets are joined in the centre of the room, and all the participants gather around their murals in a circle to share all the groups' visions of the future.

Then the following instructions are given:

"Please think about all the obstacles that are preventing us from realising these visions. Write each obstacle on one sheet of A4 paper and put these on the murals." During this part of the activity the music changes from calm and peaceful to aggressive and violent.

For the third part, the music again becomes calm and peaceful. All the participants stand in a circle around the murals, and the following instructions are given:

"What we will do now is very quick and will show you that these obstacles can quite easily be removed with the participation of every one of us. Everyone will pick up one of these obstacles, read it aloud and express the desire to abolish it. For example: [the instructor lifts up one of the sheets] 'No more wars!' Then crumple it and throw it into the rubbish bag that is being passed around."

One by one every obstacle is picked up and thrown away. At the end, the peace murals are again revealed.



# Culture of Peace

## Join the UNOY campaign for a Culture of Peace!

The year 2000 has been declared the International Year for a Culture of Peace by the United Nations. In addition, the UN General Assembly has adopted a resolution proclaiming 2001-2010 the International Decade for a Culture of Peace and Nonviolence for the Children of the World.

The United Nations Of Youth (UNOY) Foundation, based in the Netherlands, is an active member of the Hague Appeal for Peace International Committee, and is working hard towards implementing the goals of the Hague Agenda for Peace and Justice. From 6-16 May 1999 the UNOY Foundation organized a second Global Youth Peace Conference in order to recognize the local initiatives of young peacebuilders, to address their needs and to create a global network of young people strengthening local capacities for peace. All the participants took part in the Hague conference, and committed themselves to engaging in a series of post-conference activities.

One of the main follow-up actions is the present campaign for a culture of peace, which strives to put into practice the principles of the Hague Agenda for Peace and Justice and UNESCO's Manifesto 2000.

The main objective of the UNESCO Manifesto 2000 for a culture of peace and nonviolence is to encourage the belief that a culture of peace can constitute a common vision for the whole world in the new millennium. By means of consultation and action around the six points of the UNESCO Manifesto 2000, youth from all around the world are expected to find common ground, thereby consolidating their efforts to build peace.

The text of the UNESCO Manifesto 2000 is as follows:

Peace is in our hands.

Join the international movement for peace and nonviolence:

- Because the year 2000 must be a new beginning, an opportunity to transform—all together—the culture of war and violence into a culture of peace and nonviolence.
- Because this transformation demands the participation of each and every one of us, and must offer young people and future generations the values that can inspire them to shape a world based on justice, solidarity, liberty, dignity, harmony and prosperity for all.
- Because the culture of peace can underpin sustainable development, environmental protection and the well-being of each person.
- Because I am aware of my share of responsibility for the future of humanity, in particular to the children of today and tomorrow.

I PLEDGE IN MY DAILY LIFE, IN MY FAMILY, MY WORK, MY COMMUNITY, MY COUNTRY AND MY REGION, TO:

- 1. Respect all life.** Respect the life and dignity of each human being without discrimination or prejudice.
- 2. Reject violence.** Practise active non-violence, rejecting violence in all its forms: physical, sexual, psychological, economic and social, especially towards the most deprived & vulnerable.
- 3. Share with others.** Share my time and material resources in a spirit of generosity to put an end to exclusion, injustice and political and economic oppression.
- 4. Listen to understand.** Defend freedom of expression and cultural diversity, giving preference always to dialogue and listening without engaging in fanaticism, defamation or rejection of others.
- 5. Preserve the planet.** Promote consumer behaviour that is responsible and development practices that respect all forms of life and preserve the balance of nature on the planet.
- 6. Rediscover solidarity.** Contribute to the development of my community, with the full participation of women and respect for democratic principles, in order to create together new forms of solidarity.

The UNOY campaign links each of these points with several concrete activities, from which young peacebuilders can choose the most suitable option for their own country or region. Communication between groups is facilitated by an email list-serve: [unoy@egroups.com](mailto:unoy@egroups.com). However, young people without access to the Internet can also participate by sending their input directly to UNOY or by organizing activities to promote the campaign in their countries or regions.

For further information, contact UNOY (see contact list on page 56).

# Culture of Peace

## International days of peace

There are a number of days every year that are of special significance to people interested in peace and justice, and they can be commemorated in many different ways. For example, you could organize a special vigil or a picket, a solidarity action, a letter-writing action/campaign, a dramatic performance, or whatever you think is appropriate. Here is a selection of such days for peace:

**Martin Luther King Day** marks the birthday of the civil rights leader and peace activist on **15 January** 1929, and has been celebrated since 1982.

