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**UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL
ORGANIZATION**

WORLD CONGRESS ON DISARMAMENT EDUCATION

(UNESCO House, Paris, 9-13 June 1980)

REPORT AND FINAL DOCUMENT

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I. FINAL REPORT

Introduction

1. The World Congress on Disarmament Education was convened by the Director-General of UNESCO in pursuance of decision 7.1.2 adopted by the Executive Board of UNESCO at its 105th session and of resolutions 3/2.1/2 and 11.1 adopted by the General Conference at its twentieth session. The Congress took place at UNESCO Headquarters in Paris from 9 to 13 June 1980.

2. The organization of the Congress constituted a significant contribution by UNESCO to the implementation of the provisions of the Final Document of the tenth special session of the United Nations General Assembly. The Congress itself was to be seen in the context of the launching of the Second Disarmament Decade proclaimed by the General Assembly in resolution 34/75 of 11 December 1979. At the same time, it was a manifestation of UNESCO efforts "to step up its programme aimed at the development of disarmament education as a distinct field of study", as the General Assembly urged it to do in paragraph 107 of the Final Document of the tenth special session.

(a) *Participants*

3. The Congress was attended by 132 specialists from 48 countries, together with 122 observers from 97 non-governmental organizations and 55 Member States and 9 representatives from organizations in the United Nations system, 2 international governmental organizations and 2 liberation movements. The participants attended in their personal capacity, in conformity with the rules applying to this type of meeting. They included educators, mass media specialists, scientific researchers in the fields of peace and disarmament, and officials responsible for education and information from the Member States.

4. In pursuance of the recommendations of the preparatory meeting of experts for the Congress, held in Prague, Czechoslovakia, from 4 to 8 June 1979, an open discussion took place during which different points of view on disarmament were put forward. A substantial volume of documentation, comprising reports and studies prepared by experts and institutions, was made available to the Congress. A variety of teaching materials were put on exhibition, a series of films shown to illustrate the cultural dimension of disarmament education, and a mural painting was produced.

(b) *Opening of the Congress*

5. The Congress was opened on behalf of the Director-General by Mr. Federico Mayor, Deputy Director-General, who recalled that disarmament education came within the context of one of UNESCO's priority objectives and that UNESCO's fundamental task, as defined in its Constitution, was to work for peace through education, the spread of culture and the broadest possible dissemination of information. Mentioning the declaration of an international consultation of outstanding figures which had just been held at UNESCO, he drew attention to the close link existing between disarmament, the effective protection of human rights and development. He said that a new outlook favouring peace and co-operation had to be created within public opinion, and he expressed the hope that the Congress would contribute to the establishment of the ethical, intellectual and psychological bases that would be instrumental in working out a solution to the problems involved in the arms race.

6. In his opening address, H.E. Mr. Rodrigo Carazo, President of the Republic of Costa Rica, spoke of the example of his country which, at the end of the Second World War, had decided to abolish its army

and had since then lived in a state of unprecedented security. He asserted that peace and security were not the corollary of the number and quality of arms and that over-armed countries were always liable to become their own gaolers. He also emphasized that mankind was running the risk of war if it did not soon embark on a process of disarmament. He drew the attention of the assembly to the essential role of education and information, which were the only paths which could lead to the ending of war and the abolition of hatred and violence. He concluded by urging that peace, in its positive, universal and engulfing dimension, be the axis of the most varied studies and methods. He proposed that the University for Peace, now in its formative stages in Costa Rica, should become a leading world centre for high-level cultural action in that field.

7. Mr. Jan Martenson, United Nations Assistant Secretary-General for Disarmament, said that the Congress was the first occasion on which the question of relating education to the goals of disarmament and peace would be systematically explored. He recalled that the Final Document of the tenth special session of the United Nations General Assembly in 1978 conferred a central role on the world organization in the sphere of disarmament. The implementation of these recommendations calls for careful co-ordination, in order to ensure that the actions taken duly meet the desiderata expressed by the General Assembly. He also mentioned that co-ordination was called for to ensure that the various activities of the institution of the United Nations system were mutually reinforcing. This was especially important in view of the fact that the available resources - both financial and human - were very limited. Commenting on the activities of the United Nations Centre for Disarmament, he pledged to do the utmost to ensure that the task entrusted to it was fulfilled and, in particular, to support all efforts towards that end undertaken in the United Nations system. He drew attention to the importance of mobilizing world opinion in favour of disarmament. In that connection, he said that the primary goal of a programme of disarmament education should be to explain to the largest number of people that, in the nuclear age, security was not to be found in an ever-expanding accumulation of arms, but in the development of international co-operation.

