

UNESCO PRIZE

1989

FOR PEACE
EDUCATION

UNESCO

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for Peace Education 1989
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‘...Today, we have entered an era when progress will be shaped by universal human interests. Awareness of this dictates that world politics, too, should be guided by the primacy of universal human values.

The history of past centuries and millennia was a history of wars that raged almost everywhere, of frequent desperate battles to the point of mutual annihilation. They grew out of clashes of social and political interests, national enmity, ideological or religious incompatibility. All that did happen. And even today, many would want those vestiges of the past to be accepted as immutable law.

However, concurrently with wars, animosities and divisions among peoples and countries, another trend, with equally objective causes, was gaining momentum: the process of the emergence of a mutually interrelated and integral world. Today, further world progress is possible only through a search for universal human consensus as we move forward to a new world order....’

Extract from an address by
Mikhail Gorbachev
Chairman of the Presidium
of the USSR Supreme Soviet
to the General Assembly
of the United Nations in New York
on 7 December 1988

CONTENTS

Address by
Professor Yoshikazu Sakamoto
President
of the International Jury
9

Address by
Mr Federico Mayor
Director-General of Unesco
15

Speech by
the Representative of the
International Peace Research Association
Laureate of the Unesco Prize 1989
for Peace Education
23

Speech by
Dr Robert Muller
Laureate of the Unesco Prize 1989
for Peace Education
29

Brief description
of the work of the laureates
37

APPENDICES
General Rules Governing
the Unesco Prize for Peace Education
45

List of the members
of the International Jury
51

Laureates of the Unesco Prize
for Peace Education 1981-1989
53

ADDRESS BY
Professor YOSHIKAZU SAKAMOTO
*President of the International Jury
on the occasion
of the Prize-Giving Ceremony*

Mr Director-General,
Eminent Prize-Winners,
Distinguished Permanent Delegates,
Excellencies,
Ladies and Gentlemen,

IT is a joy and privilege for me to welcome you here today on behalf of the Jury and the International Commission for Peace in the Minds of Men which held its 9th session at Unesco Headquarters from 3 to 5 July of this year.

The purpose of the session was to study the nominations for the Unesco Prize 1989 for Peace Education and to propose to the Director-General the name of the laureate or laureates for this year's prize.

The purpose of the Prize is to develop and promote the field of peace education by recognizing outstanding contributions to this goal on the part of organizations and individuals such as those we honour today.

Recommending to the Director-General those who are to be so honoured is the task of an international jury of scholars, religious leaders, educators and statespersons who meet annually. During the 1989 session, my fellow jury members designated me as Chairperson to preside over our deliberations, and thus falls to me the honour of giving the greetings of the Jury to the laureates.

The work of the Jury is always very difficult but very rewarding. We are grateful for the excellent preparations of the Secretariat who alone solicits and receives the nominations. When we arrive at Headquarters to perform our task, we are without prior information on the number, identity and quality of the nominees.

The 1989 session was particularly significant in so far as it had before it a larger number of candidatures than ever before: almost 70 applications were received.

The Jury regarded this increase in the number of candidates as an encouraging sign, showing a growing interest in the field of peace education and the purpose of the Prize on the part of individual educators and researchers, non-governmental organizations and Member States.

The Jury was impressed by the quality of the candidates and was heartened by the dedication and perseverance displayed by many individuals and organizations working in this field as reflected by the applications.

After in-depth deliberations, the Jury unanimously recommended that this year the Prize be divided and awarded to Dr Robert Muller, France, and the International Peace Research Association, IPRA.

I am pleased to state that the Director-General has approved the Jury's recommendation and has designated Dr Robert Muller and IPRA as the laureates of the 1989 Prize in recognition of their many years of arduous and untiring efforts for peace education.

On behalf of the Jury, I am happy to offer the official welcome to Professor Elise Boulding, Secretary-General of IPRA and to Dr Robert Muller.

The two laureates, IPRA and Dr Muller, have each made inestimable contributions to peace education in their work to deepen and broaden concepts and definitions of peace. Over the decades of their efforts, these laureates have been active participants in the reformulation of the fundamental paradigm through which we view problems of peace: that violence in all forms, not only war but deprivation, discrimination, ecological degradation and the disregard for fundamental human rights are questions of global concern to be confronted by peace education and peace research has been made evident in the application of the holistic view, they have helped to shape.

Their observations of the interrelationships, among these various planetary problems have brought forth a global framework which enables scholars, policy-makers and the public to pursue more integrated solutions to the issues and conflicts that are both consequences and causes of violence.

It is largely through the early efforts of the International Peace Research Association, particularly the intellectual confrontations and research debates among and between scholars of the North and South that we have been able to move to a view of that world in which peace is no longer conceived from a solely state-centric or Eurocentric or unidimensional perspective. We now see that peace is a holistic concept that cannot be adequately studied from the point of view of one set of actors in the world system, one region of the Earth or one academic discipline.

IPRA, thus, has been a leading contributor to a new paradigm for the development, dissemination and application of knowledge about the world and the possibilities for its future.

Robert Muller has, in our view, been one of the major proponents of this paradigm in his life and career, and most especially in his articulate insistence that education be conceived and practiced from a primarily planetary perspective.

He brought his own vision of possibilities for peace to the work to which his extraordinary professional career was devoted. He has been a sincere and effective advocate of education as a primary vehicle for the achievement of peace, always generous to, and inspiring of educators the world over, enabling them to share in his vision, releasing their energies to prepare our young not only in viewing the world within an holistic, global paradigm, but to see, as well, their respective roles in bringing about the realization of the vision.