Since 1984 in the Eastern hemisphere, **Nuclear-Free Pacific Day** has commemorated the US Hydrogen Bomb test on **1 March** 1954 at Bikini Atoll in the Marshall Islands, which killed a crew member of a Japanese fishing boat. Three days later the islands of Rongelap and Utrik were evacuated, and the people were treated as human guinea pigs in nuclear experimentation.

**International Women's Day** commemorates a women's march in the USA for suffrage and against child labour on **8 March** 1908. The day was first observed in 1910 by 100 socialist women from 17 countries in Copenhagen, Denmark.

**International Conscientious Objectors' Day** was first observed on **15 May** 1982 by European conscientious objectors to compulsory military service, as a focus for campaigning for the right to objection, and for the support of objectors everywhere.

**Hiroshima Day** began in 1948 with the formal commemoration of the atomic bombing on **6 August** 1945 of Hiroshima. **Nagasaki Day** commemorates the bombing of Nagasaki on **9 August** 1945.

The **International Day of Peace** has been celebrated since its declaration by the UN in 1981 to mark the opening of the regular annual session of the General Assembly, which falls on the **third Tuesday in September**. It is to be 'devoted to commemorating and strengthening the ideals of peace both within and among all nations and peoples.'

**United Nations Day** has been celebrated since 1948 as the anniversary of the coming into force of the UN Charter on **24 October** 1945. The day also marks the beginning of **Disarmament Week (24-30 October)**, which was called for in the final document of the First UN Special Session on Disarmament in 1978. **One World Week** (intended to encourage people to establish links with international issues through taking up overseas concerns in school, church, university, etc.) and the **Week of Prayer for World Peace** are both defined as the week in which 24 October occurs.

**Universal Children's Day** commemorates the adoption by the UN of both the Declaration of the Rights of the Child on **20 November** 1959 and the Convention on the Rights of the Child on 20 November 1989.

**Prisoners for Peace Day** was designated in 1956 by War Resisters' International (WRI) 'in honour of all those known or unknown who are in prison as a result of their refusal to participate in the armed forces of their countries.' The date of **1 December** continued a practice begun in 1950 of encouraging the signing of cards to send to civil or military prisoners in time for Christmas. It was not long before others imprisoned because of nonviolent action against nuclear weapons and other preparations for war also began to appear in the honour roll published annually by WRI.

**Human Rights Day** was designated by the UN in 1950 to commemorate the adoption on **10 December** 1948 of the Universal Declaration of Human Rights.

Thanks to the Housmans Peace Diary for details about international peace days. The Housmans Peace Diary is an excellent tool for every peace activist. Not only does it contain significant historical events related to war and peace for almost every day of the year and thought-provoking quotes, it also has a fantastic World Peace Directory listing over 2000 peace organizations around the world. It makes a great Christmas present!

To order it in Canada and the USA: New Society Publishers, PO Box 189, Gabriola island, BC, V0R 1X0, Canada. Tel: 1-800-567-6772. Website: [www.newsociety.com](http://www.newsociety.com)

For distribution in the rest of the world: Housmans, 5 Caledonian Road, Kings Cross, London N1 9DX, UK. tel: +44-20-7837-4473, fax: +44-20-7278-0444

# Culture of Peace

## Eliminate racial, ethnic, religious, and gender intolerance

*Pride in one's culture is different from racism and intolerance. It's important to find ways to respect one another's differences while affirming our culture.*

- Organize exchanges between people of different ethnic/racial/religious groups where there can be meaningful dialogue and learning. Use creative means to express identity and diversity, such as collaborating on performance pieces, photo exhibitions and music. Hold workshops on diversity, tolerance and community building between different groups and develop projects together that will enhance understanding.
- Start a 'culture club' in your school that promotes understanding among different races, genders, orientations, religions and ethnicities. Organize a 'harmony day' where different groups showcase what they are most proud of and discuss issues which impact them. Devise an action plan for promoting intergroup relations and work with student groups, school administration and community organizations to implement it.
- Inter-group friendship letter and badge exchanges to affirm friendship and demystify stereotypes. This could be carried out as an exchange project involving two or more groups with potential or already existing differences.
- Simplify and/or translate the provisions of the Convention on the Elimination of Racial Discrimination and use them in seminars, school meetings and workshops.
- Organize local or national fundraising to enable more young people to participate in international events, to lend their voices to those of their older counterparts in important matters that invariably affect them. The fundraising event could be a gala, a luncheon, raffle draw or book launch.