8. The last speaker at the opening meeting was Mr. Rodolfo Stavenhagen, Assistant Director-General for the Social Sciences and their Applications. After speaking of the importance which the tenth special session of the General Assembly had attached to the democratization of the disarmament negotiation process, Mr. Stavenhagen emphasized that disarmament education constituted a new phase in the democratization of disarmament. He also said that a great many obstacles still had to be overcome before the demilitarization of the world became a reality. He mentioned, *inter alia*, the need to redirect the flow of economic development of peoples; the international arms trade; the abundance of different political and strategic doctrines concerning the foreign or domestic security of States; the conditioning of public opinion and of children from an early age to accept a glorified vision of military personalities, feats of arms, wars and conquests; the spread of certain fashionable theories in the sphere of mass psychology; the impact of the mass media, and the sale of games and toys of a military nature. He recalled the three approaches to disarmament education proposed by the Director-General at the Prague preparatory meeting: educating in the spirit of disarmament, incorporating appropriate materials in existing disciplines and developing a distinct field of study. He concluded by suggesting that there was a need for a global multilateral effort to promote disarmament with the active participation of peoples and not just governments. Education had a key role in these efforts.

(d) ***Structure and functioning of the Congress***

9. Pursuant to the recommendations of the preparatory meeting of experts held in Prague, Czechoslovakia (4-8 June 1979), the Congress met in plenary and in two Commissions, the terms of reference of which were as follows:

Commission I: Education - formal and non-formal education at different levels; the training of teaching personnel; the working out of appropriate teaching material; the revision of existing textbooks particularly history and geography, etc.

Commission II: Information - the training of professional workers in the field of information, information ethics relating to questions of armament and disarmament, methods of informing the general public, scientific circle, military personnel, etc.

The two Commissions each held three meetings; the plenary met six times.

10. In pursuance of Rule 4 of the Rules of Procedure, the Congress elected its Bureau, as follows:

President

Mr. Jaime Diaz (Colombia)

Vice-Presidents:

Mrs. Swadesh Rana (India)

Mrs. Mabel Segun (Nigeria)

Mr. Louis Sohn (United States of America)

Hr. Vladimir Tropine (Union of Soviet Socialist Republics)

General Rapporteur:

Mr. Franco Casadio (Italy)

Commission I (Education):

Chairman: Mr. Zdenek Ceska (Czechoslovakia)

Rapporteur:

Mr. Nasser-Eddine Ghozali (Algeria)

Commission II (Information):

Chairman: Mrs. Birgit Brock-Utne (Norway)

Rapporteur:

Mr. Ibrahima Fall (Senegal)

11. The agenda of the Congress was as follows:

1. Opening of the Congress (plenary)
2. The situation of disarmament education at all levels of formal and non-formal education (plenary):
 - (a) The present status of disarmament education at primary and secondary levels
 - (b) The present status of disarmament education at university level
 - (c) The present status of disarmament education in teacher training.

- (d) The present status of disarmament education in adult education and non-formal education
- (e) The present situation concerning disarmament education through the mass media
- 3. Problems of and prospects for the development of disarmament education within the school system (Commission I)
 - (a) Curriculum and materials
 - (b) Teaching methods
 - (c) Teacher training
 - (d) Teaching of military personnel
- 4. Problems of and prospects for the development of disarmament education outside the school system (Commission I):
 - (a) Informal educational approaches
 - (b) Non-formal education
 - (c) Education within the family
 - (d) Education within trade unions
- 5. Problems and prospects for the development of disarmament education through the mass media (Commission II)
 - (a) Formation of public opinion on disarmament questions through the media
 - (b) Approaches to problems of professional ethics in relation to disarmament education through the media
 - (c) Improvement of media coverage of disarmament problems
 - (d) Development of audio-visual materials
- 6. Promotion and development of research on disarmament (both Commissions as indicated):
 - (a) Research as part of education Commission II
 - (b) Research as part of information (Commission II)
 - (c) Co-operation among research bodies (both Commissions)