In many ways Robert Muller is the personification of the effective peace educator.

The fundamental aim of this Prize is to assist humanity in its efforts to learn to make peace. This task must begin from the premise upon which the contributions of both laureates are based: *we are one humanity.*

As a member of the human family from Japan, I wish to reflect on how our experience of war brings us, too, to embrace this premise. When the Japanese people came to know what happened in Hiroshima and Nagasaki, they were convinced that nuclear weapons and nuclear war were a question which would affect the future of the whole of humankind and should transcend any enmity or resentment that might exist between particular countries and peoples. From the beginning, as early as 1945, the problem of nuclearism has been for us a matter of universal and planetary concern, which far outweighs the consideration of national interest.

Ladies and Gentlemen,

Let me conclude by citing a poem written by Toge Sankichi, a well-known poet, who was exposed to the atomic bombing in Hiroshima and died eight years later.

*Give my father back to me
Give my mother back to me
Give my old folks back to me
Give my children back to me*

*Give myself back to me
Give humanity back to me
That makes me human.*

*Give peace back to me
Peace that will endure
As long as human beings and humanity are on Earth.*

It may be noted that he did not say, 'Give Japan back to me.' He even did not say, 'Give the Japanese people back to me.' He said, 'Give humanity back to me.'

It is in this spirit that I would like to congratulate the laureates on the outstanding contributions they have made to the promotion of peace through their dedication to peace education.

In closing, on behalf of *all* the members of the Jury, I would like to thank the Director-General for having entrusted us with the responsibility of serving on the Jury and for having graciously accepted our recommendations.

ADDRESS BY
MR FEDERICO MAYOR
*Director-General
of the United Nations Educational,
Scientific and Cultural Organization*

Mr President and Members of the Jury,
Distinguished Permanent Delegates and
Members of the Executive Board,
Eminent Prize-Winners,
Excellencies,
Ladies and Gentlemen,

THE date of this ceremony coincides with the onset, fifty years ago, of World War II. It was a war that was to affect all continents and wreak unprecedented destruction, resulting in the death and mutilation of tens of millions of people—many on the threshold of adult life—and blighting the hopes and expectations of millions more. I think of the immortal lines of Wilfred Owen in his *Anthem for Doomed Youth*:

*What passing bells for these who die as cattle?
Only the monstrous anger of the guns,
Only the stuttering rifles' rapid rattle,
Can patter out their hasty orisons.*

The need for peace is as ancient as the use of violence to settle disputes among men. But it has taken on a terrible urgency since the problems of war and peace assumed global proportions and the means of destruction came to pose a threat to the very survival of humanity.

In the politically and economically fractured world in which we live, most countries have become aware of the vital importance of international peace and security. Much progress has been made in this direction and the signs of hope glow more brightly.

East-West tensions are easing. The process set in motion by the Conference on Security and Co-operation in Europe is gathering momentum. New negotiations on conventional forces and confidence-building measures in Europe have been started in Vienna. Progress is being made towards the peaceful settlement of international disputes. Disarmament measures helping to lessen tensions have been announced and have already been taken by some countries. The INF Treaty on the elimination of intermediate or shorter-range missiles between the United States and the Soviet Union has been hailed throughout the world as a great achievement.

Yet, despite this progress, there are many factors that still stand in the way of peace: regional armed conflicts, armament production and trade as a prosperous business, the failure to observe human rights, the inequalities characterizing international economic relations, poverty, illiteracy, under-development and indebtedness, man-induced environmental damage. The resurgence of various forms of violence, terrorism, intolerance and discrimination and the persistence of prejudice, apartheid, certain myths, clichés and stereotypes are also phenomena that create conflict and can lead to armed confrontation. Drug traffic, as an abominable means of international domination, aggression and degradation, is another example of an obstacle to be overcome in order to achieve a peaceful world, a free world.

These threats—old and new—*must* and *will* engage the full attention of all those involved in peace research and peace education.

Thus, it would be a grave error to neglect the educational, scientific and cultural dimension of peace. For it is upon human beings that we must work; it is human beings whom we must educate, for the human beings of tomorrow could—depending on what *we* have made of them, of their minds and of their view of the world—bring to fruition or utterly destroy all the projects to which we have devoted our knowledge and faith.

Unesco has worked towards this goal for 40 years, and it is in part through the efforts of Unesco and those of all the agencies of the United Nations system that humanity has been able to make genuine progress in the spirit of fellowship, mutual respect and co-operation.

The Unesco Prize for Peace Education is one of the important contributions the Organization has made in this direction. The Prize was established by the Executive Board in 1980 thanks to the generosity of the Japan Shipbuilding Industry Foundation. The purpose of the Prize is to foster action that seeks to establish the defences of peace in the minds of men. To this end, it rewards every year a particularly outstanding example of activity designed to alert public opinion and mobilize the conscience of mankind on behalf of peace, in accordance with the spirit of the Charter of the United Nations and the Constitution of Unesco.

Ladies and Gentlemen,

I should like to take this opportunity to draw your attention to some of the main features of the Declaration that emanated from the International Congress on Peace in the Minds of Men, which took place in Yamoussoukro, Côte d'Ivoire, last June, and which bears directly on the subject that brings us together today.

The Declaration recommends, *inter alia*, the endorsement of the Seville Statement on Violence, drawn-up in 1986 on the initiative of the Spanish National Commission for Unesco by a group of eminent scientists from various disciplines. This Statement represents a vital first stage in a reasoned refutation of the myth that organized human violence is biologically determined. The Declaration prescribes that the process of reflection on this question should be pursued through an interdisciplinary seminar to study the *cultural and social origins* of violence.

