

Statement of the Culture of Peace

Council for the Development of the Culture of Peace

Last revised: September 2021

Peace originates from people's minds. In a healthy environment, every human being can acquire an understanding of the values of life, cultivate self-love and empathy, show respect for all living beings, and learn that they are not allowed to deprive anyone of life. Conversely, war also originates from the thoughts and beliefs of individuals. Therefore, it is best to eradicate it and instead foster the teaching and practice of peace, cooperation, patience, and justice. We acknowledge that peace encompasses more than the mere absence of war. True peace is reflected in a civil society characterized by justice, mutual understanding, tolerance, freedom, democracy, and the absence of violence. To this end, we strongly recommend that all individuals involved in children's lives, including facilitators, teachers, parents, and guardians, actively promote and embody the culture of peace within their communities. This can be achieved by embracing the principles and pillars outlined in this statement. By spreading and practicing the culture of peace, we can collectively contribute to developing harmonious societies and create an environment conducive to children's holistic growth and well-being.

Article 1- General

Practice with our children:

1. To cultivate respect for individuals irrespective of race, colour, religion, beliefs, languages, or culture.
2. To foster the recognition that all human beings are inherently equal, with no one being superior to another based on social or economic status, race, colour, religion, or any other factor.
3. To appreciate the diversity of thoughts and lifestyles among human beings.

Article 2 - Religion

Practice with our children:

1. To demonstrate respect towards all religions and their adherents.
2. To acknowledge that followers of different faiths can coexist harmoniously through tolerance and respect.
3. To discourage any behaviours or beliefs contributing to division or separation among individuals of diverse religious backgrounds.

Article 3 - People, races, languages

Practice with our children:

1. To demonstrate respect for all ethnic groups across the globe.

2. To recognize that no individual or nation holds superiority over another.
3. To seek knowledge about indigenous communities within our regions and honour their wisdom, beliefs, and rituals.
4. To reject any form of humiliation directed towards any nation.
5. To refrain from labelling or categorizing individuals based on their appearance.
6. To acknowledge and uphold every person's right to speak their native language and honour their cultural heritage.
7. To respect all languages is a means of honouring the historical and cultural significance of those who speak them.
8. To recognize that embracing other languages can enrich our linguistic and cultural understanding.

Article 4 - Gender

Practice with our children:

1. To ensure that all behaviour is free from prejudice and discrimination based on gender.
2. To recognize and affirm all individuals' equal worth and status, irrespective of gender, within society.
3. To reject any narrative, story, or poem that portrays girls as weak or inferior to boys.

Article 5 - Disability

Practice with our children:

1. To respect individuals with mental, emotional, or physical disabilities and actively consider their needs.
2. To establish connections with people with disabilities and actively involve them in social activities.
3. To recognize and uphold the right of all children to live alongside others, regardless of their disabilities.

Article 6 - Refugees

Practice with our children:

1. To demonstrate respect for all individuals who have migrated to our country or seek refuge within its borders.
2. To reject narratives or beliefs that diminish the worth or cause difficulties for refugees.
3. To enhance communication and understanding with refugees, seek effective ways to engage and connect.

Article 7 - Cultural Heritage

Practice with our children:

1. To demonstrate profound respect for human societies' cultural heritage, ancient artifacts, and historical monuments.
2. To deepen our understanding of the cultural heritage within our land and the broader human culture.
3. To actively preserve and safeguard our cultural heritage for future generations.

4. To recognize the responsibility to protect, honour and preserve historical monuments from the past.

Article 8 - The Environment

Practice with our children:

1. To safeguard and conserve the Earth and its natural resources.
2. To avoid using equipment or practices that inflict harm or degradation upon the environment.
3. To respect the well-being and welfare of animals, refraining from causing harm to them.
4. To refrain from engaging in activities that result in the destruction or felling of trees and avoid causing water and air pollution.
5. To recognize that preserving the environment is integral to propagating a culture of peace.

Article 9 - Violence

Practice with our children:

1. To reject any form of violent behaviour towards individuals or other living beings.
2. To recognize and address the underlying factors contributing to violence, striving to eliminate them.
3. To utilize our actions, words, and thoughts to foster peace and cultivate harmonious relationships.
4. To commit to non-harm behaviours towards all human beings, valuing their dignity and well-being.
5. To avoid rituals, toys, movies, and other forms of entertainment that promote or glorify violence.
6. To emphasize that violent behaviour is neither an initial nor a definitive solution to problem-solving.

Article 10 - Value of lives

Practice with our children:

1. To recognize and honour the core values of life, such as honesty, modesty, simplicity, unity, love, patience, acceptance, responsibility, cooperation, and more, and integrate them into our daily lives.
2. To demonstrate a genuine eagerness to understand and appreciate the diverse opinions and perspectives of others.
3. To take proactive measures to create a welcoming and inclusive environment, initiating the first steps in embracing and accepting others.

Article 11 - Family

Practice with our children:

1. To respect one's family and extend that respect to other families.
2. To recognize that all human beings living on Earth are part of our broader global family, to which we belong.
3. To value and honour diverse families' cultures, traditions, and values.

4. To appreciate the character and wisdom of older individuals within families.

Article 12 - Participation

Practice with our children:

1. To actively listen attentively to comprehend diverse viewpoints and opinions.
2. To value collective efforts by paying attention to the circumstances of all individuals.
3. To participate in the activities of others and invite inclusiveness in our endeavours.
4. To consider others' perspectives when carrying out various activities and tasks.
5. To recognize that we should not unilaterally make decisions on behalf of the entire group and impose them.
6. To foster a shared understanding and consensus among individuals and groups.

Article 13 - Freedom

Practice with our children:

1. To respect and value all differences among individuals, recognizing that human beings are naturally diverse in their thoughts and characteristics.
2. To show respect for the opinions and perspectives of others, fostering an environment of open dialogue and exchange of ideas.
3. To avoid premature judgments or biases based on preconceived notions.
4. To safeguard against any factors undermining or compromising fundamental human values.
5. To promote freedom of thought, allowing individuals the autonomy to form their own opinions and refrain from imposing views on others.
6. To respect the inherent freedom of all individuals, understanding that freedom finds its true purpose and definition when complemented by justice.

Article 14 - Personal Rights

Practice with ourselves and our children:

1. To cultivate a comprehensive understanding of our rights.
2. To acquaint ourselves with essential documents such as the Universal Declaration of Human Rights, the International Convention on the Rights of the Child, and other pertinent international agreements, and demonstrate the utmost respect for and adherence to their principles.

Article 15 - Peace

Practice with our children:

1. To advocate for global peace and prioritize peace as the overarching principle in all circumstances.
2. To demonstrate unconditional love and compassion towards all individuals.
3. To engage in deep cultural immersion and understanding of diverse communities, fostering an environment conducive to achieving world peace.
4. To acknowledge that the path to human salvation lies in embracing peace, coexistence, and unity as fundamental values.

Article 16- Collective Commitment

1. As educators, caregivers, parents, and individuals committed to fostering a culture of peace, we wholeheartedly embrace the principles outlined in this statement. We strive to exemplify these principles and diligently impart them to the children under our care, ensuring their understanding and active promotion.