- (d) Problems of documentation (both Commissions)
- 7. Structural questions (plenary):
 - (a) Co-ordination of efforts among educators, education officials and the scientific community to develop disarmament education
 - (b) The role of UNESCO and its National Commissions
 - (c) Co-operation and co-ordination with other United Nations bodies
 - (d) The role of non-governmental organizations
- 8. Adoption of the Final Document (plenary)
- 9. Closing of the Congress (plenary)

(d) ***Adoption of the Final Document***

12. At its last plenary meeting the Congress adopted the following Final Document by consensus, it being understood that certain stylistic improvements and modifications based on observations and proposals made during the final session would be incorporated into the final version by the Secretariat in consultation with the President and the General Rapporteur of the Congress. The Final Document contains: (a) guiding principles and considerations for disarmament education, and (b) Recommendations addressed to the Director-General. The recommendations of the two Commissions as formulated by the rapporteurs on the basis of the proposals from participants and observers appears in annex II.

II. FINAL DOCUMENT OF THE CONGRESS

The World Congress on Disarmament Education, convened by the Director-General of UNESCO and meeting at UNESCO Headquarters in Paris from 9 to 13 June 1980, in accordance with resolution 3/2.1/1 adopted by the General Conference at its twentieth session,

1. *Deeply concerned* by the lack of real progress towards disarmament and by the worsening of international tensions which threaten to unleash a war so devastating as to imperil the survival of mankind,
2. *Convinced* that education and information may make a significant contribution to reducing tensions and to promoting disarmament, and that it is urgent to undertake vigorous action in these areas,
3. *Taking into account* the Final Document of the tenth special session of the General Assembly and in particular paragraph 106, according to which the General Assembly urged governments and governmental and non-governmental organizations to take steps to develop programmes of education for disarmament and peace studies at all levels, and paragraph 107, according to which the General Assembly welcomed the holding of this Congress and urged UNESCO to step up its programme aimed at the development of disarmament education as a distinct field of study,
4. *Bearing in mind* other pertinent resolutions of the General Assembly, such as resolution 34/75 according to which the General Assembly declared the decade beginning in 1980 the Second

Disarmament Decade, and resolution 33/73 by which the General Assembly adopted the Declaration on the Preparation of Societies for Life in Peace,

5. *Considering* resolution 11.1 adopted by the General Conference at its twentieth session concerning the role of UNESCO in generating a climate of public opinion conducive to the halting of the arms race and transition to disarmament,

6. *Considering* further the Declaration on fundamental principles concerning the contribution of the mass media to strengthening peace and international understanding, to the promotion of human rights and to countering racism, apartheid and incitement to war, adopted by the General Conference at its twentieth session(1978),

7. *Desiring* to promote the implementation of the Recommendation on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, adopted by the General Conference at its eighteenth session (1974),

8. *Recalling* the Expert Meeting for the preparation of the World Congress on Disarmament Education held in Prague, Czechoslovakia, on 4-8 June 1979 at the invitation of the Czechoslovak Socialist Republic,

A

Believes that disarmament education should be guided by the following *principles and considerations*:

Relation of education to disarmament

1. Disarmament education, an essential component of peace education, implies both education about disarmament and education for disarmament. All who engage in education or communication may contribute to disarmament education by being aware and creating an awareness of the factors underlying the production and acquisition of arms, of the social, political, economic and cultural repercussions of the arms race and of the grave danger for the survival of humanity of the existence and potential use of nuclear weapons.

Definition of disarmament

2. For the purposes of disarmament education, disarmament may be understood as any form of action aimed at limiting, controlling or reducing arms, including unilateral disarmament initiatives, and, ultimately, general and complete disarmament under effective international control. It may also be understood as a process aimed at transforming the current system of armed nation States into a new world order of planned unarmed peace in which war is no longer an instrument of national policy and peoples determine their own future and live in security based on justice and solidarity.

Role of information

3. Disarmament education requires the collection and dissemination of reliable information from sources offering the highest degree of objectivity in accordance with a free and more balanced international flow of information. It should prepare learners, in the strictest respect for freedom of opinion, expression and information, to resist incitement to war, military propaganda and militarism in general.