It recommends likewise the promotion of education and research in the field of peace, using approaches that stress the inter-relationship between peace, human rights, disarmament, development and the environment.

It calls for the further development of the Unesco-UNEP International Environmental Education Programme bearing in mind the need for it to incorporate the new vision of peace that the Congress was concerned to define.

Last but not least, it underlines the importance of compiling texts from all cultures offering common insights into peace, tolerance and fraternity.

It is now my pleasure and privilege to honour our two laureates.

Robert Muller and the International Peace Research Association, in the work they have undertaken, have already anticipated many of the above challenges. They have grappled, in a complementary fashion, with the many problems that must be solved in order to establish conditions favourable to the advancement and strengthening of peace in the world.

A citizen of France, from the region of Alsace Lorraine, Robert Muller has been profoundly marked by the sufferings of his region and by his own experiences during World War II in the French underground movement.

After the war, he decided to devote his life to a career in peace and to transcend national divisions by a deeply humanistic philosophy similar to that of Albert Schweitzer and Robert Schuman.

Wherever in the world there is a major peace initiative, a peace conference, a citizens' movement or project for peace, a new initiative or idea for international co-operation, there we encounter the name of Robert Muller.

After 38 years of devoted behind-the-scenes work at the United Nations, he has emerged as one of the great peace-makers of our time.

He has inspired and given hope to innumerable people around the world through his actions and idealism. His work has set an example for the young in every nation.

Among his many publications, his book *New Genesis, Shaping a Global Spirituality* offers the world a blueprint for a new, spiritual vision of human destiny.

After retiring from the United Nations in March of 1986, Dr Muller was appointed Chancellor of the University for Peace established by the United Nations General Assembly in Costa Rica. He has been an innovator in education, offering a widely-discussed 'World Core Curriculum', taught in a school named after him.

The International Peace Research Association, IPRA, was founded in 1965. It has worked ceaselessly to advance interdisciplinary research into the causes of war and other forms of violence and into the conditions conducive to peace by promoting national and international studies and teaching related to the pursuit of world-wide peace, by facilitating contacts between scholars throughout the world and by fostering the international dissemination of research results and of information on significant developments in peace research.

In the 25 years of its existence, IPRA has proved itself to be an association of dedicated scholars who give generously of their time in the interests of peace research and education, and the development of strategies for the application of peace research findings to pressing global problems.

One of IPRA's major accomplishments was the creation of its Peace Education Commission. For 17 years now, this Commission has been the vehicle for significant dialogue on both East-West and North-South issues. It has focused, among other things, on the question of peace development in the Third World and how this relates to economic development.

The *IPRA Newsletter* and the Association's second publication, the *Bulletin of Peace Proposals*, have become important instruments

over the years for reaching the ever-growing public concerned with the vital issue of peace.

Dr Elise Boulding is a truly appropriate representative to receive the prize on behalf of the IPRA as she is one of the founders of the organization and a researcher with a worldwide reputation. Her studies of the global civic culture (forming a link between peace studies and future studies) and her elucidation and advocacy of women's perspective and contribution to the struggle for peace make her a true *doyenne* of peace studies. She is particularly admired for the vigour and integrity of her commitment to peace research and the intellectual distinction of her work. I am pleased to add that much of this work has been done in productive co-operation with Unesco.

I wish to conclude, Mr President, by offering the members of the Jury my most sincere thanks for all their efforts and for their recommendations.

Ladies and Gentlemen,

It is now my honour to present to Professor Elise Boulding, as Secretary-General of the International Peace Research Association, and to Dr Robert Muller the statuettes symbolizing peace created by the sculptor Fenosa, together with two cheques for \$30,000 each, representing the Unesco Prize for Peace Education.

ACCEPTANCE SPEECH BY
ELISE BOULDING

*On the occasion of the award
to the International Peace Research Association
of the 1989 Unesco Prize for Peace Education*

Mr Director-General,
Excellencies,
Fellow Laureate Robert Muller,
Ladies and Gentlemen,

RECEIVING the Unesco Peace Education Prize at this moment in our history, as we move toward our 25th anniversary celebration in the summer of 1990, is a wonderful affirmation of the International Peace Research Association and the community it represents.

We have come a long way from the small group of scholars from different continents who gathered in Clarens, Switzerland in the summer of 1963 to discuss how scholars could support one another in turning their scientific knowledge to the elimination of war. Unesco was closely identified with the founding of IPRA at the Polemological Institute at the University of Groningen just two years later, because Dr Julian Hochfeld of Poland, then head of Unesco's Social Science Division, personally nurtured and encouraged this community of scholars. In the ensuing quarter of a century IPRA and Unesco's Division of Human Rights and Peace have undertaken many projects together, in what has been a happy and mutually productive relationship. So Unesco itself shares in the honour bestowed on the peace research community today, and I would like to celebrate those in the Unesco Secretariat who have worked with us through the years from Dr Hochfeld's time on. Not least to be celebrated are the Directors-General of Unesco who have had the vision to see that building peace in the minds of women and men must involve research on the structures, processes and conditions of peace; and so I welcome you, Director-General Mayor, into that company of supporters of peace research.

The International Social Science Council, the special organ linking the international social science community to Unesco, has been of inestimable help both in keeping us well connected to Unesco itself, and in facilitating interaction with colleagues in the other social sciences for the strengthening of the interdisciplinary character of peace research.