## Promote active nonviolence

*In many nations, examples abound of instances in which conflict, disputes, and disagreements have been settled peacefully without recourse to violence, both in the private and public domain. Serious differences in points of view, attitudes and interests have been resolved through dialogue, conferences and communication, made possible by the non-violent intervention of family members, village representatives, third party mediators and negotiators at different levels.*

- Organize a training of trainers workshop on alternative methods of conflict resolution such as mediation, dialogue and communication skills. Get an expert resource person to train members of your group and other groups in your community or country. In time, you will be able to practice effectively the new skills gained and impart them to other youth.
- Propagate the idea of active nonviolence as a guiding principle through drama performances and song festivals in schools and ensure that it is well publicized in the media.

## What is direct action?

by Martin Kelley

'Direct Action' is a term which is often misunderstood. It has the cachet of dramatic zealotry, yet in essence, it is often quieter and more powerful than this stereotype.

To act directly is to address the actual issue of your concern. If you're working against hunger, it's might be simply giving someone a meal. If you're working against homelessness, it might be taking over an abandoned house and making it liveable. If you want to stop military spending, it might be refusing to pay your income taxes.

Direct action differs from symbolic protest action, which is lobbying someone in authority to change their policies. An advantage to direct action is that it doesn't require the cooperation of the authority to be effective. If they intervene to stop your action, you have a dramatic story; if they ignore you, you've followed your conscience and can continue following it further. Since the action in itself has a direct effect, it has a power and strength. In practice, the most effective actions are both direct and symbolic, providing a clear witness to your beliefs.





# Culture of Peace

It is commonly assumed but has never been proved that violence and warfare are inherent in human nature. In fact, many traditions and examples show that active nonviolence is an effective way to achieve social change.

Some organizations actively working with youth to cultivate a culture of peace:

**Peace Brigades International (PBI)** is a grassroots organization that explores and promotes nonviolent peacekeeping and support for human rights. When invited, it sends teams of volunteers into areas of political repression and conflict. The volunteers accompany human rights defenders, their organizations, and others threatened by political violence. Those responsible for human rights abuses usually do not want the world to witness their actions. The presence of volunteers backed by an emergency response network thus helps deter violence. In this way, space is created for local activists to work for social justice and human rights.

PBI's work takes three main forms:

- Protective Accompaniment
- Peace Education: training in nonviolence, conflict transformation and human rights
- Documenting conflicts and peace initiatives and distributing this information worldwide

**The International Fellowship of Reconciliation (IFOR)** is an international movement composed of people who, from the basis of a belief in the power of love and truth to create justice and restore community, commit themselves to active nonviolence as a way of life and as a means of transformation: personal, social, economic and political.

Through its worldwide network of groups and its international secretariat, IFOR acts to promote a global culture of nonviolence in the following areas: Nonviolence Education & Training, Women Peacemakers, Youth Empowerment & Children Rights, Disarmament & Peace Teams and Interreligious Cooperation.

## Peace Sites

A project of *World Citizen*, whose mission is "to involve as many people as we can, starting with children, in activities that promote a peaceful, healthy world."

A Peace Site is any school, place of worship, business, park, home where the people involved are committed to:

- Protecting the environment
- Promoting intercultural understanding and celebrating cultural differences
- Seeking peace within themselves and relationships with others
- Reaching out in service to others
- Working towards world law with justice through a strong effective UN

Peace Sites select a project or projects that promote a peaceful, healthy world. For example: emphasizing care of the environment by recycling and learning to shop wisely; collecting clothes or books to distribute to those in need; creating peace quilts; decorating the school with a 'global village' look/flags of the countries of the United Nations; organizing family activities, such as evenings to celebrate different cultures with food, dances, etc.; arranging to plant some trees in your city or village; creating a Peace Site Resource Centre; adopting a friendship school in another country.

