

# INTERNATIONAL FORUM NGO-UNESCO / PEACE

## "FROM PROMOTING TO BUILDING PEACE WITH THE NGOs"

To be held on 3&4 November 2016 in Querétaro, Mexico.

Aimed to put into light the role of civil society and particularly NGOs at the international and local level, the Preparatory Group has foreseen 5 sub-themes, 3 of them conducting to a specific workshop. Those five sub-themes were: "High educational level", "The culture of peace as a tool for dialogue", "The expression of Human Rights", "Acting on the economic environment", "Science serving peace and development".

Finally, 3 working sessions will be held after an introductory conference on the matter:

"Education: A Path for a Lasting Peace"

"The Engagement of Youth for Peace"

"Culture and Sport: Tools for Peace".

During each one of the working sessions, three round tables will allow to put into light some different sub-topics.

**PROMOTING AND BUILDING PEACE: THE MAIN AIM**



**SUSTAINABLE HUMAN DEVELOPMENT**



**NOBODY LET BY THE WAY SIDE**



**RESPECT OF HUMAN RIGHTS AND EQUAL DIGNITY FOR ALL**

**A CHAIN OF OBLIGED PATHS IN ORDER TO BUILDING PEACE**

## EDUCATION AS A BASIC AIM FOR ANY HUMAN BEING



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From basic education to higher education

The first sub-theme of the forum focused on "high educational level", what means that at every step of education, the objectives are a better understanding of the other in order to set up a better citizenship at the global level. So, education towards a culture of peace has to be practiced from early childhood by the parents or pre-school education, by meeting the others and learning, by the way, what is "cultural diversity". Promoting a culture of peace conducts towards an open mind and changes the outlook of the others "as other myself". Then, building peace has to come after the promotion of a culture of peace, of course. We have to change our minds to be involved in building peace.

We can see it at ISOCARP, as well when implementing the Young Planning Professionals held every year, as during the Urban Planning Advisory Teams where people, coming from different regions, learn from one another, that education cannot be only theory, but a kind of education that know how to use concrete examples as corner-stones associating education-citizenship-training-employment in a view of a reel human development, and thus peace. The congress of ISOCARP, organized in cooperation with UNESCO, held in Tunisia, in 1980, had for issue "Planning and Education", yet... Also, in 1992, the annual congress in Cordoba, Spain, had as main topic "Cultural identities and Unity" that was an education to the others.

## EDUCATION FOR ALL IS THE FIRST OF HUMAN RIGHTS



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Human Rights for any Human Being

The major issue for the UN System, that was presented at UNESCO by the Secretary General, is "Education first". The Constitutive Act of UNESCO says that "the defenses for peace have to be set up in the minds of men" (UNESCO says today women and men in order to avoid any confusion). By the way, on the difficult way towards peace, human rights have to be respected for all. And peace is fragile and must be watched any time. Any annual congress implemented by ISOCARP is an illustration of efforts, according different themes, to promote the same rights for all. "Low carbon cities", as well as "Cities and Water", "People's empowerment in planning", "Habitat for All, what is the solution" (in cooperation with UNESCO), are here some examples to succeed in the implementation of Human Rights for all towards a sustainable development.

## **NO PEACE BUILDING WITHOUT ANY HUMAN DEVELOPMENT**



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First UN Decade of Education for Sustainable Development

At the evidence development must come for building peace to be possible and efficient. Inequalities and injustices are the main obstacles to the promotion of a culture of peace, and then building a sustainable peace. Sustainable development reinsures people on their future and gives time to think to the others.

The Objectives of the Manifesto 2000 have to be illustrated with concrete actions and based on good practices that could be transferred anywhere else, provided that they take into account the local context.

On the matter too, ISOCARP congresses try to propose solutions or advices at the global level, which could be transferred at the local implementation. "Livable Cities, Urbanizing World, Meeting the Challenge" (China), "Sustainable Cities-Developing World" (Kenya), "Risk, Assessment and Management" (Japan), "Cities, Regions and Well Being" (United Kingdom), some topics of ISOCARP congresses facing the imperative necessities in a changing world.

## **SCIENCE TO THE SERVICE OF DEVELOPEMENT AND PEACE**

**"Science without conscience..." did we learn.** But, concerning the matter, "conscience" could be replaced by "education", as vector and accelerator in conscientiousness.

## **ACCORDING TO SECURITY OF WATER**

**Development provides hope, a feeling of security and then a possibility of building peace since human rights are respected for any human being.**

Access to fresh or safety water has to be joint with education to water, to the respect of this source of life (what is sometimes called "the right of water", besides "the right to water") and of the others also using it in mutual respect.

Two ISOCARP annual congresses were devoted to the issue of water at the global, local and social levels: in 1998 (Azores, Portugal) "Land and Water"; in 2014 (Gdynia, Poland) "Urban Transformations: Cities and Water".

## **ECOSYSTEMS AND BIODIVERSITY (FORESTS, SEAS ...)**

The two concepts are interactive, as well when they are relating to natural ecosystems, as when they are concerning built ecosystems (urban or rural ones), landscapes being always testimonies of the richness of biodiversity.

Natural ecosystems, relating to climate zones, show, in a very beautiful way, the biodiversity of our planet Earth. When the forests are systematically cut, very often they are replaced by a desert than by agriculture. This is a matter of fact that could be known in the framework of citizenship education. We can see another time the basic role of education, taking into account concrete examples scientifically studied. Science, at any level of education opens our minds and can conduct to a better way of life.

Some ecosystems are the result of constructed spaces by human beings such as settlements, or industries, or transportation, or agriculture. Everybody, living in a city, has seen mice running between the railways of metro stations, or rats along the streets, looking after food when rubbish are staying because of a long strike! And who did not heard that the bad conditions of life in the cities conduct the bees to vanish as well as their linked system? Who ignores that taking the sand along the seaside, since that seaside loses the basic zone protecting human settlements, will conduct them to be destroyed?

Ecosystem is not a concept of someone dreaming of painting landscapes: it is linked with biodiversity and, at the same time, requests the responsibility of an integrated management of natural or built places, for the benefit of all. Ecosystems join the economic responsibility, governance, respect of equal dignity for all relating to human rights and contribute to the sustainability of cultural diversity. Science can provide some answers in a societal way for culture, society, economy or policy. By the way, science is a cross-cutting method towards a sustainable human development and peace. ISOCARP Congress held in Cancun, Mexico (2000) was aimed towards "People's Empowerment in Planning"; and the Congress of 50 years of ISOCARP "Cities Save the World-Let us Reinvent Planning" considered planning in a global environmental vision.



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## Peace is in our Hands

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