Not only Unesco, but other parts of the United Nations family have been part of the history of peace research, particularly the various United Nations research institutes and the United Nations University, as well as the very office of the Secretary-General himself. It is therefore particularly fitting that Robert Muller, former Under Secretary-General of the United Nations and Chancellor of the University for Peace, is a co-recipient of the Peace Prize with IPRA.

While the concept of replacing military means of dealing with conflicts among nations and peoples with peaceful means of dispute settlement that ensure justice and well-being for all is as ancient as the recorded human story, peace research itself is a new scientific discipline. It was born out of the idealism of young men and women in the non-violent undergrounds of World War II in Europe; it rose out of the ashes of defeat in Hiroshima, out of the independence struggles of India. Later it received an impetus in North America from the soul-searching induced by United States involvement in the Viet Nam war. It continues to develop in the midst of struggle: in the Latin American struggles to find Latin American solutions to problems deeply affected by developments in the North, in African struggles for a new path to peace and security through confronting the linked issues of maldevelopment, environmental destruction and militarization.

In short, IPRA was *not* born out of illusion and flight from reality. Recruits to the peace research and education community from its earliest beginnings have discovered the field through involvement in the increasingly complex conflicts that have emerged in this century. The Peace Education Commission, IPRA's oldest special body, came into being out of a need to understand how people learn in the midst of violence and change, how attitudes and perceptions are shaped, and out of a need to construct new curricula that would prepare coming generations of students for citizenship in a rapidly changing world order. Effective peace education must be grounded in actual human experience, and the Peace Education Commission has from the start been a pioneer in community-based learning. Its international summer seminars bringing together educators and researchers from North and South, its conferences and publications, have been critical in shaping the field of peace education.

As we enter the last decade of the twentieth century, conflicts are becoming more difficult and more complex as the world becomes more interdependent. At the same time ways and means for peaceful dispute settlement are also developing, both within and outside the field of peace research, that did not exist before. Never has it been clearer that 'peace' cannot refer to an absence of conflict, but rather to ways of living creatively with human diversity. IPRA's Peace Education Commission and nine Study Groups are all responding to the need for creativity and diversity in peacemaking.

The Weapons Technology and Disarmament Study Group researches the path from military to non-military defence in a context of common security; the Peace Movements Group documents both minority and mass movements around the world dealing with peace and social change; the Non-Violence Group studies the conditions under which non-violence can replace violence as a strategy of change; the Communications Group looks at changing social perceptions and media developments; Human Rights and Development Group deals with the all-important connection between development, human rights and peace; the Women and Militarism Group examines the structures of dominance, including patriarchy, and the power of the powerless; it also fosters the participation of women in IPRA and will be greatly strengthened by a newly endowed IPRA Graduate Fellowship for Third World Women in Peace Studies—the Dorothy Marchus Senesh Fellowship; the Ecological Security Group is expanding the concept of security to include how humans relate to their environment; International Conflict Resolution Group deals with the most intractable conflicts between states, and the Internal Conflicts and their Resolution Group deals with intractable ethnic and cultural conflicts within states and regions. The new Religion and Conflict Study Group will deal with the increasingly important religious dimension of many of today's most difficult struggles.

Never has IPRA had so many study groups! Each of them represents an active international community of scholars and teachers who come together periodically for workshops and conferences on ongoing work, and who publish books, articles, monographs and bibliographies. One of the most important activities of each Study Group is preparing the next generation of scholars, teachers, policy-makers and community workers. In IPRA's early days that preparation was mainly in terms of training graduate

students and future teachers. In more recent years undergraduate courses and programmes in peace studies have been developing in many universities—at first slowly, now very rapidly. Responding to the rapid growth of such university programmes is a new challenge for IPRA. The September 1988 Talloires Declaration issued by an international gathering of university presidents (staffed, I am happy to say, by IPRA members) calling for universities to offer research and teaching programmes on the causes of conflicts and their resolution, gives new visibility to that challenge. A new network is developing within IPRA as a result, to complement the in-depth work of the Peace Education Commission on peace learning and curriculum development.

While IPRA has had members from all continents since its very beginnings, the North-South dialogue has become increasingly important in recent years. That dialogue takes place within all IPRA working groups, and it also takes place within IPRA as a whole. Our 800 individual members and 100 member institutes stay in touch and find new opportunities for collaborative research through the IPRA Newsletter, which it was my pleasure to help start even before IPRA was born. Our nine national peace research associations and four-going-on-five regional associations on different continents help to nurture the grassroots of that collaboration. The IPRA Secretariat itself also moves around the world. It has been located in Europe and in Japan and most recently in Brazil under my able predecessor, Clovis Brigagao.

IPRA is proud to be in the company of the fine men and women and institutions that have received the Unesco Peace Education Prize since its inception in 1981. This affirmation of our work gives us the heart and energy to move forward. Our achievements have certainly been modest, but they are real, and we know we have a solid base to build on for the future. In closing I would like to thank Unesco for all it has done in support of peace research, as well as our other colleagues in the United Nations family. I want especially to thank my colleagues in IPRA itself, reaching back to our founding Secretary-General, the great international jurist B.V.A. Röling. It is their dedicated effort which now makes it possible for IPRA to look forward to the next twenty-five years of research and teaching that we hope will contribute to the making of a more peaceful, just and secure world for human beings everywhere.