World Citizen: <http://www.bloomington.k12.mn.us/peacesite/>

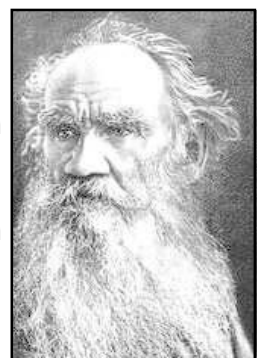
## Peace people

Some influential figures in 20th-century nonviolence

### Lev Nikolaevich Tolstoy

(1828-1910)

As a young man, Tolstoy spent four years in the Russian army. His service in the Caucasus brought inspiration for such stories as *Khadji Murat*, a humane account of Russian colonialism in Chechnya. Tolstoy developed a critical attitude to the army during the Crimean war, writing in *Sebastopol in December* about seeing war "not in its proper, fine and splendid aspect, with music and drums... but in its true expressions of blood, suffering and death." Far ahead of his time, he called for military reform & an end to conscription. In 1856, Tolstoy retired to his country estate, Yasnaya Polyana, and wrote his great novels including *War and Peace* (1865-69). He devoted himself to social reform, developing a kind of Christian anarchism. His later theories are recorded in works such as the novel *Resurrection* (1899), and essay *What is Art?* (1898). Shortly before his death, Tolstoy, in a 1909 speech for the 18th International Peace Congress in Stockholm, called for the abolition of war.



# Culture of Peace

## Mahatma Gandhi (1869-1948)

Mohandas Karamchand Gandhi was born in Porbandar in India. He studied law in London, then moved to South Africa in 1893 where he spent 20 years, suffering imprisonment and attacks as he campaigned for the rights of the Indian community. He developed a policy of passive resistance called *Satyagraha*, or 'truth and firmness,' influenced by Tolstoy. In 1910, Gandhi founded the cooperative Tolstoy Farm near Durban, and in 1914 there were some improvements in Indian rights. Gandhi returned to India to lead the campaign against colonial rule. After the Amritsar massacre by British soldiers in 1919, Gandhi proclaimed an organized campaign of noncooperation: schools, government posts and British goods were boycotted. Gandhi lived an ascetic and spiritual life, and was greatly revered: Indians called him *Mahatma* ('great soul'). Gandhi's nonviolence or *ahimsa* proved more powerful than the colonial army. He was imprisoned many times, but was held in such esteem that the authorities kept having to release him, and his hunger strikes were very effective, because they feared revolution if Gandhi died. In 1930 the Mahatma led thousands on a march to the sea, to make salt 'illegally' by distilling sea water. Independence finally came in 1947, although at the price of the country's violent partition into India and Pakistan. Following a last successful fast for peace in January 1948, Gandhi was assassinated on his way to a prayer meeting.



## Martin Luther King, Jr (1929-1968)

Martin Luther King was born in Atlanta, USA. He was a clergyman, a leader of the civil rights movement and a prominent advocate of nonviolent resistance to racial oppression.

King's philosophy of nonviolence was based on Gandhi's works and practice.

In 1955, while working as a pastor, King organized a 381-day boycott in protest against racial segregation on public transport. Although he was arrested, imprisoned, subject to death threats and bomb attacks, racial segregation on public transport was banned. In 1960 King moved to Atlanta to play a more effective role in the civil rights movement. Nonviolence was the official form of resistance, in campaigns for desegregation, better education and housing for blacks, and marches such as the huge March on Washington of August 1963. King was also very active in the movement against the war in Vietnam. He was assassinated on 4 April 1968.

*I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.*

Speech at the March on Washington, 1963

## A J Muste

(1885-1967)

Abraham Johannes Muste was born in Holland, and moved to the USA aged six. He became a pastor, then moved through the fields of civil liberties and labour rights into revolutionary politics.

But after meeting Trotsky in 1936, AJ turned back to Christian pacifism. During the second world war he defended conscientious objectors. After 'retiring', AJ led the anti-nuclear Committee for Nonviolent Action, worked with African liberation leaders and Martin Luther King, and was a rallying point in the movement against the Vietnam War, twice travelling to Vietnam in the search for peace.



## Aung San Suu Kyi

(1945- )

Suu Kyi was born in Rangoon in 1945, daughter of the liberation leader Aung San who was murdered in 1947,

shortly before Burma gained independence from Britain. Her mother was a diplomat, and Suu Kyi was educated in India and Britain. She pursued an academic career before returning to Burma in 1988 to nurse her ailing mother.

In July 1988, dictator General Ne Win was forced to resign and ensuing unrest was brutally put down by the military. Influenced by Gandhi and Martin Luther King, Suu Kyi helped to found the National League for Democracy. In 1989, Suu Kyi was put under house arrest, and still the NLD won nearly 80% of parliamentary seats in the 1990 election. The military ignored the election results and increased their persecution of the opposition and ethnic minorities. Suu Kyi was released in 1995, but was soon placed under house arrest again, where she remains.