Relation to economic and political realities

4. Disarmament education cannot, however, confine itself to the dissemination of data and information on disarmament projects and prospects nor even to commenting on the hopes and ideals which inspired them. It should recognize fully the relationship disarmament has with achieving international security and realizing development. To be effective in this regard, disarmament education should be related to the lives and concerns of the learners and to the political realities within which disarmament is sought and should provide insights into the political, economic and social factors on which the security of peoples could be based.

Research and decision-making

5. In addition to reaching the general public, disarmament education has a more specific and equally crucial task of providing rational arguments for disarmament based on independent scientific research which can guide decision-makers and, to the extent possible, rectify perceptions of a potential adversary based on incomplete or inaccurate information.

Substantive approaches

6. As an approach to international peace and security, disarmament education should take due account of the principles of international law based on the Charter of the United Nations, in particular, the refraining from the threat or use of force against the territorial integrity or political independence of States, the peaceful settlement of disputes, non-intervention in domestic affairs and self-determination of peoples. It should also draw upon the international law of human rights and international humanitarian law applicable in time of armed conflict and consider alternative approaches to security, including such non-military defense systems as non-violent civilian action. The study of United Nations efforts, of confidence-building measures, of peace-keeping, of non-violent conflict resolution and of other means of controlling international violence take on special importance in this regard. Due attention should be accorded in programmes of disarmament education to the right of conscientious objection and the right to refuse to kill. Disarmament education should provide an occasion to explore, without prejudging the issue, the implications for disarmament of the root causes of individual and collective violence and the objective and subjective causes of tensions, crises, disputes and conflicts which characterize the current national and international structures reflecting factors of inequality and injustice.

Links with human rights and development

7. As an integral part of peace education, disarmament education has essential links with human rights education and development education, in so far as each of the three terms peace, human rights and development must be defined in relation to the other two. Moreover, disarmament education offers an occasion to elucidate emerging concepts such as the individual and collective rights to peace and to development, based on the satisfaction of material and non-material human needs.

Pedagogical objectives

8. Whether conceived as education in the spirit of disarmament, as the incorporation of relevant materials in existing disciplines or as the development of a distinct field of study, disarmament education should apply the most imaginative educational methods, particularly those of participatory learning, geared to each specific cultural and social situation and level of education. It aims at teaching *how* to think about disarmament rather than *what* to think about it. It should therefore be problem-centred so as to develop the analytical and critical capacity to examine and evaluate practical steps towards the reduction of arms and the elimination of war as an acceptable international practice.

Values

9. Disarmament education should be based upon the values of international understanding, tolerance of ideological and cultural diversity and commitment to social justice and human solidarity.

Sectors of society concerned

10. Disarmament education should be the concern of all sectors of society and public opinion. Indeed, schools, non-formal and informal education circles such as the family, community organizations and the world of work, universities and other research centres and information media, all have a part to play in this task. Educators and communicators should strive to develop the most appropriate and effective language and teaching methods for each situation. The challenge is all the greater as the stakes are so high.

B

The World Congress on Disarmament Education,

Considering that in this initial year of the Second Disarmament Decade special impetus should be given to the development of disarmament education,

Accordingly requests the Director-General to:

(a) Set out on the basis of the aforementioned principles and considerations elements to be included in the Declaration of the 1980s as the Second Disarmament Decade aimed at making disarmament education one of the vital means of achieving the objectives of the Decade and transmit them to the United Nations Secretary-General for submission to the General Assembly at its thirty-fifth session;

(b) Encourage initiatives designed to make adequate funds available for the significant development of disarmament education, by supporting, *inter alia* the suggestion of the United Nations Secretary-General that one-tenth of one per cent of military spending should be devoted to national and international efforts in favour of disarmament, including disarmament education and information;

(c) Strengthen social science research activities on disarmament, peace and international relations with a view, *inter alia*, to improving education and information programmes in these fields, in collaboration with the United Nations, in particular with the Centre for Disarmament and the Institute for Disarmament Research with national and international research bodies, and with appropriate non-governmental organizations;

(d) Investigate the possibility of drawing up standard clauses whereby States parties to arms control or limitation agreements would undertake, on the one hand, to foster the dissemination of the instrument in question and, on the other, to promote, to the greatest possible extent, and by appropriate means, disarmament education in general;

(e) Examine, in collaboration with the Secretary-General of the United Nations, the possibility of setting up a United Nations UNESCO Radio Station, to provide information and to promote the objectives of the United Nations relating, *inter alia* to disarmament, human rights and development;

(f) Draw up, on the basis of the work of the Congress, a detailed, phased action plan, on the understanding that this plan will coincide with UNESCO's next medium-term plan.