ACCEPTANCE SPEECH BY
ROBERT MULLER
*Laureate of the Unesco Prize 1989
for Peace Education*

Mr Director-General,
Dear members of my family,
Dear friends,

HUMAN language is often insufficient to express deep emotions and finds itself reinforced in such circumstances by tears and internal images. When I received your telegram, tears came to my eyes as well as an image from my childhood: that of a young boy who from his window high up in the house of his parents in Sarreguemines, Alsace-Lorraine, was contemplating a border. It was a line not to be trespassed. Beyond it lived hereditary enemies, people we were to despise and even hate. And yet they spoke the same language and had the same names as we. And when I lifted my eyes to the sky, I saw stars, a sun, a moon, clouds and birds who ignored totally that border. And I dreamt that someday I would be allowed to work for its suppression.

My family had still to suffer a lot from that border, as I grew up: two evacuations which made us twice refugees; World War II declared fifty years ago, today; Nazi occupation; imprisonment; the French underground; a fate best epitomized in the life of my grandfather who held successively five nationalities without leaving his village of Sarralbe, which I have the joy of seeing represented here today.

And my dream was fulfilled: I became a servant of the United Nations and worked there all my adult life. Other friends from Alsace-Lorraine took issue with that border and worked for the creation of a European Community which is today a flourishing reality. And when I received my latest passport, I had a beautiful surprise: it has the title European Community and under it the sub-title France. I hope that the papers of my descendants will bear someday the title United Nations or World Community and under it as sub-title the name of their country. And, if God grants me life, I will make it a point to be present in Sarreguemines in 1992 or 1993 to see the last remnants of that border dismantled.

All my life has been a succession of dreams, often fulfilled: not to see another world war; to see the United Nations become universal; to see the end of colonization; to see nations work together on innumerable issues in 32 Specialized Agencies and world programmes of the United Nations; to witness the birth of international schools, of world universities and of a University for Peace; to see a world core curriculum adopted in a first few schools around the world. And since dreams engender other dreams, it happened that one of these schools dreamt that I should be awarded the Unesco Peace Education Prize. And here I am, in this hall, living again the fulfilment of a dream.

Mr Director-General, humanity must never cease to dream. Dreams are stronger than the sword. You, in your high functions, your colleagues, the 40,000 world servants of this planet, the 5 billion mothers, children, grown-ups and elderly must dream very strongly and highly, taking the point of view of the heavens, of the stars, of the sun, of the moon, of the clouds and of the birds. And our dreams of a peaceful, weaponless, beautiful and good world for all those admitted to live on it will come true.

I have been wondering what kind of homage I could render to those men and women who are the artisans of this prize: Mr Ryoichi Sasakawa, the benefactor; the members of the selection committee presided by Professor Sakamoto; the kind persons who proposed my name: Janet Feldman, President of the Friends of the University for Peace, Elvi Ruottinen, Finnish journalist to the United Nations, and Gloria Crook, Director of the school which bears my name in Arlington, Texas; you, Mr Director-General, who honour us with your presence; and your colleagues, especially Wolfgang Schwendler in Paris and Joseph Mehan in New York. And I thought that my best homage would be to stimulate some additional dreams regarding education for peace. Here are those which are particularly dear to me:

1. that all schools of this Earth will teach about the United Nations, which is the young people's greatest hope and will be their instrument of global action when they are grown up;

2. that all governments which have not yet done so, will ratify the University for Peace, this magnificent dream being implemented in Costa Rica, a totally disarmed heaven of peace in a region still troubled by conflict;

3. that all schools and universities of this Earth will teach peace and non-violence and will become schools and universities of peace;

4. that Unesco recommend to the United Nations to proclaim an International Year for Global and Peace Education;

5. that children in all schools of the world will celebrate the international years proclaimed by the United Nations, for instance the International Day of Peace held on the third Tuesday of September, when the yearly General Assembly opens; World Environment Day (5 June); Human Rights Day (10 December), and several others reflecting the great aims of the United Nations. As a result, youth will participate from childhood in the making of a peaceful and better world;

6. that many philanthropists will follow the example of Mr Sasakawa and will help global and peace education at the world level and continental, national and local levels;

7. that the media who have a major role as educators will follow the example of Ted Turner and will inform, teach, illustrate and make audiences participate in the building of a better world. In particular, it is imperative that they inform the public of the world information, achievements and constructive work of the United Nations system;

8. that the film industry will produce noble, inspiring films devoted to the great visionaries, prophets and artisans of peace, past and present. I dream of great films similar to that on Gandhi, devoted to the lives of Dag Hammarskjöld and U Thant;

9. I dream of a substantial progress of peace toys and applaud the recent agreement between the Government of Sweden and toy manufacturers of that country no longer to produce and to sell toys of war and violence;

10. I dream of growing numbers of international schools and international universities in the specialized fields of the United Nations agencies and world programmes, following the example of the World Maritime University in Malmö, Sweden, of the United Nations University in Tokyo, and of the University for Peace in Costa Rica;

11. I pray that the United Nations University will create branches in New York, Geneva and Vienna to allow students to better know the work of the United Nations and of its Specialized Agencies at the three main seats of the United Nations;

12. I dream that all universities in the world will require that students should take at least a few hours of courses on international organizations labouring in their fields;

13. I dream that Unesco will study and recommend by the year 2000 a world core curriculum for adoption by all nations;

14. I hope that all books, manuals and history teachings include at least a final chapter on the United Nations, which is rarely the case today;

15. I hope that all social and political sciences will follow the example of the exact sciences and become global. We need most urgently a global anthropology, a global sociology, a global psychology and a global political and administrative science;