# Campaigns

## Stop the use of child soldiers

How do the armed forces recruit young people in your own country? Are their claims and promises justified? Is it purely voluntary? Do people have the right to refuse or replace military service for reasons of conscience? Would young people be interested and willing to do international voluntary service instead of learning to fight? The Campaign to Stop the Use of Child Soldiers has lots of information on the worldwide situation, and national sections in various countries—you could find a local contact person who could give further information, materials, or perhaps do a talk at your college.

*See page 26 and contact*

Coalition to Stop the Use of Child Soldiers

Thomas Clarkson House  
The Stableyard, Broomgrove Road  
London SW9 9TL, UK  
Tel: +44-20-7274 0230  
Fax: +44-20-7738 4110  
E-mail: [childsoldiers@dial.pipex.com](mailto:childsoldiers@dial.pipex.com)  
Website: [www.child-soldiers.org](http://www.child-soldiers.org)

## International Action Network Against Small arms

Guns are a plague everywhere in the world. Find out and discuss issues surrounding the legal situation, availability, ownership and use of guns in your country or region. What are the *attitudes* of young people? What are the *effects* of guns on young people?

*See page 24 and contact*

IANSA  
Box 422, 37 Store Street  
London WC1E 7BS, UK  
E-mail: [contact@iansa.org](mailto:contact@iansa.org)  
Website: [www.iansa.org](http://www.iansa.org)

## International Campaign to Ban Landmines

Every 20 minutes, someone—very often a child—is killed or maimed by one of these barbaric weapons. Many countries have chronic landmine problems, which last for decades. In 1997, an international mine ban treaty was signed in Ottawa, Canada.

However, there is still lobbying work to be done to get the treaty adopted and implemented by governments. Other ideas for action include: • collecting money for demining, mine awareness or victim assistance programmes • collecting signatures for the parallel People's Treaty • urging your government to destroy its stockpiles of mines • helping to educate others about mines.

*See page 22 and contact*

International Campaign to Ban Landmines  
PO Box 401, Ferguson N1M 3E2, Canada  
Tel: +1-519-787-8043, fax: +1-519-787-8058  
E-mail: [banemnow@icbl.org](mailto:banemnow@icbl.org)  
Website: [www.icbl.org](http://www.icbl.org)

## Peace through education

If the world is to be less violent in future, people have to learn alternatives to violence. This process should start in schools, with skills for resolving conflicts, and mediation. What conflicts occur where you are? What do people there know about the many wars currently raging around the world? Do you think they should know and understand more? Thanks to TV, films and games, most young people soon get turned off to the reality of violence. Look at media coverage of wars and violence. What do they assume? Is war inevitable? How can we create a culture where peace, not violence, is considered normal?

*See page 11 and contact*

Global Campaign for Peace Education  
Hague Appeal for Peace  
C/o IWTC, 777 UN Plaza, New York, NY 10017, USA  
Tel: +1-212-6872623  
Fax: +1-212-6612704  
E-mail: [hap@haguepeace.org](mailto:hap@haguepeace.org), website: [www.ipb.org/pe/](http://www.ipb.org/pe/)

## Poor People's Economic Human Rights Campaign

Think about the relationships between poverty and war, money and war. Do your college, government, religious institution, etc. have an ethical investment policy? That is, do they refuse to invest in companies or banks that produce or deal in arms, damage the environment, have a poor record on workers' rights and conditions... Once they know the facts, "consumers" have great potential to influence the powerful companies that play such a decisive role in world affairs.

*See page 41 and contact*

Poor People's Economic Human Rights Campaign  
PO Box 50678, Philadelphia, PA 19132, USA  
Tel: +1-215-2031945, fax: +1-215-2031950  
E-mail: [kwru@libertynet.org](mailto:kwru@libertynet.org), website: [www.libertynet.org/kwru](http://www.libertynet.org/kwru)



## Abolition 2000

Although they are rarely discussed in public these days, nuclear weapons still threaten the very survival of the world. The World Court has pronounced them illegal. But the nuclear weapons states are ignoring their legal obligation to disarm. Instead, more and more dangerous weapons continue to be developed. As campaigners against nuclear weapons we have both international law and morality on our side.

*See page 20 and contact*

Abolition 2000

c/o Nuclear Age Peace Foundation  
1187 Coast Village Rd - 123, Santa Barbara, CA 93107, USA  
Tel: +1-805-965 3443, fax: +1-805-568 0466  
E-mail: a2000@silcom.com  
Website: [www.napf.org/abolition2000/](http://www.napf.org/abolition2000/)

## Campaign for an International Criminal Court

Despite millions of victims of genocide and other crimes against humanity, states have largely failed to bring those responsible to justice. Students of law in particular might be interested in joining the campaign for the ratification and promotion of the International Criminal Court.