For the purpose of implementing this final recommendation, the Congress took note of the recommendations contained in the working papers and of the points proposed by the Rapporteurs of the Commissions on the basis of suggestions submitted by the participants and observers (see Annex II below).

ANNEX II

Recommendations formulated by the Rapporteurs of the two Commissions of the Congress on the basis of the proposals from participants and observers

SUMMARY

I. *Development of disarmament education and information about disarmament*

- A. WITHIN THE SCHOOL AND UNIVERSITY SYSTEM
- B. OUTSIDE THE SCHOOL AND UNIVERSITY SYSTEM
- C. THROUGH THE MASS MEDIA

II. *Development of research in the context of disarmament education and information about disarmament*

- A. TOPICS FOR RESEARCH PROJECTS
- B. IMPROVEMENT OF CONDITIONS GOVERNING RESEARCH
- C. IMPROVEMENT OF DOCUMENTATION

I. *Development of disarmament education and information about disarmament*

- A. WITHIN THE SCHOOL AND UNIVERSITY SYSTEM
 - (1) *Curricula and educational materials*

1. The preparation of curricula and educational materials should be guided by a number of principles, with particular reference to the following:

(a) Disarmament education is an integral part of peace education in furtherance of the principles of the Charter of the United Nations and the International Bill of Human Rights;

(b) It should cover all levels of the education system, and be adapted to the needs of the various socio-economic groups concerned;

(c) It should take into account the special cultural, economic and social characteristics of each country, though without thereby being diverted from its basic mission for partisan policy or propaganda purposes;

(d) It should also adopt a multidisciplinary approach, taking particular account of history, philosophy, political science, law, economics and sociology.

2. Programmes of disarmament education should emphasize the perception of the relationship between disarmament on the one hand, and on the other international peace and security, friendly co-operation between States, and human rights.

3. Disarmament education should accord an appropriate place to the individual's right to refuse

military service on grounds of conscientious objection, and to resist the obligation to make war or to kill.

4. The content of curricula should provide an opportunity of a critical approach to the problems of militarism and armaments. To this end, texts should be made available to students relating, *inter alia*, to the arms race, human rights, the struggle against racial discrimination, and the new international economic order, and giving examples of specific cases of violations of the principles stated in these texts.

5. UNESCO should contribute towards revising existing textbooks on peace, disarmament and human rights. It should also contribute to the preparation of suitable education material relating to these fields. Such material should be designed in particular to make pupils and students keenly aware of the problems of war and violence; it should include the findings of scientific research into the development of weapons of mass destruction, in particular nuclear weapons, and the damage they cause.

6. To achieve specific results in this field, UNESCO might also:

(a) Prepare a *standard* educational textbook on peace and disarmament, which would serve as a model for all programmes of peace education throughout the world;

(b) Encourage the launching of regional and national projects for the preparation of educational materials on disarmament. Special attention should be paid to non-governmental projects likely to have the greatest impact on teacher training and education;

(c) Facilitate the conclusion of bilateral and multilateral agreements in respect of the programming, planning and integration of disarmament education in formal and non-formal education systems, at least between countries in the same region, with a view to promoting international solidarity;

(d) Encourage and assist groups of educators whose purpose is to prepare educational material for universal use. A group of educators from countries from the East and West was set up during the Congress with a view to preparing educational material which could be used in these countries.

(2) *Educational methods*

7. The methods used in disarmament education might include recourse to attractive media such as illustrated history books, cartoon strips and anecdotes, which would on the one hand explain the existing relationship between the arms race and the aggravation of tension throughout the world, and on the other bring out the links between disarmament, economic and social development and respect for and the promotion of human rights.