16. I dream that all religious education will teach peace and non-violence, proclaiming as the first cosmic and divine law on Earth: Thou shalt not kill, not even in the name of a nation or a religion;

17. I dream that each country shall establish a ministry, an academy or a national institute for peace, with local branches, in order to guide and co-ordinate the efforts of citizens, of schools, and of local institutions and associations working for peace and a better world. The University for Peace could from time to time organize international conferences of such new peace departments. I would like to pay homage to my co-laureate, Mrs Elise Boulding for her action which has led to the creation of the prestigious Institute for Peace by the Government of the United States of America. May all countries follow that example;

18. I dream of the creation of a World Peace Service which would allow a growing number of young people from all countries to work together for peace and humanitarian causes instead of military service;

19. I dream of the birth of a true world literature whose best-sellers would be works of peace and non-violence;

20. I hope that the University for Peace will establish a global peace strategy which would reach from outer-space to the atom, encompassing all aspects of our planetary home, the atmosphere, the seas and oceans, the polar caps, the continents, nations, regions, cities and villages; and from the whole human family to the individual, encompassing races, peoples, cultures, religions, generations, professions, institutions, firms, the family and all groups and associations created by the human race to attain a greater level of happiness and fulfilment;

21. I pray that all human beings of this Earth become instruments of peace, thus fulfilling the cosmic function deeply engraved in each of us and for which we were born and allowed to live temporarily on this particular planet in the vast universe and eternal stream of time. The peace of the world is the sum-total of the peace of all individuals. As the Chinese proverb says: when the people lead, the leaders will follow;

22. I hope that the United Nations General Assembly will proclaim a worldwide celebration of the Year 2000, to which Unesco would contribute its vision and projects in the fields of education, science and culture for the next millennium;

23. I dream that the United Nations flag and United Nations hymn composed by Pablo Casals will spread world wide and that 24 October, anniversary of the birth of the United Nations, will be celebrated in all countries as is recommended by the General Assembly;

24. finally, I pray that the United States will take again their seat at Unesco and resume their visionary and dynamic role at the United Nations and in all Specialized Agencies of the United Nations, so indispensable at this crucial stage of history when world problems multiply unceasingly. I often remember these last lines of a speech which Franklin Roosevelt wrote in his own hand on the day of his death for a speech he was to deliver at the opening of the San Francisco Conference convened to give birth to the United Nations from the ashes and blood of the sixty million dead of World War II:

The work, my friends, is peace: more than an end of this war—an end to the beginning of all wars. I ask you to keep up your faith. The only limit to our realization of tomorrow will be our doubts of today. Let us move forward with a strong and active faith.

And since it is in the minds of men that wars begin, as is underlined in Unesco's Constitution, it is in Unesco and in the schools of the world that an end to the beginnings of all wars must be made.

I thank you, Mr Director-General and all my friends for your kindness of giving an hour of your precious lives to this beautiful ceremony in that magnificent institution, sign of the new times which Unesco represents.

BRIEF DESCRIPTION
OF THE WORK OF THE LAUREATES
INTERNATIONAL PEACE
RESEARCH ASSOCIATION
(IPRA)

IPRA's founding conference was held at the Polemological Institute of the University of Groningen in 1965, and its commitment to research the conditions of peace worldwide was reflected in the composition of the inaugural body, which included members from Czechoslovakia, Poland, the Soviet Union and Yugoslavia as well as from Western Europe, Australia, Japan, India and Pakistan, and from North and South America.

According to its constitution, the purpose of IPRA is to advance interdisciplinary research into the conditions of peace and the causes of war and other forms of violence. To this end IPRA shall encourage world-wide co-operation designed to assist the advancement of peace research and, in particular: (1) to promote national studies and teaching related to the pursuit of world peace; (2) to facilitate contacts and co-operation between scholars and educators throughout the world; and (3) to encourage the world-wide dissemination of results of peace research.

IPRA is unique in the international community of scholars concerned with stable peace in that it considers a wide range of factors associated with the conditions of peace going well beyond strategic studies. Having come to birth with Unesco's assistance, it has always taken account of Unesco's dictum that both war and peace start in the human mind.

In its twenty-five years of existence IPRA has supported the development of peace research on every continent, and now has in membership over 700 individuals in 40 countries as well as 135 peace research institutes. There are nine national peace research associations, and five regional associations. With the planned formation of two new regional associations in Africa and South Asia in the coming months, added to existing regional associations in Asia, North America, Latin America and Europe, there will be six regional peace research associations by the time of its twenty-fifth anniversary celebration. In addition to its own IPRA Newsletter

which tries to cover the world scene, IPRA has supported the development of national and regional newsletters and a number of new peace research journals. It has always worked closely with Unesco in documenting the world-wide work of peace research.

IPRA sees research and education as closely linked, and its Peace Education Commission has been active since 1972 in holding seminars and summer institutes for peace educators, and publishing books and manuals for teachers and the general public in peace education. Its newest *Handbook on Disarmament Education* will be out next year. It publishes its own *Peace Education Newsletter* in English, with a Spanish language edition.

Much of IPRA's work is done by communities of scholars collaborating in Study Groups, which form as needed. Currently it has ten study groups in addition to the Peace Education Commission: Communications, Ecological Security, Human Rights and Development, Internal Conflicts and their Resolution, International Conflict Resolution, Non-Violence, Peace Movements, Religion and Conflict, Women and Militarism and Weapons Technology and Disarmament. Every one of these groups has a major project under way which will be reported on at the 25th anniversary conference, many have already published books and articles, and all have plans for future publications.