*See page 35 and contact*

NGO Coalition for an International Criminal Court  
c/o WFM/IGP, 777 UN Plaza, New York, NY 10017, USA  
Tel: +1-212-687-2176, fax: +1-212-599-1332  
E-mail: [cicc@iccnnow.org](mailto:cicc@iccnnow.org)  
Website: [www.iccnnow.org](http://www.iccnnow.org)

## Women in Peacebuilding

Women have largely been excluded from peace processes, although women and children are most often the victims of human rights violations in war, and experience shows that women can be the most skilled and able to develop solutions across borders and communities. Make a change!

*Contact*

Gender Campaign, International Alert  
1 Glyn St, London SE11 5HT, UK  
Tel: +44-20-7793 8383, fax: +44-20-7793 7975  
E-mail: [gendercampaign@international-alert.org](mailto:gendercampaign@international-alert.org)  
Website: [www.international-alert.org](http://www.international-alert.org)

## Campaign to End Genocide

International laws concerning genocide were first adopted after the Second World War, as a result of the Jewish Holocaust. What is genocide? Can you think of any countries where genocide has been carried out more recently? How can it be prevented? This campaign focuses on empowering the UN to prevent genocide through, for example, the creation of an effective early-warning system, and also aims to put pressure on governments to act on early warnings of genocide.

*Contact*

World Federalist Association  
418 7<sup>th</sup> St. SE  
Washington, DC 20003, USA  
Tel: +1-202-5463950  
Fax: +1-202-5463749  
E-mail: [endgenocide@wfa.org](mailto:endgenocide@wfa.org)  
Website: [www.endgenocide.org](http://www.endgenocide.org)

## International Network on Disarmament and Globalization

What is globalization? How does it affect you? Some people like to be able to visit their favourite shops and restaurants in almost any big city in the world. For others, globalization represents poverty and the degradation of the environment. This campaign investigates how economic globalization and the increase in huge international companies affects efforts to promote peace and disarmament.

*Contact*

International Network on Disarmament and Globalization  
405-825 Granville St  
Vancouver, BC, V6Z 1K9, Canada  
Tel: +1-604-687 3223  
Fax: +1-604-687 3277  
E-mail: [sstaples@canadians.org](mailto:sstaples@canadians.org)

## Campaign Against Depleted Uranium Weapons

Depleted uranium (DU) is a radioactive substance that is very hard and therefore sometimes used in weapons because it can penetrate equipment as solid as tanks. The health effects of DU contamination are not yet fully known, but it is certainly harmful. Nuclear weapons have been declared illegal, but DU weapons are still used. NATO for example made use of them during the war in Kosovo, and they were used in the Gulf War. This campaign aims to expose the risks of DU and to stop the production and use of DU weapons.

*Contact*

GM CND, 6 Mount Street  
Manchester M2 5NS, UK  
Tel: + 44-161-8348301  
Fax: +44-161-8348187  
E-mail: [gmcnd@gn.apc.org](mailto:gmcnd@gn.apc.org)

# Contacts

## **Abolition 2000**

c/o Nuclear Age Peace Foundation  
1187 Coast Village Rd - 123  
Santa Barbara, CA 93107, USA  
Tel: +1-805-965 3443, fax: +1-805-568 0466  
E-mail: a2000@silcom.com  
Website: [www.napf.org/abolition2000/](http://www.napf.org/abolition2000/)

## **Amnesty International**

1 Easton Street, London WC1X 8DJ, UK  
Tel: +44-20-7413-5500, fax: +44-20-7956-1157  
Email: [amnestyis@amnesty.org](mailto:amnestyis@amnesty.org)  
Website: [www.amnesty.org](http://www.amnesty.org), [www.amnestyusa.org/aikids/](http://www.amnestyusa.org/aikids/)

## **Campaign to Free Vanunu and for a Nuclear-Free Middle East**

185 New Kent Rd, London SE1 4AG, UK  
Tel/fax: +44-20-7378 9324  
E-mail: [vanunu@innocent.com](mailto:vanunu@innocent.com)

## **Children and Peace Philippines**

65 Ma. Dizon St., Gloria Heights Subd., Antipolo  
Rizal 1870, Philippines  
Tel: +63-2-650 3782  
E-mail: [tulim@speed.com.ph](mailto:tulim@speed.com.ph)