8. Educational methods might be improved by means of exchanges of views and experience between specialized institutions in this field. Such exchanges should be encouraged, for example by making correspondence between educational establishments free of postage.

(3) *Training for teachers and educators*

9. Training for teachers and educators should be multidisciplinary, and correspond to the present and future needs of disarmament education.

10. It might be facilitated by organizing special training courses, for example in the centres for the study of international relations which exist in several countries, some of them of a regional nature.

11. Teachers and educators should enjoy legal protection against any threats or penalties to which they are liable in the performance of their duties.

(4) *Training for the armed forces*

12. Disarmament education should from now on be a part of training programmes in military colleges in all countries. Its purpose should be to create in the minds of the members of the armed and security forces respect for human rights and international humanitarian law. In particular it should encourage them to favour the settlement of conflicts through negotiation and other peaceful means.

13. The United Nations might contribute to the preparation of appropriate programmes for this purpose, and to the popularization of texts and studies on disarmament.

B. OUTSIDE THE SCHOOL AND UNIVERSITY SYSTEM

(1) *Informal educational approaches*

14. Youth associations should be encouraged to consider the problems stemming from the arms race, and to introduce appropriate components in their training programmes so as to strengthen the idea of peace, disarmament and respect for human rights in the minds of young people.

15. There is also a need to encourage, among young people and adults, national, regional and international meetings and events of a sporting, artistic or scientific character, with a view to mobilizing a body of opinion in favour of disarmament, peace and respect for human rights.

16. Political parties and organizations should be called on to pay more attention to the question of disarmament and peace, with special emphasis on the role incumbent on members of parliament, political leaders and representatives of nongovernmental organizations in the creation of a climate of public opinion in favour of halting the arms race and embarking on a process of disarmament instead.

(2) *Non-formal education*

17. Disarmament education programmes for adults should draw on larger human and financial resources, and be drawn up in terms of the specific needs of each country, particularly the developing countries, special account being taken of the psychological attitudes of illiterate adults.

(3) *Trade union education*

18. The trade unions should envisage the inclusion of disarmament education in their training programmes. Workers, particularly those in armaments sectors, should be given clear and specific information about the possibilities of converting military industries to other uses.

19. To facilitate their task, the trade unions should have access to the findings of studies and research carried out in the field of armaments and disarmament, and to the documents of the United Nations system relating to these problems.

(4) *Family education*

20. As the family is the nucleus of society, it is within the family that the new generation should be given an introduction to the cause of peace. Very special attention should accordingly be paid to the role of the family in education and information, so that it may adopt a pro-disarmament attitude in the

education of children.

21. With this in mind, an effort should be made to find ways of encouraging the abolition of toys of a military nature, and the development of toys devised to create in children attitudes favourable to a peaceful approach to conflicts.

C. THROUGH THE MASS MEDIA

(1) *Forming public opinion*

22. The education of the public through the mass media should be integrated in a general information policy in favour of disarmament. Such a policy should prevent any kind of direct or indirect war propaganda; it should be developed in close co-operation with non-governmental organizations pursuing humanitarian and peaceful aims.

23. World campaigns might be launched, under the auspices of UNESCO, to make public opinion keenly aware of the problem of armaments and disarmament. Such campaigns might be strengthened by periodical international conferences of journalists, editors and proprietors of the mass media, with a view to carrying out a critical and systematic evaluation of the role and place of the written press and audio-visual media in forming a climate of public opinion in favour of disarmament.

24. In this context it would be valuable for UNESCO, in co-operation with the Secretary-General of the United Nations, to examine the possibility of setting up a United Nations/UNESCO radio station which would broadcast information and programmes on the activities of the United Nations system concerning the disarmament problem and its consequences for development, peace, security and respect for human rights.

25. This radio station, which would operate 24 hours around the clock in several languages, could contribute towards creating a climate of opinion in favour of disarmament, the promotion of human rights and peace. Its main task would be to counteract propaganda in support of violence and the arms race, and to advocate a society of just and lasting peace. In particular, it could broadcast to illiterate or isolated populations for whom audio-visual media constitute the sole channel of access to information.

26. For their part, national radio and television stations, and other audio-visual media, should include in their programmes broadcasts devoted to presenting and discussing questions relating to disarmament, regional and international peace and security and respect for and the promotion of human rights.