North-South dialogue and collaborative work, as well as serious attention to gender issues and the role of women scholars and teachers in peace research and education, characterize IPRA's approach in many fields. Combining the North-South and gender concerns, IPRA is happy to be able to offer a graduate Fellowship for Third World Women beginning in 1990; a fellowship honoring the memory of an American peace activist, Dorothy Marchus Senesh. Another increasingly important theme for IPRA's work is the complex interrelationships among peace, environmental awareness and development processes, and it plans to collaborate with the International Social Science Council project on the Human Dimensions of Global Change by exploring the effect of national security policies on environment and development.

Non-violent conflict resolution is an important aspect of the work of several study groups, and the works up on Human Rights and Peace in Lebanon which IPRA co-sponsored with Unesco and several Lebanese NGOs in November 1989, is an example of the

kind of work IPRA hopes to be doing more of in the future. IPRA looks forward to more collaboration with other NGOs in special projects, as for example its spring joint project with the Bahai International Community, to take place at the Commission on the Status of Women meeting in March 1990. This will be a workshop to help women and men work together more effectively on a partnership basis in the NGO world.

Its work with the various bodies of the UN system is very important, especially of course work with the Division of Human Rights and Peace of Unesco. IPRA also works with UNIDIR, Geneva, the UN Department of Disarmament Affairs in New York, the UN Office for Research and Collection of Information, Department of Policy and Security Affairs, New York, the UN Peace Studies Unit, New York, the UN Centre for Social Development and Humanitarian Affairs, Vienna, the UN University, Tokyo, and the University for Peace, Costa Rica. The twenty-fifth anniversary conference in July 1990 will for the first time have a meeting of all IPRA representatives to various UN bodies, to discuss how work can be strengthened, and better co-ordinated both in relation to the UN itself and within IPRA.

IPRA looks forward to making a special contribution to the World Cultural Development Decade and to the '1992' public events to be held in Europe and the Americas, by conducting a study on 'Cultural Symbiosis in Andalusia: The Contribution of Arab Jews, Muslims and Christians to World Civilization'. Scholars from Europe, Africa and the Middle East, as well as Latin America, will be involved in the study which will focus on the period stretching from the tenth to the thirteenth century in Spain: there may be lessons from that period in history for dealing with present tensions relating to ethnic and religious differences in so many parts of the world.

IPRA is meeting the challenge of the formation of many new peace studies programmes for undergraduates and graduate students in universities around the world by the formation of a University Peace Studies Network which will provide support and assistance to IPRA scholars in different fields confronted with the need to develop new courses at the university level. This network will work closely with the Peace Education Commission and all IPRA Study Groups. The recent publication of the first IPRA

Membership Directory, and the projected publication of special guides to international peace studies programmes, institutes and summer sessions, as well as Study Group Monographs on ongoing projects, will help IPRA's outreach to the larger community of peace-concerned professionals and community development workers.

ROBERT MULLER

Robert Muller was born in 1923 in Eupen-Malmédy (now a Belgian province, formerly a German territory). His parents came from Alsace-Lorraine (now a French region, formerly a part of Germany). His father served in the German army in 1917-1918, and in the French army in 1919 and 1940. His grandfather changed five times nationality without leaving his village.

Robert Muller was four years old when his parents moved back to Alsace-Lorraine where his father, a hatmaker like his grandfather and great-grandfather, opened a hat shop in the border-town of Sarreguemines.

In 1938 and in 1939 the town was evacuated and, when the Second World War broke out, Robert Muller pursued his French high school studies as a refugee student in the cities of Lyons and Metz. His father was mobilized in the French army.

In 1940, after the defeat of France, the family returned to their hometown. Alsace-Lorraine was annexed again by Germany. Muller finished high school in German and began studies in economics at the University of Heidelberg.

When attempting to cross the border into France in order to avoid being drafted in the German army, Muller was arrested and imprisoned by the Gestapo. He later succeeded and joined the French Resistance under the name of Louis Parizot, and the maquis in the hills of Auvergne under the name of Marco. His father was imprisoned by the Germans.

In 1945, at the end of the war, Muller returned to Alsace-Lorraine and decided to devote his life to a career in peace, deeply impressed as he was by the sufferings and horrors he saw during the war and by the division of his family between France and Germany. He obtained a doctorate degree in law and economics from the University of Strasbourg. His thesis was on the Saar Territory.

In 1947 he won a contest of the United Nations Association of France with an essay on world government and joined the United Nations Secretariat in 1948.

During his 38 years of service with the United Nations, he held a variety of positions and rose through the ranks to the post of Assistant Secretary-General. He worked in the financial branch of the Department of Economic Affairs, became Secretary of the UN Capital Fund Committee and helped Paul Hoffman, the former Administrator of the Marshall Plan, establish the UN Development Programme. He was Special Assistant to the Under Secretary-General for Economic and Social Affairs, Chief of the Steel and Engineering Unit of the Economic Commission for Europe, counsellor of the Secretary-General of the UN Trade and Development Conference, Deputy Director of the UN Natural Resources Division, and Director of the UN Budget. He also served as Political Adviser to the UN troops in Cyprus.