## **Coalition to Stop the Use of Child Soldiers**

Thomas Clarkson House  
The Stableyard, Broomgrove Road  
London SW9 9TL, UK  
Tel: +44-20-7274 0230, fax: +44-20-7738 4110  
Email: [childsoldiers@dial.pipex.com](mailto:childsoldiers@dial.pipex.com)

## **Colombian Children's Movement for Peace**

C/o UNICEF, Transversal 38 No. 100-25 piso 3  
Apartado Aéro 91649  
Santafe de Bogata, Colombia  
Email: [movipaz@hotmail.com](mailto:movipaz@hotmail.com)  
Website (Spanish): [www.geocities.com/EnchantedForest/Creek/8238/index.htm](http://www.geocities.com/EnchantedForest/Creek/8238/index.htm)  
Website (English): [www.latinolink.com/index.php3?page=/news/international/0414pazc.php3](http://www.latinolink.com/index.php3?page=/news/international/0414pazc.php3)

## **Conflict Resolution Network Schools Development**

PO Box 860, Noosa Heads  
Queensland 4567, Australia  
Fax: +61-7-54480801

## **Ecole sans Racisme (School without Racism)**

Rue des Alexiens 37, 1000 Brussels, Belgium  
Fax: +32-3-503-3740

## **Educating Cities**

Santa Fe 672, 2000 Rosario, Argentina  
Tel: +54-41-802274, fax: +54-41-802273  
E-mail: [acabezu0@rosario.gov.ar](mailto:acabezu0@rosario.gov.ar)

## **European Bahá'í Youth Council**

45 rue Pergolese, 75116 Paris, France  
Tel: +33-1-47469562, fax: +33-1-40671502  
Email: [dea@dawn.joensuu.fi](mailto:dea@dawn.joensuu.fi)

## **European Bureau for Conscientious Objection**

Calàbria, 147, E-08015 Barcelona  
Catalunya, Spain  
Tel: +34-93-483 83 76, fax: +34-93-483 83 56  
Email: [beoc.ebco@suport.org](mailto:beoc.ebco@suport.org)  
Website: [www.terra.es/personal/beoc.ebco/](http://www.terra.es/personal/beoc.ebco/)

## **European Centre for Conflict Prevention**

P.O. Box 14069  
3508 SC Utrecht, The Netherlands  
Tel: +31.30.253 7528, fax +31.30.253 7529  
Email: [euconflict@euconflict.org](mailto:euconflict@euconflict.org)  
Website: [www.euconflict.org](http://www.euconflict.org)

## **European Law Students' Association**

Bd. Général Jacques, 239  
B-1050 Brussels, Belgium  
Tel: +32-2-646-2626, fax: +32-2-646-2923  
Email: [elsa@nic.inbe.net](mailto:elsa@nic.inbe.net)

## **European Network Against the Arms Trade**

Pesthuislaan 39  
1054 RH Amsterdam, The Netherlands  
Tel/fax: +31-20-616 4684  
E-mail: [amokmar@antenna.nl](mailto:amokmar@antenna.nl)

## **European Youth Centre**

30 rue Pierre de Coubertin  
67000 Strasbourg, France  
Fax: +33-88-41-2777

## **European Youth For(est) Action**

Postbox 94115  
1090 GC Amsterdam, The Netherlands  
Tel: +31-20-665 7743, fax: +31-20-692 8757  
E-mail: [eyfa@eyfa.org](mailto:eyfa@eyfa.org)  
Website: [www.xs4all.nl/~eyfa](http://www.xs4all.nl/~eyfa)

## **Federation Internationale des Ligues des Droits de l'Homme**

17 Passage de la Main d'Or  
75011 Paris, France  
Tel: +33-14355 2518, fax: +33-14355 1880  
E-mail: [fidh@hol.fr](mailto:fidh@hol.fr)

## **For Mother Earth International**

Lange Steenstr 16/D  
9000 Gent, Belgium  
Tel: +32-9-233 8439, fax: +32-9-233 7302  
E-mail: [international@motherearth.org](mailto:international@motherearth.org)  
Website: [www.motherearth.org](http://www.motherearth.org)

## **Foundation "For the Children of Chernobyl"**

Starovilenskaya 14  
220029 Minsk, Republic of Belarus  
Tel: +375-172-342153, fax: +375-172-343458  
E-mail: [iahc@user.unibel.by](mailto:iahc@user.unibel.by)