27. Regional centres for written and audio-visual information and documentation on disarmament questions should be established, or strengthened, for use by all categories of the public. Such centres should be organized and operated in close co-operation with non-governmental organizations.

28. The public's contribution towards disarmament and peace efforts should be intensified, in order to influence and guide governments. UNESCO might assist these efforts:

(a) By encouraging the dissemination of information on the activities of non-governmental organizations in this field;

(b) By helping to set up documentation units for educational material on disarmament, peace and human rights, which should be made available to the public and educators;

(c) By encouraging studies on systems of non-violent defense, passive resistance and non-violent

struggle against weapons of mass destruction;

(d) By organizing a world-wide referendum, with the assistance of UNESCO National Commissions and non-governmental organizations, with a view to preparing public opinion to give support to future negotiations on the limitation of nuclear weapons leading to their effective international control.

(2) *Approaches to problems of professional ethics in relation to disarmament education through the mass media*

29. It would be valuable to encourage journalists of all kinds to develop an attitude in support of disarmament, peace and respect for human rights. To this end, ethical and deontological codes for the profession of journalism should be drawn up under the auspices of UNESCO, taking particular account of the special considerations relating to peace and disarmament to which reference is made in the Declaration adopted by the organizations of journalists at their meeting in Mexico City in April 1980, and in the Universal Declaration of Human Rights.

30. An annual prize might be awarded, under the auspices of UNESCO, to journalists or information organs having particularly distinguished themselves in the field of information in support of disarmament, peace and security throughout the world.

31. For its impact to be significant, information should be clear, objective, accessible and logical, and bring out the benefits of disarmament, with particular emphasis on:

(a) A positive approach to disarmament;

(b) A denunciation of arguments in favour of the arms race;

(c) The benefits to be derived from disarmament by way of quantitative and qualitative improvements in the individual's standard of living.

(3) *Improvement of media coverage of disarmament problems*

32. The mass media, in co-operation with specialized bodies, should strengthen the impact of disarmament education:

(a) By facilitating access by the public, including journalists and non-governmental organizations, to national and international sources holding information on armaments and defence policies and their effect on economic and social development, and on the progress stemming from arms limitation and control;

(b) By organizing training and further training courses for journalists and information specialists, and granting fellowships to them, particularly those who belong to movements in support of peace;

(c) By participating in the publication of a UNESCO newsletter on the subject of disarmament;

(d) By increasing the number and variety of international debates on this subject, with the participation of personalities of different political persuasions;

(e) By developing co-operation between editors and journalists at national, regional and international levels.

33. UNESCO should publish a study on the major pacifist works already written on disarmament and the cause of peace, and on people such as Mahatma Gandhi who have distinguished themselves in this field, on the same lines as its publications on *apartheid* and other humanitarian subjects.

(4) *Promotion of new audio-visual materials*

34. Use should be made of cultural vehicles such as the cinema, the theatre, the plastic arts, fairs, festivals and folk art, in order to make public opinion keenly aware of the problem of disarmament, and facilitate educational efforts in this field.

35. As was the case for the UNESCO literacy programme, non-governmental organizations, in co-operation with UNESCO National Commissions, might study the possibility of launching a project for a bus equipped with a variety of audio-visual materials, which would go from village to village in different countries in order to inform rural populations and make them aware of the importance of disarmament.

36. Substantial support might be provided for the disarmament education effort by the establishment of specialized libraries, including tape-recording and photographic libraries. In addition, it would be desirable to encourage artists and film-makers, particularly those working in the context of UNESCO Clubs, to direct their activities to this field.

37. UNESCO might convene a committee of expert film-makers to examine the possibilities of making films on disarmament and major peaceful events, and on the men who brought them about.

38. Meetings might be held, at UNESCO's initiative or under its patronage, between those responsible for the mass media in each country and officials of regional mass media associations, with a view to envisaging ways and means for a more suitable and effective commitment of the media to the promotion of disarmament and peace education.