During the last 16 years of his career, Robert Muller worked directly with three Secretaries-General: U Thant, Kurt Waldheim and Javier Pérez de Cuéllar, as Director of the Secretary-General's Office, as Secretary of the Economic and Social Council and as Deputy Under-Secretary-General for Co-ordination and Inter-Agency Affairs in the Secretary-General's Office. In this capacity he followed and helped co-ordinate the work of the sixteen UN Specialized Agencies and fourteen world programmes in the economic, social, scientific, cultural and environmental fields. He was also in charge of launching several world conferences and international years. Appointed Assistant Secretary-General by Mr Javier Pérez Cuéllar, his last assignment at the UN was to organize the fortieth anniversary of the UN in 1985. Upon retirement he became the Chancellor of the University for Peace established by the UN in Costa Rica and continues to serve the UN as a one-dollar-a-year consultant.

Robert Muller is a well-known speaker and writer on world affairs and the UN. During his active career at the UN he sometimes delivered up to 180 speeches a year. His books have been published in several languages. A multi-cultural novel unfolding in the UN, in France and India received the 1983 Erckmann-Chatrion Literary Prize. Considered the father of global education, Robert Muller produced a World Core Curriculum which is used in an increasing

number of schools around the world and serves as the educational structure of the Robert Muller School in Arlington, Texas.

Now in his active retirement, Robert Muller devotes his time between the UN in New York, the UN in Geneva and the University for Peace in Costa Rica. He also continues to speak, to write and to be involved in numerous undertakings for peace and a better world.

Robert Muller is married to Margarita Gallo, a former Chilean diplomat and representative to the United Nations. Mrs Muller was for years the President of the United Nations' Women's Guild. They have four children and four grandchildren, and live principally in Dobbs Ferry in the Hudson Valley near New York.

Robert Muller has received many awards and epithets. He is best known as the optimist-in-residence at the UN and as one of the first men of the twenty-first century.

APPENDICES

General Rules Governing the Unesco Prize for Peace Education

Article 1 - Aim

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

Article 2 - Prize

- (a) The Prize, which shall not be divided save in exceptional circumstances, shall be awarded to an individual, a group of individuals or an organization.
- (b) The Prize shall be awarded annually.
- (c) The Prize shall be worth approximately \$60,000, the exact amount to be decided each year on the basis of the interest accruing from the fund.
- (d) A Prize not awarded in any given year may be awarded the following year to a second laureate.
- (e) The Prize shall be awarded for an indeterminate duration. Should Unesco decide to cease awarding the Prize, the balance of the fund shall be returned to the Foundation.

Article 3 - Fund

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

Article 4 - Designation of laureates

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

Article 5 - Jury

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

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

Article 6 - Criteria for the awarding of the Prize

- (a) The laureate shall not be subject to any kind of discrimination on the grounds of nationality, religion, race, sex or age. He shall have distinguished himself through outstanding and internationally recognized action extending over several years in the fields of:
 - the mobilization of consciences in the cause of peace;
 - the implementation, at international or regional level, of programmes of activity designed to strengthen peace education by enlisting the support of public opinion;
 - the launching of important activities contributing to the strengthening of peace;
 - educational action to promote human rights and international understanding;
 - the promotion of public awareness of the problems of peace through the media and other effective channels;
 - any other activity recognized as essential to the construction of the defences of peace in the minds of men.
- (b) The laureate shall be chosen for activities carried out in accordance with the spirit of Unesco and the United Nations Charter.

Article 7 - Nomination of candidates

- (a) Member States of Unesco, intergovernmental organizations, non-governmental organizations granted consultative status with Unesco, and persons whom the Director-General deems qualified in the field of peace may nominate an individual, a group of individuals, or an organization considered to merit the distinction of this Prize by virtue of their activities.
- (b) The closing date for the submission of nominations shall be fixed by the Director-General each year.

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

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

Article 9 - Official ceremony

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

MEMBERS
of the International Jury
1989

Dr Walid AL-CHAHID (Syria)
Director-General
Centre for Studies and Scientific Research

Professor Carlos CHAGAS (Brazil)
Biophysicist
Former Permanent Delegate of Brazil to Unesco and
Former Member of the Executive Board of Unesco
Former Vice-President of the International Council of Scientific Unions
(ICSU)

Mr Bernard DADIÉ (Ivory Coast)
Director, Houphouët-Boigny Foundation
Writer
Former Minister of Culture of Ivory Coast
Former Member of the Executive Board of Unesco

Dr Bruno KREISKY (Austria)
Former Chancellor of the Republic of Austria

Mr Valentin LIPATTI (Romania)
Ambassador
Former Permanent Delegate of Romania to Unesco
Former Member of the Executive Board of Unesco

Professor Betty REARDON (United States of America)
Director, Peace Education Programme
Teachers College
Columbia University, New York

Professor Yoshikazu SAKAMOTO (Japan)
International Peace Research Institute Meigaku (PRIME)
Yokohama

Mr Ungku Abdel AZIZ (Malaysia)
Royal Professor
University of Malaya, Kuala Lumpur

His Grace Archbishop Desmond TUTU (South Africa)
Cape Town

LAUREATES OF THE UNESCO PRIZE
FOR PEACE EDUCATION
1981-1989

- 1981 Ms Helena Kekkonen (Finland) and the World Organization of the Scout Movement
- 1982 Stockholm International Peace Research Institute (SIPRI)
- 1983 Pax Christi International
- 1984 International Physicians for the Prevention of Nuclear War (IPPNW)
- 1985 General Indarjit Rikhye (India) and the Georg Eckert Institute for International Textbook Research (Federal Republic of Germany)
- 1986 Professor Paulo Freire (Brazil)
- 1987 Ms Laurence Deonna (Switzerland) and 'Servicio Paz y Justicia en América Latina'
- 1988 Brother Roger of Taizé (France)
- 1989 International Peace Research Association (IPRA)
Dr Robert Muller (France)