## **Fundación Ecuatoriana de Relaciones Internacionales y Estratégicas**

Case Postale 3284  
1211 Geneva 3 Rive, Switzerland  
Tel/fax: +41-22-320 8379  
E-mail: feris.ge@bluewin.ch

## **Global Initiative**

Allmendstr. 75  
CH-4500 Solothurn, Switzerland  
Tel/fax: +41-32-622 4191  
E-mail: gi@globalinitiative.org  
Website: <http://www.globalinitiative.org/>

## **Global Kids, Inc.**

561 Broadway, 6th Floor  
New York, NY 10012, USA  
Tel: +212-226-0130, fax: +212-226-0137  
E-mail: globalkids@igc.org  
Website: [www.globalkidsinc.org](http://www.globalkidsinc.org)

## **Global Youth Action Network**

211 East 43rd Street, Suite 905  
New York, NY 10017, U.S.A.  
Tel: +1-212-661 6111, fax: +1-212-661 1933  
E-mail: gyan@youthlink.org  
Website: <http://www.youthlink.org>

## **Greenpeace International**

Keizersgracht 176  
1016 DW Amsterdam, The Netherlands  
Tel: +31-20-523 6222, fax: +31-20-523 6200  
E-mail: [greenpeace.international@green2.greenpeace.org](mailto:greenpeace.international@green2.greenpeace.org)  
Website: [www.greenpeace.org](http://www.greenpeace.org)

## **Gun Free South Africa**

PO Box 31532, Braamfontein  
Johannesburg, 2017, South Africa  
Tel: +27-11-403-4590, fax: +27-11-403-4596  
E-mail: [gunfree@wn.apc.org](mailto:gunfree@wn.apc.org)

## **Human Rights Watch**

Empire State Building-34th floor  
350 5th Avenue  
New York, NY 10118-3299, USA  
Tel: +1-212-290-4700, fax: +1-212-736-1300  
Email: [hrwnyc@hrw.org](mailto:hrwnyc@hrw.org)  
Website: [www.hrw.org](http://www.hrw.org)

## **Interkerkelijk Vredesberaad (IKV)**

Postbus 85893  
2508 CN Den Haag, The Netherlands  
Tel: +31-70-350 7100, fax: +31-70-354 2611  
E-mail: [ikv@antenna.nl](mailto:ikv@antenna.nl)

## **International Action Network on Small Arms**

Box 422, London WC1E 7BS, UK  
E-mail: [contact@iansa.org](mailto:contact@iansa.org)  
Website: [www.iansa.org](http://www.iansa.org)

## **International Alert**

1 Glyn St, London SE11 5HT, UK  
Tel: +44-20-7793 8383, fax: +44-20-7793 7975  
E-mail: [general@international-alert.org](mailto:general@international-alert.org)  
Website: [www.international-alert.org](http://www.international-alert.org)

## **International Association for Religious Freedom**

2 Market Street  
Oxford OX 1 3EF, UK

## **International Association of Lawyers Against Nuclear Arms**

Anna Paulownastr 103  
2518 BC Den Haag, The Netherlands  
Tel: +31-70-363 4484, fax: +31-70-345 5951  
E-mail: [ialana@antenna.nl](mailto:ialana@antenna.nl)  
Website: [www.ddh.nl/org/ialana](http://www.ddh.nl/org/ialana)

## **International Campaign to Ban Landmines**

PO Box 401  
Ferguson N1M 3E2, Canada  
Tel: +1-519-787-8043, fax: +1-519-787-8058  
E-mail: [banemnow@icbl.org](mailto:banemnow@icbl.org)  
Website: [www.icbl.org](http://www.icbl.org)

## **International Committee of the Red Cross**

19 Av de la Paix  
1202 Geneva, Switzerland  
Tel: +41-22-734 6001, fax: +41-22-733 2057  
E-mail: [webmaster.qva@icrc.org](mailto:webmaster.qva@icrc.org)  
Website: [www.icrc.org](http://www.icrc.org)

## **International Federation of Medical Students' Associations**

C/o WMA, PO Box 63  
01212 Ferney-Voltaire CEDEX, France  
Tel: +33-450-404759, fax: +33-450-405937  
Website: [www.ifmsa.org](http://www.ifmsa.org)

## **International Federation of Red Cross and Red Crescent Societies**

17 Chemin des Cretes  
Petit-Saconnex, 1211 Geneve 19, Switzerland  
Tel: +41-22-730 4222, fax: +41-22-733 0395  
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## **International Fellowship of Reconciliation**

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