II. *Development of research in the context of disarmament education and information about disarmament*

A. TOPICS FOR RESEARCH PROJECTS

39. The research topics which merit attention include the following:

(a) The relationship between disarmament and economic and social progress;

(b) Military research in relation to development problems;

(c) Calculating the costs of war preparations;

(d) Peaceful channels for the settlement of conflicts;

(e) The militarization of the education system;

(f) The relationship between social violence and the quality of education within the family;

(g) The problems of applying total and partial disarmament agreements in the context of effective international control.

40. In particular, consideration should be given to the relations between the mass media and the environment, bearing in mind the influence of cultures on the psychological and moral attitudes of individuals and groups of individuals towards the disarmament problem. A study of public opinion and its special characteristics might improve the orientation of information programmes in the society concerned.

41. Interdisciplinary research in the field of educational psychology should be encouraged, embracing educationists, psychologists, sociologists, educators and educational and information planners, with a view to finding what is most likely to develop children's and adults' faculties of reflection on the alternatives to war.

42. In States where war is still present or imminent, research should be directed rather to the role of those young people who seek a more reasonable and calm approach to the solution of the conflicts in which their country is involved. Research in this field should also include a study of mass psychology.

43. Studies should be encouraged on the phenomenon of perception in the field of international relations, particularly with a view to determining to what extent mutual misunderstanding is responsible for the arms race.

44. Investigations should be initiated internationally, both on the problem of individual perception of the relationship between disarmament and peace, and on making teachers and those responsible for national education policy aware of this problem.

45. UNESCO might convene a meeting of experts to study how the mass media can contribute to the creation of an international atmosphere favourable to disarmament, peace, international security and human rights.

46. Disarmament education and information about disarmament should be concerned to a greater extent with the study of historical personalities, such as Mahatma Gandhi, who devoted themselves to the cause of peace and the settlement of conflicts by peaceful means.

B. IMPROVEMENT OF CONDITIONS GOVERNING RESEARCH

47. Research might be improved, for example, by:

(a) Organizing seminars;

(b) Granting fellowships to young researchers, particularly in developing countries, to enable them to carry out high-level research on disarmament and related questions;

(c) Earmarking for research on disarmament education a percentage of national resources devoted to research in general;

(d) Establishing national and international research centres on disarmament and peace.

48. Public and private research bodies, and scientific researchers, should have the possibility of co-operating in finding ways of applying the results of their research to humanitarian and peaceful ends, such as:

(a) The rational utilization of natural resources;

(b) The development and utilization of new sources of energy;

© Improvements in the quality of life and the environment, and the harmonious development of society.

49. Scientific researchers, should be accorded the right to refuse to carry out scientific research work designed to produce weapons which are prohibited by international agreements, and also the right to oppose secrecy in respect of basic sciences. They should be entitled to expose the exploitation of scientific advances for military ends, in the spirit of the Recommendation of the Status of Scientific and Researchers adopted by the General Conference of UNESCO on 20 November 1974.

50. Encouragement should be given to bringing together for discussion specialized researchers and those engaged in education and information, with a view to improved co-ordination of their activities and more efficacious co-operation with non-governmental organizations.

51. Educational establishments within the United Nations system, such as the UNESCO Centre for Higher Education in Bucharest, the United Nations University in Tokyo and the University for Peace in Costa Rica, should help to initiate research in the field of disarmament education and information about disarmament.

C. IMPROVEMENT OF DOCUMENTATION

52. An international documentation centre on disarmament should be established, to receive and distribute disarmament education material from and for different countries.

53. It is suggested that the organizations in the United Nations system might:

(a) Envisage bringing out newsletters, with the assistance of non-governmental organizations, in connection with Disarmament Week;

(b) Envisage the publication of a monthly newsletter which would be more complete than the weekly newsletter at present published by the United Nations Office of Public Information;

(c) Recommend that Governments establish documentation units on disarmament within the national government departments concerned;

(d) Under the auspices of UNESCO, publish a list of persons who have been victims of violence on account of their anti-militaristic opinions or activities.

54. The mass media should make a firm effort to conserve and file audio-visual and written documents relating to the havoc wreaked by war, in particular that of the Second World War, and the continuing damage caused by *apartheid*, the violation of human rights and racial discrimination.

55. An information commission should be set up in each country, consisting of disarmament, education and information specialists, with a view to studying the possibility of a common strategy for the conservation, exchange and dissemination of documents relating to the entire range of armaments problems.